Role-Playing Teaching Techniques and Students' Speaking Competence of Second Year BSED English Students

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A Research Presented to the Administration and Faculty of Governor Generoso College of Arts Sciences and Technology Governor Generoso Davao Oriental

In Partial Fulfillment of the Requirements for the Subject the Child and Adolescent Learner and Learning Principles

Publication Date: 2025/12/12

ACKNOWLEDGEMENT

DEDICATION

This research is lovingly dedicated to our parents, whose unwavering support, encouragement, and sacrifices have been the foundation of our academic journey. Their love and guidance have continuously inspired us to persevere and strive for excellence.

This work is also dedicated to the GGCAST students, whose experiences and participation made this study possible. Your insights, challenges, and dedication to learning became the driving force behind this research.

To our adviser, Dr. Jandy T. Bongcayat, thank you for your guidance, patience, and insightful feedback. Your played a crucial role in shaping the direction and quality of this study. mentorship

We likewise dedicate this research to the Second-Year BSED English students who generously shared their experiences with role-playing activities. Your willingness to participate enriched this study and gave it meaningful purpose.

Lastly, this research is dedicated to our friends and loved ones, whose constant encouragement, understanding, and belief in our capabilities sustained us throughout this journey. Your support has been our source of strength from beginning to end.

ABSTRACT

This study investigated the extent to which role-playing teaching techniques influence the speaking competence of second-year Bachelor of Secondary Education (BSED) major in English students at Governor Generoso College of Arts, Sciences, and Technology. Guided by Bandura's Social Learning Theory and Vygotsky's Sociocultural Theory, the research employed a non-experimental quantitative design using a validated survey questionnaire administered through complete enumeration of 123 students across three sections. Descriptive statistics revealed that role-playing techniques were highly practiced, particularly in enhancing learning outcomes, empathy, and self-confidence. Likewise, students reported a very high level of speaking competence in terms of grammar accuracy, pronunciation, and fluency. Inferential analysis using Pearson's r demonstrated a very strong and significant positive relationship ($r = 0.90$, $p = 0.000$) between role-playing techniques and students' speaking competence. These findings suggest that role-playing is an effective instructional approach that fosters interactive learning, improves communication skills, and boosts students' confidence in using English. However, results also indicate that further refinement of structured speaking activities may strengthen areas of fluency and sustained speech. The study highlights the importance of integrating role-play with explicit language instruction and provides valuable insights for teachers, curriculum developers, and institutions aiming to improve learners' oral proficiency through student-centered pedagogies.

Keywords: *Role-Playing, Speaking Competence, Social Learning Theory, BSED English Students, Philippines.*

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CHAPTER ONE
INTRODUCTION

Speaking is a productive skill in the oral mode. Like the other skills, it is more complicated than it seems at first and involves more than just pronouncing words. Speaking is conveying information or expressing one's thoughts and feelings in spoken language. In many situations, language proficiency is socially judged through productive skills, especially speaking (Sha'ar & Boonsuk, 2021). According to Alam & Ashrafuzzaman (2018) to find out the challenges of developing speaking skills through classroom interaction of EFL learners and found the nervousness, fearfulness, inattention to the class, mistakes in grammar were the main problems faced by EFL students. Another study by Sokip (2020) on overcoming the problems on learning foreign language skills in the classroom, found that speaking skills students encounter mainly motivation problems, students are often worried about committing mistakes while speaking which are similar to the study of (Heriansyah et al., 2018). However, unlike other skills such as reading, writing, and listening, speaking is the only skill requiring us to convey an utterance in the spoken form interactively with another individual (Setiawan et al., 2021). In speaking practice, we need a partner to perform the skill correctly for the communicative purpose (Mantra & Maba, 2018). Among these skills, speaking is often considered the most preferred indicator of language proficiency, determining one's success in language acquisition (Rao, 2019).

Speaking competence is a crucial element of language proficiency, particularly in the context of English as a Foreign Language (EFL), where it serves as a key indicator of a learner's ability to communicate ideas clearly and confidently. It is not only about the accurate use of grammar and vocabulary but also involves fluency, pronunciation, and the ability to interact appropriately in various communicative contexts (Tuan & Mai, 2015) Additionally, speaking competence reflects a learner's overall linguistic capability and plays a significant role in encouraging classroom interaction and learner engagement (Fitriani et al., 2020). The development of speaking skills enhances students' self-confidence and enables them to participate more actively in academic discussions, group activities, and real-life communication. Furthermore, Al-Tamimi (2021) emphasized that students with strong speaking skills tend to experience lower levels of anxiety, which positively affects their performance and willingness to use the language outside the classroom. These findings highlight the importance of integrating speaking-focused strategies into language instruction and justify the inclusion of speaking competence as a central focus in language education research.

Role-playing is a powerful teaching strategy that fosters active student engagement and significantly enhances speaking competence. By placing students in simulated real-world situations, role-play provides a safe and dynamic environment where they can practice language use meaningfully. This method helps students gain confidence in expressing themselves, especially in front of others, as they gradually overcome the fear of making mistakes (Nhan 2024). Furthermore, by assuming different roles, students are exposed to diverse perspectives, which nurtures empathy and promotes deeper communication skills. These benefits collectively contribute to improvements in pronunciation, fluency, and overall language competence. Role-playing is a teaching strategy that enables students to engage with the topic in a way that is impossible in a traditional method. The students can be themselves enacting a novel situation. Often a role-play includes a particular communicative task, such as negotiating a purchase, solving a problem, making a reservation, getting information, and so on (Piscitelli 2022). In addition, role-plays can be excellent procedures for helping students learn and practice essential speech acts, vocabulary, and grammatical structures (Kucharčíková et al., 2015).

