



## Effect of Role-Play Teaching Method on Communication Skills of Second Grade Female Students

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### A B S T R A C T

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The aim of this study was to investigate the effectiveness of role play teaching method on communication skills of second grade female students in Bandar Abbas city. The population of this study included all second grade female students who were enrolled in the academic year 2016-2017. Of these ,30 students (in two classes) were selected by cluster sampling and placed in two experimental and control groups. In this study, communication skills questionnaire was used to collect data. The results of covariance analysis indicated that there is a significant difference between the mean scores of the post test of the control and experimental groups in listening skills, receiving messages, communication insights and decisiveness. That is, the effect of independent variable (role playing teaching method) on communication skills was effective ( $p < 0.001$ ) and also the results of covariance analysis showed that there was no significant difference between the mean scores of two groups in the emotional adjustment variable. Therefore, the effect of the independent variable on emotional regulation in interpersonal interactions was not effective. Therefore, according to the results, it can be stated that the role play teaching technique has an impact on the level of listening skills, message reception, communication insight, and decisiveness, and increases the amount of them.

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**Keywords:** Role Play Teaching, Communication Skills, Female Students.

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### INTRODUCTION

Teaching is part of the training and refers to the part of the educational activities that occur with the presence of the teacher in the classroom. There are four specific definitions of teaching that are: the interaction between teachers and students, activities based on predetermined goals, regular design according to the location and facilities, the creation of opportunities and the facilitation of learning. Therefore, teaching is not referred to the dispersed and unilateral activities of the teacher, which may change in students (Shabani, 2007). Gage believes that teaching is any form of interpersonal communication, which is to change the way other people can or want to behave in ways that are (Gage III, 2003). Teaching is an interaction process that in the first form involves classroom discussion and takes place between a teacher and a student and goes on in a completely predefined activity (Baran, Correia, & Thompson, 2011; Brookfield & Preskill, 2012; Richards & Rodgers, 2014).

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DOI: [In pressing](#)

To cite this article: Keshavarz, M., Rahmani, M. N. (2017). Effect of Role-Play Teaching Method on Communication Skills of Second Grade Female Students. *Iranian Journal of Positive Psychology*, 3 (4), 98-105.

In all definitions of teaching, emphasis is placed on the interaction or interaction between teacher and student. Regardless of the various definitions of teaching and teaching methods, one of the main elements of quality teaching is the interaction between teachers and students and how students respond to teaching activities (Quaye & Harper, 2014; Sahlberg, 2007). According to Cole and Chan (1994), communication in teaching is an essential element and plays a fundamental role in effective teaching, and in principle the strong or weak recognition of teacher teaching lies in how communication between a teacher and a student lies. Most researchers believe that the quality of teacher communication with students plays a major role in the effectiveness of teaching and learning in students (R. J. Gordon, Kane, & Staiger, 2006; Hammond, 2007; Needels, 1988).

According to Phipps and Borg (2009), one of the main features of good teachers is the ability to communicate in the classroom, and most of the stress observed in the classroom is due to lack of proper communication. According to the experts in the management of classrooms and the constructive conflict resolution in the classroom, it requires good communication skills, and good communication skills have three aspects: 1. Speech skills. 2. Auditory skills and 3. Non-verbal skills. According to Ryan, Cooper, and Bolick (2015), the main factor behind students' success in classroom is how teachers relate to them.