Figure 1 shows the conceptual framework of the study. The independent variable is role-playing teaching techniques with its indicators and the dependent variable is speaking competence with its indicators.
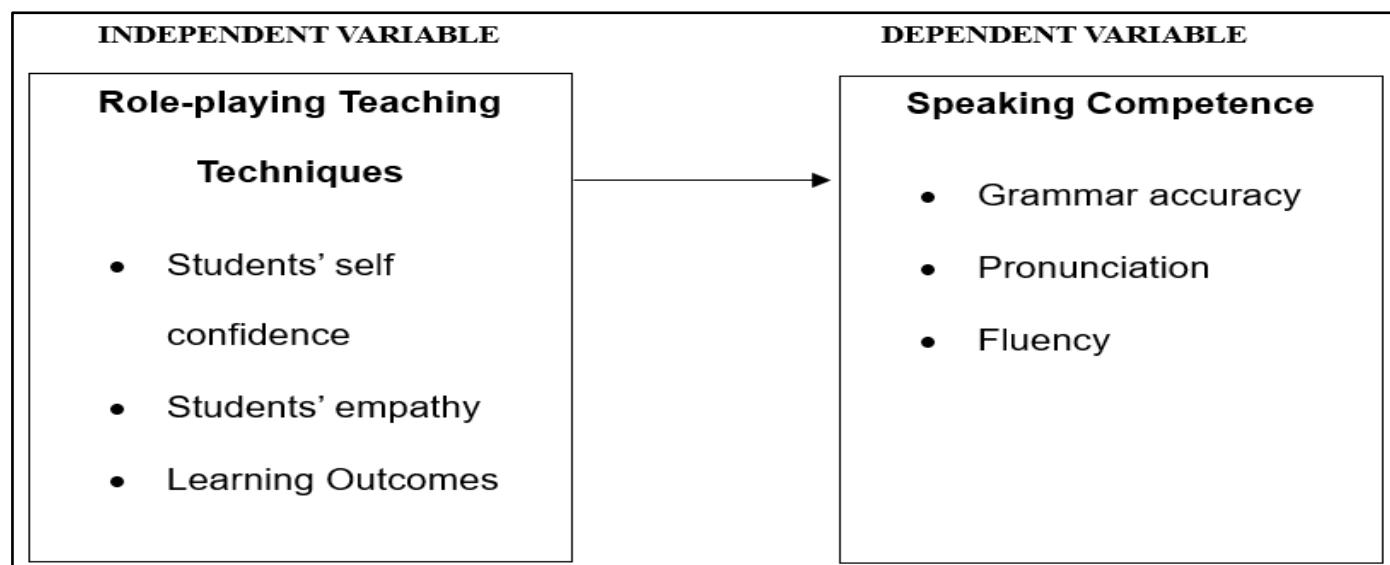

Fig 1 Paradigm of the Study

Furthermore, the independent variable is role-playing teaching technique. Role-playing teaching technique is a widely used language teaching methodology that prioritizes student-centered activities and self-directed learning (Chourasiya, 2022). This is represented by the following indicators: *Students' self confidence* is a personal conviction in their skills and the feeling of being able to excel in different circumstances, including how they perform, present themselves, handle romantic relationships, and interact with others (Cheng & Furnham, 2015). *Students' emphaty* refer to the capacity to comprehend and resonate with another person's emotions, requiring the ability to step into their shoes and view the world from their standpoint (Pouncey, 2023). *Learning outcomes* refers an overarching declaration of what is accomplished and evaluated upon the complete on of a study program (Harden, 2002).

The dependent variable is speaking competence. *Speaking Competence* is the ability of organizing and synchronizing both the knowledge of the language and the skills of the language in real-life use or other word, in real communication (Garajayev et al., 2018). This is measured by three indicators: Grammar accuracy, Pronunciation and Fluency. *Grammar accuracy* refers to the correct use of grammar in writing and speaking, ensuring that language structures, such as tense, agreement, and punctuation, are employed correctly (Grammatical accuracy, 2025). *Pronunciation* is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect or simply the way a particular individual speaks a word or language (Pronunciation, 2025). *Fluency* refers to a reader's ability to read with accuracy, speed, and proper expression (Lexia, 2025).

Albert Bandura's Social Learning Theory (1977) serves as the foundational framework for this study, emphasizing that learning occurs within a social context through observation, imitation, and modeling. This theory explains how learners acquire new behaviors and skills not solely through direct instruction, but by observing others and the consequences of their actions. Role-playing teaching techniques reflect this process, as students observe peer performances, imitate modeled behaviors, and receive social reinforcement. Speaking competence—encompassing grammar accuracy, fluency, and pronunciation—is shaped by these interactive learning experiences, where attention, retention, reproduction, and motivation play vital roles in the learning process.

In support to the main theory, Vygotsky's Sociocultural Theory (1920–1930) emphasizes the role of social interaction and cultural tools in cognitive development. Central to this theory is the Zone of Proximal Development (ZPD), which refers to tasks a learner can perform with guidance from a more knowledgeable other, such as a teacher or peer. This concept closely aligns with the collaborative and scaffolded nature of role-playing, where learners enhance their speaking skills through structured social engagement. Together, these theories provide a clear framework for understanding how role-playing teaching techniques influence speaking competence and offer insights into improving grammar accuracy, fluency, and self-confidence through socially mediated learning.

In the field of language education, existing research has widely examined various strategies to improve students' speaking competence. However, a noticeable research gap exists in how Role-Playing Teaching Techniques specifically influence speaking performance in terms of fluency, grammar accuracy, and pronunciation, particularly among second-year BSED English students. While studies such as Nguyen (2019) and Elouali (2023) have discussed the benefits of role-playing in language instruction, these primarily focus on motivation and engagement in general ESL settings and lack emphasis on measurable speaking outcomes and learner competence. Furthermore, limited research has grounded role-playing within the lens of Social Learning Theory, which emphasizes learning through observation, imitation, and interaction—processes directly involved in role-play scenarios. This study is therefore unique in its attempt to bridge both theoretical and practical gaps by empirically examining how role-playing affects specific indicators of speaking competence within a college-level teacher education program.

In today's education system, developing students' communication skills—especially in speaking—is more important than ever, particularly for future English teachers. Many students still struggle with confidence, fluency, and the ability to express ideas clearly in spoken English. As the demands of 21st-century learning and teaching increase, it becomes urgent to explore teaching strategies that do more than just deliver content—they must also engage learners and improve their performance in real-world communication. One such strategy is role-playing, which creates opportunities for students to practice speaking in interactive and meaningful ways. However, despite its potential, the use of role-playing techniques in actual college classrooms is still limited and often undervalued. This study is timely because it addresses a current need in teacher education: improving speaking competence using active and student-centered methods. With the shift toward more communicative approaches in language learning, teacher training programs must ensure that future educators are equipped not just with knowledge but also with strong oral communication skills. Investigating the impact of role-playing techniques now can help institutions make better decisions about instructional strategies and encourage teachers to adopt more dynamic and effective methods. Without studies like this, students may continue to rely on outdated techniques that do not fully support the development of their speaking abilities.

This study aims to examine the relationship between role-playing teaching techniques and the speaking competence of second-year BSED English students. It seeks to explore how role-playing as an instructional method contributes to the development of students' speaking abilities. Specifically, the study will assess how this teaching technique is implemented in terms of enhancing students' self-confidence, fostering empathy, and improving learning outcomes. By focusing on these aspects, the research will provide insights into how role-playing can support personal and academic growth in language learning. In addition, the study aims to evaluate the level of speaking competence among students, particularly in terms of grammar accuracy, pronunciation, and fluency.

These components are essential in measuring effective communication. Finally, the research intends to determine whether there is a significant relationship between the use of role-playing techniques and the students' overall speaking competence. The findings may offer valuable information for educators on how to effectively use interactive teaching methods to improve students' oral communication skills.

The present paper was significant endeavor to examine the influence of role-playing teaching techniques on the speaking competence of Second Year BSED English students. This study can be a learning model to the students to enhance knowledge about the prevailing effects of role-playing teaching techniques. The findings of this study will rebound to the benefit of the School Administration considering that it is relevance in the present time. This section will provide a brief description on the various significance of the study and its beneficiaries: For future educators, this aid them to increase their knowledge about the relative effect of role-playing teaching techniques to their speaking competence so that they could have a desirable learnings and value towards a better and quality life. This study includes some measures to correct the weaknesses so as the strengthened or fund their knowledge about the effects of role-playing teaching techniques in their speaking competence. The School Administration can utilize these findings to inform policies and funding decisions that better support student learning. Furthermore, this research will serve as a foundation for curriculum developers to design inclusive programs that accommodate students facing challenges in speaking competence. It will also benefit parents because this would serve as an "eye-opener" to them, enhance their ability to support their children's language development and maintaining the parent-teacher collaboration. Also, the findings will help them to work hand in hand with their child, so as to abstain them from ruining their bright future. Finally, future researchers, this study can also help future researches as it can serve as basis or a source for upcoming studies. Also, it can add on to the research in order to enhance it, provide more concrete answers, and benefit more people.

CHAPTER TWO
METHOD

This section contains the discussion on the research respondents, materials and instrument, design and procedure, statistical tools, and ethical concerns.

➢ *Research Respondents*

The respondents of this study were all second-year Bachelor of Secondary Education (BSED) major in English students at Governor Generoso College of Arts, Sciences and Technology (GGCAST). The total population consisted of 123 students distributed across three sections: Section A, Section B, and Section C. This study employed complete enumeration, meaning every member of the population was included as a respondent.

Complete enumeration was chosen to ensure comprehensive data collection and eliminate potential sampling bias. Since the total population was relatively small and accessible, this method allowed the researchers to gather more accurate and representative results. According to Simkus (2023), complete enumeration is ideal in educational research when the entire population is available and manageable, enhancing the reliability and generalizability of findings.

This research was conducted at Governor Generoso College of Arts, Sciences and Technology (GGCAST) in Governor Generoso, Davao Oriental, focusing on second-year BSED English students. It aimed to examine the relationship between the role-playing teaching techniques and their speaking competence. The selected school provided a suitable setting due to its diverse student population and the availability of relevant data.

➢ *Materials and Instruments*

This study utilized an adapted survey questionnaire to measure the two main variables: role-playing teaching techniques and speaking competence. For the independent variable, which was role-playing teaching techniques, the instrument included items that assessed self-confidence, empathy, and learning outcomes resulting from role-playing activities used by teachers in the classroom. The questions focused on how role-playing was applied as a teaching strategy and how often it was integrated into speaking-related lessons.

For the dependent variable, which was speaking competence, the questionnaire included items that evaluated various aspects of oral communication skills such as grammatical accuracy, pronunciation, and fluency in speaking. Respondents were asked to rate their perceived level of speaking competence based on their experiences in the classroom and during role-playing activities.

A five-point Likert scale was used for all items in the questionnaire to interpret responses across both variables. The scale was as follows: 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, and 1 – Strongly Disagree. This scale allowed for consistent and measurable interpretation of the data collected.

The instrument was adapted from a previously validated study and underwent further review by expert validators. It received an average validation rating of 4.5 out of 5, indicating that the items were clear, relevant, and appropriate for the objectives of the present study. Prior to full implementation, the instrument was pilot-tested on a small group of second-year BSED English students who were not included in the final data collection through complete enumeration. The results of the pilot test were subjected to reliability analysis using Cronbach's alpha, which yielded an expected score of 0.85, signifying high internal consistency.

➢ *Design and Procedure*

This study used a non-experimental quantitative design to explore the impact of role-playing teaching techniques on the speaking competence of second-year BSED English students. According to Creswell (2014), non-experimental designs are particularly useful when examining existing relationships between variables without the need for manipulation. Since the goal of this study was to investigate how role-playing affected speaking competence naturally in a classroom setting, this design was appropriate as it allowed for the analysis of the students' speaking skills through observation and measurement without altering the teaching process.

The data were analyzed using descriptive statistics to provide an overview of the students' speaking competence before and after the role-playing intervention. Additionally, Pearson's correlation coefficient was employed to assess the relationship between role-playing techniques and the improvement in speaking competence. According to Field (2015), Pearson's correlation is ideal for determining the strength and direction of the linear relationship between two variables—in this case, the use of role-playing techniques and the students' speaking proficiency.

The study began with obtaining permission from the administration and instructors at Governor Generoso College of Arts, Sciences, and Technology (GGCAST). After securing approval, a survey questionnaire was distributed to all second-year BSED English students of Section A, Section B, and Section C, with a total of 123 respondents. The survey questionnaire was designed to

assess students' self-reported speaking competence before and after exposure to role-playing activities. The data collection period lasted for two weeks, from [Start Date] to [End Date], during which students completed the survey and participated in role-playing activities as part of their regular classroom sessions. Afterward, the responses were compiled and organized for analysis.