Given that the foundation of teaching methods has been based on the interaction between teachers and students, the role play teaching method has got this property too (Johnson, 1984; Mills, 2006; Shulman, 1987). Therefore, this teaching method deals with the interaction between students and attempts to use the role played by students in the classroom to add to their communication abilities and compensating and correcting the shortcomings in communication. Therefore, it can be inferred that each student has a particular pattern in relation to individuals and situations. A student may consider most people to be dishonest and unreliable; another student may feel that all people are curious and openly welcomed to meet new people (Falchikov, 2013). Individuals do the same to evaluate the behavior of others towards themselves, to consider themselves as a strong, clever or perhaps coward. Such feelings about people, their situations and about themselves, affect the behavior of students and determines how they make decisions in different situations (Cole & Chan, 1994; Johnson, 1984). Some students encounter aggressive and hostile behavior and show a state of bullying. Some others are abandoning themselves, they are in a corner of the side, showing a state of a shameful and wretched person. As noted, students play their roles in different ways. Role is a kind of design of the stability and continuity of emotions, words, actions and behaviors that are special and habituated in relation to others. Students may not be happy with the role they have accepted and may misunderstand others about the attitudes and feelings of not knowing their role and having no reason to do so. Two students can deal with the same emotions in a variety of ways. They can see the same goals as desirable, but they cannot achieve their goal because of the misunderstanding of other behaviors. Therefore, for a clear understanding of the student himself and others, his awareness of the roles and manner of doing it is important (Hugener et al., 2009; Seidel & Prenzel, 2006).

Role play as a teaching method is rooted in the two personal and social dimensions of the individual emphasizing education. As a teaching technique aims to help learners find their meaning within the social context in which they live, and clarify vague points of view about their existence by helping them in social groups (Annop, 2016; Hursh, 2008). The present

method requires that learners engage in collaborative social analysis, especially learners who find solutions to interpersonal problems in this way, and have a free-form approach to addressing a variety of social situations (Mills, 2006). This kind of learning makes it possible for the learners to see themselves in the context of their subjects, in the context of their individual and social life, and in what they think and think in terms of the way, and with the adaptations they are able to do. Understand their abilities, try to strengthen them or decide to make more and more efforts (T. Gordon, 2008; Quadri & Kalyankar, 2010). In other words, playing a role, in its simplest form, is to deal with issues in practice. In this process, the problem is identified, activities are carried out and a set of practical and intellectual activities are discussed. To play role play, a number of students play a role, and some also look at the situation and try to gain an understanding of it (Dougal & Gonterman, 1999). The process of acting plays a good example of human behavior, which is regarded as a tool by which learners grasp their feelings, benefit from a vision of attitudes, values, and perceptions. They develop the attitudes and problem-solving skills and examine the subject matter from a variety of perspectives (Yang, 2007). However, role play for learners creates a learning-based learning experience. This belief is in the role-play teaching method that can be used to compare the real-life situation with the subject. Therefore, the activities related to the role of role-playing learning lead to the emergence of effective and constructive responses, both in terms of both personal and social aspects. Because collaborative activities of students create new ways to enhance their knowledge and experience (Orlich, Harder, Callahan, Trevisan, & Brown, 2012).

According to the presented materials, it can be stated that few studies have been conducted in relation to the research topic. There are, of course, many indications that it is a very important component of communication skills training and empirical learning through role play (Lane & Rollnick, 2007). Therefore, according to the presented materials, it can be concluded that the teaching is based on the mutual relationship between teachers and students, originally. Therefore, considering the importance of modern and active teaching methods in the educational system, in this study, the researcher decided to answer to this question: can role teaching method add to the student's communication abilities, in addition to their academic achievement, and improve student communication skills.

## METHODOLOGY

The present study is a quasi-experimental, comparison Group Pre-test/Post-test Design. The statistical population of this study included all second grade elementary school students in Bandar Abbas city who were studying in the academic year of 2016-2017. The sample of this research was 30 students of second grade elementary school girl students in Bandar Abbas city who were selected by two-stage cluster sampling as follows:

Initially, the researcher received and identified the total number of elementary girls' schools (District 1) through the Department of Education in a district of Bandar Abbas. Then, randomly, from all the designated public schools, two schools were selected, then from among the classes in these schools; a second-grade class was selected and participated in the research.