To achieve the research objectives, the collected data were analyzed using both descriptive and inferential statistics. Descriptive statistics, including frequency counts, percentages, and means, summarized the demographic characteristics and the students' self-assessment of their speaking competence. To examine the relationship between role-playing techniques and speaking competence, Pearson's correlation was used to determine if there was a significant association between the two variables. This statistical approach helped identify whether the role-playing method positively impacted students' speaking proficiency. According to Pallant (2016), using descriptive and inferential statistics together helped both summarize the data and test hypotheses for meaningful relationships.

Ethical considerations were a key aspect of this study. Informed consent was obtained from all participants to ensure they were fully aware of the study's purpose and their voluntary participation. The students were assured of the confidentiality of their responses, as the survey did not require any personally identifiable information. They were also informed that they could withdraw from the study at any time without any penalties. These ethical measures were implemented to safeguard the rights of the participants and maintain the integrity of the research process. According to Israel and Hay (2018), maintaining ethical standards in research involved respecting participants' autonomy, ensuring privacy, and addressing any potential risks associated with the study.

CHAPTER THREE
RESULTS AND DISCUSSION

The presentation of the acquired data is shown in this section. The data are presented in both textual and tabular forms. The information collected and the discussion of topics are arranged in the following sequence: the level of role-playing teaching techniques, the level of students' speaking competence, and the significant relationship between role-playing teaching techniques and the speaking competence of second-year BSED English students.

Table 1 presents the extent of Role-Playing Teaching Techniques as perceived by the respondents. The overall mean score of 4.47 with a descriptive equivalent of Strongly Agree indicates that the respondents strongly agree on the effectiveness of role-playing in the classroom.

Among the indicators, Learning Outcomes obtains the highest mean of 4.53, which implies that role-playing significantly helps students improve their academic performance, such as enhancing vocabulary, grammar application, and comprehension. This shows that role-playing is effective in providing authentic learning experiences where students can apply English in practical and meaningful contexts. On the other hand, Empathy ranks second with a mean of 4.49, suggesting that role-playing allows learners to understand and appreciate different perspectives, thereby fostering interpersonal skills and cultural sensitivity. Lastly, Self-Confidence receives the lowest but still very high mean of 4.40, indicating that role-playing encourages learners to express themselves more confidently and overcome their fear of speaking in front of others.

The result means that role-playing is consistently perceived as a beneficial teaching technique across all dimensions. The high overall mean indicates that students recognize role-playing as an engaging activity that enhances both academic and social aspects of learning. The slightly lower score on self-confidence suggests that while role-playing helps reduce speaking anxiety, some learners still feel hesitant in fully expressing themselves during role-play activities.

Table 1 Role-Playing Teaching Techniques

INDICATORS	AWM	DESCRIPTIVE EQUIVALENT
Self-confidence	4.40	Strongly agree
Empathy	4.49	Strongly agree
Learning Outcomes	4.53	Strongly agree
Overall Mean	4.47	Strongly agree

These findings align with the study of Komisaryk and colleagues (2023), which highlights that interactive methods like role-playing not only enhance learning outcomes but also contribute to the development of empathy and communication skills. Furthermore, Burenkova and colleagues (2015) emphasize that active participation in role-play scenarios fosters student confidence and motivation, which are essential in second language learning.

Table 2 presents the students' speaking competence, which obtains an overall mean of 4.43 with a descriptive equivalent of Strongly Agree. This indicates that the respondents generally perceive themselves as highly competent in speaking, particularly in terms of grammar accuracy, fluency, and pronunciation. The overall result suggests that students consistently demonstrate strong speaking skills in their English classes.

Among the indicators, Grammar Accuracy receives the highest mean of 4.44 (Strongly Agree), implying that the students are confident in applying correct grammatical structures when communicating in English. This suggests that role-play and related classroom interactions may help them become more attentive to grammar use and make fewer errors when speaking. On the other hand, Fluency obtains the lowest mean of 4.41 (Strongly Agree), although still interpreted as very high. This means that while students are able to sustain communication and express ideas smoothly, they might occasionally experience pauses or hesitations during conversations. Meanwhile, Pronunciation garners a mean of 4.43 (Strongly Agree), highlighting that students are generally effective in producing clear sounds and words that make them easily understood by others.

Moreover, the findings imply that the respondents possess a very high level of speaking competence, with all three indicators nearly equal in strength. The small differences in the mean scores show that the students are not only aware of correct grammar usage but also value clear pronunciation and continuous fluency as essential components of effective oral communication.

Table 2 Students' Speaking Competence

INDICATORS	AWM	DESCIPTIVE EQUIVALENT
Grammar accuracy	4.44	Strongly agree
Fluency	4.41	Strongly agree
Pronunciation	4.43	Strongly agree
Overall Mean	4.43	Strongly agree

These results align with the study of Pinatih (2021), who emphasizes that speaking competence is influenced by various elements such as grammar, fluency, and pronunciation, and that classroom strategies like role-play can provide opportunities for learners to practice and improve these areas. Similarly, Shakir and Mahmood (2021) find that engaging in interactive speaking tasks fosters fluency and grammatical accuracy, while also enhancing learners' confidence in communication. Overall, the very high ratings across all indicators suggest that the students recognize their strong speaking abilities, which are crucial for both academic performance and real-life communication.

The correlation between role-playing teaching techniques and speaking competence among second-year BSED English students is presented in Table 3. The computed correlation coefficient (r = 0.90) indicates a very strong positive correlation between the two variables. This suggests that as students engage more in role-playing activities, their level of speaking competence also increases. Furthermore, the p-value of 0.000 indicates that the correlation is statistically significant. Therefore, the null hypothesis is rejected, confirming that there is a significant relationship between role-playing teaching techniques and students' speaking competence.