**Communication Skills Questionnaire:** This tool has 34 items that include five subscriber listening skills, the ability to receive and send messages, Insight in communication,

communication assertiveness and emotional regulation. 7 questions from the questionnaire on listening (effective listening, active participation in a conversation, an activity that assists the speaker in translating its meaning), 9 questions about the ability to receive and send messages (to understand verbal and non-verbal messages), 5 questions about insight in communication (the ability to understand how to influence social relationships and the ability to understand others), 5 questions about communication assertiveness, assertiveness or activation in relation to the ability to express certain beliefs and feelings (it is courageous to know The limit that a person can express his questions and ambiguities regardless of the emotional response of others), 8 questions about emotional regulation (ability to express Throttle and control and cope with the emotions of others)(Hoseinzadeh & Sameri, 2016). To test the reliability of the scale, Cronbach's alpha method has been used that reliability of the whole test to be 0.96, indicating an acceptable internal consistency of this test; in order to investigate the structural validity of the test and the structure of the communication skills factors , the statistical method of factor analysis has been used in the type of confirmation and by the main components method, and the numerical value of the KMO index is equal to 0.71, as well as the numerical value of the  $2 \chi$  index in the Bartlett sprite test, is 2318.01, which is at 0.0001 was significant, indicating the adequacy of the sample and the selected variables for performing factor analysis.

## RESULTS

In table 1, the descriptive results of the studied indicators are presented. Accordingly, the mean and standard deviation of the indicators were reported by the control and experimental group in the pre-test and post-test.

Table 1. Descriptive results of control and experiment groups in the listening communication skill variable

Variable	Groups	Test	Mean	N	SD
Listening communication	Control	Pre-test	24.93	15	2.25
		Post-test	25.06	15	3.10
	Experimental	Pre-test	23.60	15	2.44
		Post-test	28.07	15	2.05
Receive message skill	Control	Pre-test	25.73	15	2.53
		Post-test	25.80	15	2.11
	Experimental	Pre-test	24.80	15	2.67
		Post-test	36.20	15	2.90
Communication insight skill	Control	Pre-test	9.53	15	1.72
		Post-test	10	15	2.44
	Experimental	Pre-test	9.71	15	1.82
		Post-test	14.20	15	1.82
Assertiveness skill	Control	Pre-test	10.27	15	2.68
		Post-test	10.20	15	2.24
	Experimental	Pre-test	9.46	15	2.17
		Post-test	2.53	15	1.24
Emotion regulation skill	Control	Pre-test	22.73	15	2.37
		Post-test	22.80	15	2.21
	Experimental	Pre-test	22.73	15	2.37
		Post-test	24.33	15	2.25

Table 2. The results of covariance analysis of the effect of role teaching technique on listening communication skills

Dependent variable	Source	SS	DF	MS	F	Sig.	Effect Size	Power
Listening communication skills	Pre-test	13.37	1	13.37	2	0.16	0.7	0.27
	Group	79.45	1	79.45	11.88	0.001	0.30	0.91

In analyzing this hypothesis, covariance analysis was used. The results of Table 2 showed that there is a significant difference between the mean scores of the post-test of the experimental and control groups in the dependent variable of the listening communication skill ( $p < 0.001$ ,  $F = 11.88$ ). That is, the effect of the independent variable of the group (role playing teaching method) on the dependent variable of the listening communication skill is effective and there is a significant difference between the control and the experimental group. Statistical power was 0.91 and the significance level was 0.001 that indicates the high statistical accuracy of this test and the adequacy of the sample size.

Table 3. The results of covariance analysis of the effect of role teaching method on the level of Receive message skill

Dependent variable	Source	SS	DF	MS	F	Sig.	Effect Size	Power
Receive message skill	Pre-test	0.003	1	0.003	0.001	0.98	0.00	0.05
	Group	784.73	1	784.73	117.19	0.001	0.81	0.99

In analyzing this hypothesis, covariance analysis was used. The results of Table 3 showed that there was a significant difference between the mean scores of the two groups of test and control in the dependent variable ( $p = 0.001$ ,  $F = 117.19$ ). Therefore, the effect of the independent variable of the group (role playing teaching method) on the dependent variable was effective in receiving students' message, and there is a significant difference between the control and the experimental group. Statistical Power was 0.99 and the significance level was 0.001 that indicates the high statistical accuracy of this test and the adequacy of the sample size.