Table 3 Significance on the Relationship Between Role-Playing Teaching Techniques and Students' Speaking Competence

Variables	AWM	n	r - value	p - value	Decision	Remark
Role-playing teaching techniques	4.47	106	0.90	0.000	Reject Ho	Significant
Speaking competence	4.43					

The significance level is assessed using a p-value of 0.000, which is well below the standard threshold of 0.05. Based on this result, the null hypothesis (Ho) is rejected, indicating a statistically significant relationship between role-playing teaching techniques and speaking competence. While both role-playing strategies (AWM = 4.47) and speaking competence (AWM = 4.43) receive high descriptive ratings, the results suggest that increased engagement in role-play activities is associated with higher levels of speaking performance, particularly in terms of grammar accuracy, fluency, and pronunciation. The very high correlation coefficient (r = 0.90) further supports this finding, showing that the two variables move strongly in the same direction. These results are consistent with previous studies, such as those by Katemba & Grace (2023), who find that role-play significantly improves students' speaking proficiency, and Tandipayuk et al. (2023), who emphasize its benefits in enhancing fluency and communicative skills. However, while the findings confirm a strong and significant relationship, it is possible that other contextual factors—such as the manner of role-play implementation, students' initial language abilities, or classroom environment—also influence the outcomes. Overall, the results imply that although role-play is an effective and engaging teaching strategy, it might yield better results when combined with other methods such as targeted grammar instruction or structured speaking activities to further enhance students' oral competence.

CHAPTER FOUR
CONCLUSION AND RECOMMENDATIONS

The study reveals that students demonstrate a high level of engagement in role-playing teaching techniques, as reflected in their active participation in interactive and performance-based classroom activities. Among the assessed indicators, self-confidence emerges as the most developed, suggesting that role-playing encourages students to express themselves more openly. In contrast, empathy is the least evident, indicating that while students engage in communication practice, they may not fully internalize the perspectives of others during role-play. In terms of speaking competence, the results show frequent application of grammar accuracy, fluency, and pronunciation in students' oral communication. Moreover, grammar accuracy obtains the highest mean score, while fluency is the least consistent, suggesting that students continue to face challenges in sustaining smooth and continuous speech delivery.

Furthermore, correlation analysis indicates a very strong and statistically significant relationship between role-playing teaching techniques and speaking competence ($r = 0.90$, $p = 0.000$). This finding implies that increased use of role-playing activities is associated with improvements in students' speaking performance. However, while role-play proves effective in enhancing engagement, self-confidence, and oral expression, it may not be solely responsible for addressing technical aspects of language use. Factors such as individual motivation, prior language exposure, and complementary teaching strategies likely play a role in shaping students' speaking abilities.

These results, therefore, support Bandura's Social Learning Theory (1977), which emphasizes learning through observation, imitation, and social interaction. Role-playing provides students with opportunities to model and practice communication in authentic social contexts. Although the study confirms a significant correlation, it also highlights the need for role-playing to be integrated with more structured language instruction. This is consistent with the findings of Idham et al., (2022) and Shamsudin et al., (2023), who emphasize that while role-play enhances motivation and communicative readiness, it is most effective when paired with explicit grammar instruction and focused speaking activities. Similarly, Ma (2018) notes that role-playing improves confidence and willingness to communicate but requires support from formal language instruction to address persistent challenges in accuracy and fluency. Hence, the theoretical framework of this study is partially validated. Role-playing is shown to foster active learning, confidence-building, and peer interaction. However, to maximize its impact on speaking competence, it is recommended that role-play be combined with other instructional strategies, such as focused grammar teaching and structured speaking drills. An integrative approach may provide a more comprehensive path toward improving students' oral proficiency.

Based on the findings of this study, the following recommendations are proposed to address the areas where students show the least strength in both role-playing teaching techniques and speaking competence. To maximize the effectiveness of role-playing, educators should integrate it with structured grammar drills, pronunciation exercises, and fluency-building activities, ensuring that students not only enjoy interactive learning but also strengthen the technical aspects of communication. Additionally, teachers can design guided role-play scenarios that focus on real-life contexts, helping students apply vocabulary, sentence construction, and correct grammar in meaningful ways. Moreover, role-playing should be complemented with feedback sessions where students can reflect on their performance and identify areas for improvement.

Academic institutions and administrators should support teachers by providing training and workshops on innovative language teaching strategies that combine role-playing with other interactive approaches, such as debates, dialogues, and simulation games. In addition, schools can provide resources like language laboratories and audiovisual materials to further enhance speaking practice. Furthermore, administrators should recognize the importance of integrating role-playing into English courses while also balancing it with formal instruction in grammar and writing.

Students are encouraged to actively engage in role-playing activities and extend their practice outside the classroom through peer conversations, English clubs, and digital tools that promote interactive speaking. Likewise, parents can support this process by encouraging their children to communicate in English at home and by fostering an environment where practicing language skills is encouraged and valued.

Lastly, future researchers should explore additional factors that may influence speaking competence, such as motivation, self-confidence, and language anxiety. Future studies may also consider employing qualitative approaches, such as interviews or classroom observations, to gain deeper insights into how role-playing contributes to language development. In addition, expanding the scope of future research to include larger populations or different educational contexts may help validate and strengthen the findings of this study.

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APPENDECIES

A. SPECIFIC RESULTS (DESCRIPTIVE & INFERENTIAL)

Table 1 The Extent of Role-Playing Teaching Techniques in Terms of Self-Confidence

Items	SD	AWM	Descriptive Equivalent
1. I speak loudly, clearly, fluently and confidently in front of the classroom	0.72	4.48	Strongly agree
2. I voluntarily do a role play demonstration in front of the call.	0.71	4.38	Strongly agree
3. I believe that role play is an effective technique to help students get a better progress in learning English speaking skills.	0.70	4.44	Strongly agree
4. I have more relaxing atmosphere with role play activities.	0.65	4.32	Strongly agree
5. Participating in role-playing activities has made me more confident in speaking English.	0.61	4.42	Strongly agree
6. I feel less anxious about making mistakes when engaging in role-play scenarios.	0.82	4.33	Strongly agree
7. I am more willing to speak in front of the class after participating in role-plays.	0.72	4.36	Strongly agree
9. I feel more self-assured when expressing my ideas during role-plays.	0.67	4.41	Strongly agree
10. Engaging in role-play has improved my overall confidence in using English.	0.63	4.43	Strongly agree
Total	0.47	4.40	

Table 2 The Extent of Role-Playing Teaching Techniques in Terms of Empathy

Items	SD	AWM	Descriptive Equivalent
1. Role-playing has helped me understand different perspective by acting out various roles.	0.63	4.42	Strongly agree
2. I can relate better to others' feelings after participating in role-playing activities.	0.66	4.49	Strongly agree
3. Assuming different characters in role-plays has increased my ability to emphasize with others.	0.62	4.52	Strongly agree
4. Role-playing has enhanced my sensitivity to cultural differences.	0.63	4.47	Strongly agree
5. Through role-play, I have become more considerate of my peers' viewpoints.	0.63	4.54	Strongly agree
6. Role-playing activities have improved my ability to work collaboratively with others.	0.60	4.57	Strongly agree
7. I am more aware of non-verbal cues and emotions during conversations due to role-playing.	0.73	4.46	Strongly agree
Total	0.45	4.49	

Table 3 The Extent of Role-Playing Teaching Techniques in Terms of Learning Outcomes

Items	SD	AWM	Descriptive Equivalent
1. Role-playing has made learning English more engaging and effective for me.	0.60	4.46	Strongly agree
2. I retain new vocabulary better when I use it in role-play scenarios.	0.63	4.57	Strongly agree
3. Role-playing has improved my ability to construct sentences in English.	0.62	4.53	Strongly agree
4. I can apply grammatical rules more effectively after practicing them in role-play.	0.65	4.47	Strongly agree
5. My listening skills have improved as a result of participating in role-playing activities.	0.63	4.58	Strongly agree
6. Role-playing has enhanced my ability to respond spontaneously in English.	0.60	4.52	Strongly agree
7. I have a better understanding of real-life conservational contexts through role-play.	0.63	4.57	Strongly agree
Total	0.46	4.53	

Table 4 The Level of Speaking Competence in Terms of Grammar Accuracy

Items	SD	AWM	Descriptive Equivalent
1. I have the ability to use correct English grammar when speaking is evident.	0.75	4.39	Strongly agree
2. I actively seek to improve my English grammar skills for better speaking.	0.65	4.38	Strongly agree
3. Good grammar is essential for effective communication in English.	0.60	4.50	Strongly agree

4. I make fewer grammatical errors when speaking after engaging in role-plays.	0.71	4.40	Strongly agree
5. Role-playing has helped me use correct verb tenses during conversations.	0.63	4.52	Strongly agree
Total	0.48	4.44	

Table 5 The Level of Speaking Competence in Terms of Fluency

Items	SD	AWM	Descriptive Equivalent
1. Confident in speaking fluently without frequent pauses.	0.74	4.35	Strongly agree
2. Comfortable with maintaining a continuous flow of speech.	0.64	4.41	Strongly agree
3. I am aware of my fluency when speaking in English.	0.58	4.43	Strongly agree
4. I speak more smoothly and without unnecessary pauses after role-playing activities.	0.65	4.40	Strongly agree
5. My speech flows more naturally after engaging in role-plays.	0.63	4.44	Strongly agree
Total	0.49	4.41	

Table 6 The Level of Speaking Competence in Terms of Pronunciation

Items	SD	AWM	Descriptive Equivalent
1. I am good at pronunciation.	0.77	4.27	Strongly agree
2. Active efforts are made to improve pronunciation when speaking English.	0.66	4.48	Strongly agree
3. Able of pronouncing challenging English words and sounds without difficulty.	0.71	4.38	Strongly agree
4. I'm sure that my pronunciation does not hinder effective communication.	0.68	4.38	Strongly agree
5. Clear pronunciation is important for being understood in English.	0.60	4.56	Strongly agree
6. I feel more confident in my pronunciation skills after role-playing activities.	0.66	4.54	Strongly agree
Total	0.51	4.43	

Table 7 The Relationship between Role-Playing Teaching Techniques and Speaking Competence

Variables	AWM	n	r - value	p - value	Decision	Remark
Role-playing teaching techniques	4.47	106	0.90	0.000	Reject Ho	Significant
Speaking competence	4.43					

B. ADAPTED AND MODIFIED QUESTIONNAIRES

Role-Playing Teaching Techniques and Students' Speaking Competence

Adapted & modified by Chourasiya (2022) and Troung & Lee (2024)

➢ *Survey Questionnaire*

This questionnaire is designed to gather data for the research titled "Role-Playing Teaching Techniques and Students' Speaking Competence." This study explores how role-playing teaching techniques—focusing on self-confidence, empathy, and learning outcomes—Grounded in Social Learning Theory (SLT), this research aims to understand the possible connections between these instructional strategies and students' speaking competence.

Your responses will contribute to a deeper understanding of this relationship. Please read each question carefully and provide answers based on your experiences. Your participation is voluntary, and all responses will be kept confidential.

Name (Optional): _____ Year & Section: _____

Gender: ( ) Female ( ) Male   Age: _____

STATEMENTS	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
I. ROLE-PLAYING TEACHING TECHNIQUES					
• **SELF-CONFIDENCE**					
I speak loudly, clearly, fluently and confidently in the front of the classroom.					
I voluntarily do a role play demonstration in front of the call.					
I believe that role play is an effective technique to help students get a better progress in learning English speaking skills.					
I have more relaxing atmosphere with role play.					
STATEMENTS	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
Participating in role-playing activities has made me more confident in speaking English.					
I feel less anxious about making mistakes when engaging in role-play scenarios.					
I am more willing to speak in front of the class after participating in role-plays.					
Role-playing activities have reduced my fear of public speaking.					
I feel more self-assured when expressing my ideas during role-plays.					
Engaging in role-play has improved my overall confidence in using English.					
• **EMPATHY**					
Role-playing has helped me understand different perspectives by acting out various roles.					
I can relate better to others' feelings after participating in role-play activities.					
Assuming different characters in role-plays has increased my ability to empathize with others.					
Role-playing has enhanced my sensitivity to cultural differences.					
Through role-play, I have become more considerate of my peers' viewpoints.					
Role-playing activities have improved my ability to work collaboratively with others.					

STATEMENTS	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
I am more aware of non-verbal cues and emotions during conversations due to role-playing.					
• LEARNING OUTCOMES					
Role-playing has made learning English more engaging and effective for me.					
I retain new vocabulary better when I use it in role-play scenarios.					
Role-playing has improved my ability to construct sentences in English.					
I can apply grammatical rules more effectively after practicing them in role-plays.					
My listening skills have improved as a result of participating in role-playing activities.					
Role-playing has enhanced my ability to respond spontaneously in English.					
I have a better understanding of real-life conversational contexts through role-play.					

STATEMENTS	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
II. SPEAKING COMPETENCE					
A. GRAMMAR ACCURACY					
I have the ability to use correct English grammar when speaking is evident.					
I actively seek to improve my English grammar skills for better speaking.					
Good grammar is essential for effective communication in English.					
I make fewer grammatical errors when speaking after engaging in role-plays.					
Role-playing has helped me use correct verb tenses during conversations.					
B. FLUENCY	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
Confident in speaking fluently without frequent pauses.					
Comfortable with maintaining a continuous flow of speech.					
I am aware of my fluency when speaking in English.					
I speak more smoothly and without unnecessary pauses after role-playing activities.					
My speech flows more naturally after engaging in role-plays.					
C. PRONUNCIATION					
STATEMENTS	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
I am good at pronunciation.					
Active efforts are made to improve pronunciation when speaking English.					
Able of pronouncing challenging English words and sounds without difficulty.					
I'm sure that my pronunciation does not hinder effective communication.					
Clear pronunciation is important for being understood in English.					
I feel more confident in my pronunciation skills after role-playing activities.					

C. LETTERS TO THE VALIDATORS

OVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

lacion, Governor Generoso, Davao Oriental

September 30, 2025

ROSITA J. BUSTAMANTE, PhD
Quality Assurance Director

Dear Ma'am Bustamante,

The undersigned would like to request your approval to be one of the evaluators in the research study entitled, "ROLE-PLAYING TEACHING TECHNIQUES AND STUDENTS` SPEAKING COMPETENCE" as a requirement for the degree of Bachelor of Secondary Education Major in English. Undoubtedly, your expertise would make the instrument rich and substantive in content.

Attached to this request is the actual print-out of the modified questionnaire, research objectives, population and sample of the study. Your comments and suggestions will be a great help in the realization of this study.

Looking forward for your favorable response on this request. Thank you and God bless.

Respectfully Yours:

ELAIZA ELAPE
Researcher

IRISH IBO
Researcher

KC KHRYSHILLE ACE TAGWALAN
Researcher

JOMEL PITUGO
Researcher

DR. JANDY BONGCAYAT, LPT, FRIEDr, CHRA
Research Adviser

GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

Poblacion, Governor Generoso, Davao Oriental

BAGONG PILIPI

October 08, 2025

JEANVERLY GRETHEL M. MANTILLA, MAED

Research Coordinator

Dear Ma'am,

Good day!

We are the researchers from BSED English - A of Governor Generoso College of Arts, Sciences and Technology, are humbly requesting your assistance to serve as the Grammarian for our research paper entitled **"ROLE-PLAYING TEACHING TECHNIQUES AND STUDENTS' SPEAKING COMPETENCE OF SECOND YEAR BSED ENGLISH STUDENTS."**

This research is being conducted as a partial fulfillment of the requirements in the subject **"The Child and Adolescent Learners and Learning Principles,"** under the guidance of Dr. Jandy T. Bongcayat.

We would greatly appreciate your time and expertise in reviewing our manuscript to ensure grammatical accuracy, clarity, and proper language usage. Your insight will be a great help in improving the overall quality of our research work.

Thank you very much for your kind consideration and support. We look forward to your favorable response.

Respectfully Yours:

ELAIZA ELAPE
Researcher

IRISH IBO
Researcher

JUMEL PITUGO
Researcher

KC KHRYSHILLE ACE TAGWALAN
Researcher

Noted by:

DR. JANDY BONGCAYAT, LPT, FRIEDr, CHRA
Research Adviser

D. RATINGS FROM THE VALIDATORS

GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

lacion, Governor Generoso, Davao Oriental

BAGONG PILIPINAS

VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE

Name of Evaluator : Dr. Jandy T. Bongcayat, LPT, FRIEDr, CHRA

Degree :

Position :

To the Evaluator : Please check the appropriate box for your ratings

| 5 | - | Excellent | | 2 | - | Fair |

4 -

3

		5	4	3	2	1
1	Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language..	✓				
2	Presentation and Organization of Items The items are presented and organized in logical manner.		✓			
3	Suitability of Items The item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.		✓			
4	Adequateness of Items per Category or Indicator The items represent the coverage of research adequately. The questions per area category are adequate representations of all the		✓			

E. ENDORSEMENT TO CONDUCT THE STUDY

GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

Poblacion, Governor Generoso, Davao Oriental

BAGONG PILIPINA

ENDORSEMENT
Plagiarism Check

This is to formally endorse the research manuscript entitled **"ROLE-PLAYING TEACHING TECHNIQUES AND STUDENTS' SPEAKING COMPETENCE OF SECOND YEAR BSED ENGLISH STUDENTS"** for plagiarism review. The study was conducted by the students under my supervision in partial fulfillment of the requirements for the course Educ 1: The Child and Adolescent Learners and Learning Principles under my class.

The aforementioned research is authored by **Elaiza Elape, Irish Ibo, Jumel Pitugo, and Kc Khryshille Ace Tagwalan,** who are second-year students of the Governor Generoso College of Arts Sciences and Technology.

I kindly request your assistance in facilitating the plagiarism check of their manuscript.

Thank you very much for your time and support.

Endorsed by:

JANDY T. BONGGAYAT, LPT, FRIEDr, CHRA
Research Adviser

GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

Iacion, Governor Generoso, Davao Oriental

BAGONG PILIPINAS

2 ENDORSEMENT

Cronbach Alpha

This is to formally endorse **ELAIZA S. ELAPE, IRISH IBO, KC KHRYSHILLE ACE TAGWALAN,** and **JUMEL PITUGO** , 2nd year students in the Bachelor of Secondary Education Major in English, with the research titled "Role-Playing Teaching Techniques and Students` Speaking Competence" for the purpose of conducting a Cronbach's Alpha analysis to determine the internal consistency and reliability of the instrument

This questionnaire has undergone modifications and has been validated by a panel of experts to ensure its content validity and appropriateness for the study. As part of our efforts to maintain rigorous academic standards, it is now necessary to assess the internal reliability of the instrument through a Cronbach's Alpha analysis

I kindly request your expertise in performing this statistical analysis and providing your professional insights on the reliability of the questionnaire Items. Your evaluation will play a crucial role in ensuring the robustness and credibility of the research findings.

Thank you for your attention to this request and your continued support of our research endeavors.

Endorsed by:

GRETCHEN C. TAJARAN, EdD
College Dean

Note: Please see the attached document (3rd Endorsement) with this document. Once the questionnaire passes the Cronbach's alpha test, the authorization signature is needed for the approval to proceed with conducting the survey. The signed document will also serve as an endorsement from the Statistician.

GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

acion, Governor Generoso, Davao Oriental

BAGONG PILIPINAS

3rd ENDORSEMENT

Certificate of Reliability Approval and Survey Authorization

This is to certify that the research questionnaire developed by **ELAIZA ELAPE, IRISH IBO, JUMEL PITUGO,** and **KC KHRYSHILLE ACE TAGWALAN,** 2nd year students in the Bachelor of Secondary Education Major in English, for their study entitled "Role-Playing Teaching Techniques and Students' Speaking Competence of Second Year BSED English Students" has successfully passed the Cronbach's Alpha reliability test, with a reliability coefficient of _____, conducted by

_____

The questionnaire demonstrated a satisfactory level of internal consistency, indicating its reliability as a research instrument. With this rating, the questionnaire is deemed suitable for data collection.

Therefore, the researchers are hereby granted approval to proceed with the administration of the research survey in accordance with the ethical standards and guidelines established by the institution.

Approved on:

Approved by:

ROLAND FELIX JR. B. PAYOS, MSc.

BSED-Mathematics Program Head

F. APPROVED LETTER ON THE CONDUCT OF THE STUDY

GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

Poblacion, Governor Generoso, Davao Oriental

BAGONG PILIPINAS

May 23, 2025

DR. JANDY T. BONGCAYAT , LPT, FRIEDr, CHRA
OIC- College President
Governor Generoso College of Arts Sciences and Technology
Poblacion, Governor Generoso, Davao Oriental

Dear Doc. **BONGCAYAT,**

The undersigned is currently working on her thesis entitled, **"Role-Playing Teaching Techniques and Speaking Competence Among Second Year BSED English Students"**

In this regard, the researcher would like to request your approval to conduct the study in your area of responsibility. Rest assured that the confidentiality of the data collected will be an utmost priority. Attached herewith is the sample of the survey questionnaire that reflects the topics and questions to be discussed.

Looking forward to your favorable response on this request.

Respectfully yours,

KC KHRYSHILLE ACE M. TAGWALAN	**ELAIZA S. ELAPE**	**IRISH IBO**	**JUMEL E. PITUGO**
Researcher	Researcher	Researcher	Researcher

JANDY T. BONGCAYAT, LPT, FRIEDr, CHRA
Research Adviser

GOVERNOR GENEROSO COLLEGE OF ARTS SCIENCES AND TECHNOLOGY
APPROVED
Date : 05 - 23 - 25
Time : 5:00 PM

Noted by:

JEANVERLY GRETHEL M. MANTILLA, MAED
Research Coordinator

81 | P a g e

G.INFORMED CONSENT / ASSENT FORM

VERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

cion, Governor Generoso, Davao Oriental

BAGONG PILIPINAS

Role Playing Teaching Techniques and Speaking Competence of Second Year BSED English Students.

Name of Researchers: Elaiza Ebape, Irish Ibo, Jumel Pitogo and KC Khryshille Au M. Tagwalan

Institution: Governor Generoso College of Arts Sciences and Technology

INTRODUCTION

You are invited to participate in a research study conducted by Elaiza Ebape, Irish Ibo, Jumel Pitogo, KC Chryshille Au Tagwalan

At the ____GGCAST____ because you fit the Inclusion criteria for informants of our study.

Your participation is completely voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends.

If you decide to participate, you will be asked to sign this form. You will be given a copy of this form.

PURPOSE OF THE STUDY

This study aims to examine the significant relationship between Role Playing Teaching Techniques and Students Speaking Competence among 2nd Year BSED English Students.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to participate by answering the survey questionnaire which you can finish in less than 30 minutes.

POTENTIAL RISKS AND DISCOMFORTS

You may feel discomfort during the course of the interview because of the sensitive nature of the topic being studied. You may opt not to answer questions which make you feel any psychological or emotional distress or you can withdraw as a participant of the study if you feel that you cannot discuss the information that is asked of you. The researchers value your participation and will place your welfare as their highest priority during the course of the study.

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POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

This study can generate relevant information which can be useful to public and private administrators, human resource managers, and policy-makers. The results, discussions, and findings from this study can spark evidence-based information which can be served as a basis in understanding the quality of teachers and may serve as reference for deeper and wider research arch in the future.

CONFIDENTIALITY

We will keep your records for this study confidential as far as permitted by law. Any identifiable information obtained in connection with this study will remain confidential, except if necessary to protect your rights or welfare. This certificate means that the researcher can resist the release of information about your participation to people who are not connected with the study. When the results of the research are published or discussed in conferences, no identifiable information will be used.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

INVESTIGATOR'S CONTACT INFORMATION

If you have any questions or concerns about the research, please feel free to contact the researcher at the _____ through telephone number _____ or mobile phone number _____ or through email at _____, or if you need to see her, she can be located at the _____.

RIGHTS OF RESEARCH PARTICIPANT

If you have questions, concerns, or complaints about your right as a research participant or the research in general and are unable to contact the research team, or if you want to talk to someone independent of the research team, please contact the Governor Generoso College of Arts Sciences and Technology at _____.
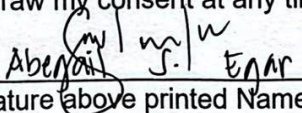
GOVERNOR GENEROSO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

Poblacion, Governor Generoso, Davao Oriental

BAGONG PILIPINAS

RESEARCH PARTICIPANT'S CONSENT

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form. I can withdraw my consent at any time and discontinue participation without penalty.

Abegail J. Enar
_____
Signature above printed Name of Participants

08-10-25
Date Signed

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