Table 4. The results of covariance analysis of the effect of role teaching method on the level of Communication insight skill

Dependent variable	Source	SS	DF	MS	F	Sig.	Effect Size	Power
Communication insight skill	Pre-test	19.55	1	19.55	4.76	0.04	0.15	0.55
	Group	132.30	1	132.30	32.22	0.001	0.54	0.99

In analyzing this hypothesis, covariance analysis was used. The results of Table 4 showed that there was a significant difference between the mean scores of the two groups of test and control in the dependent variable ( $p = 0.001$ ,  $F = 32.22$ ). Therefore, the effect of the independent variable of the group (role playing teaching method) on the dependent variable was effective in communication insight skill, and there is a significant difference between the control and the experimental group. Statistical Power was 0.99 and the significance level was 0.001 that indicates the high statistical accuracy of this test and the adequacy of the sample size.

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Table 5. The results of covariance analysis of the effect of role teaching method on the level of Assertiveness skill

Dependent variable	Source	SS	DF	MS	F	Sig.	Effect Size	Power
Assertiveness skill	Pre-test	3.30	1	3.30	1	0.32	0.04	0.16
	Group	795.47	1	795.47	241.78	0.001	0.90	99

In analyzing this hypothesis, covariance analysis was used. The results of Table 5 showed that there was a significant difference between the mean scores of the two groups of test and control in the dependent variable ( $p = 0.001$ ,  $F = 241.78$ ). Therefore, the effect of the independent variable of the group (role playing teaching method) on the dependent variable was effective in Assertiveness skill, and there is a significant difference between the control and the experimental group. Statistical Power was 0.99 and the significance level was 0.001 that indicates the high statistical accuracy of this test and the adequacy of the sample size.

Table 6. The results of covariance analysis of the effect of role teaching method on the level of Emotion regulation skill

Dependent variable	Source	SS	DF	MS	F	Sig.	Effect Size	Power
Emotion regulation skill	Pre-test	5.15	1	5.15	1.03	0.31	0.04	0.17
	Group	2.13	1	2.13	0.42	0.52	0.02	0.10

In analyzing this hypothesis, covariance analysis was used. The results of Table 6 showed that there was no significant difference between the mean scores of the two-group post-test and the dependent variable in the Emotion regulation skill ( $P > 0.52$ ,  $F = 0.42$ ). Therefore, the effect of the independent variable of the group (role playing teaching technique) on the dependent variable is not effective in student emotion regulation, and there is no significant difference between the control and the experimental group. Statistical Power was 0.10 and significance level was 0.52 that indicates the high statistical accuracy of this test in determining the effectiveness of the teaching method on communication skills.

## CONCLUSION

The aim of this study was to investigate the effectiveness of role play teaching method on communication skills of second grade female students in Bandar Abbas city. Therefore, the results of covariance analysis indicated that there is a significant difference between the mean post-test of the control group and the test in listening skills, receiving messages, communication insights and assertiveness. That is, the effect of independent variable (role playing teaching method) on student communication skills was effective ( $p < 0.001$ ), as well as the results of covariance analysis showed that between the mean post-test scores of two groups of evidence and testing in the variable There is no significant difference in emotional regulation. Therefore, the effect of the independent variable of the group (role playing teaching method) on emotional regulation in interpersonal interactions was not effective ( $p < 0.001$ ). Therefore, according to the results, it can be stated that the role teaching technique has an impact on the level of listening skills, message reception, communication insight, and assertiveness, and increases the amount of them.

Teachers have a great role to play in choosing the appropriate teaching methods and they need to use methods to teach students to actively and thoughtfully engage in learning. Teachers, if they are not familiar with the fundamentals of education, with their learner characteristics and their needs and teaching methods and techniques, will never be able to act as community makers and help students to deal with different situations of life and situations. Traditional teaching methods, due to the lack of controversial topics, create a frustrating learning environment. In traditional education, a profound and meaningful learning that could lead to the development of a student's personality and help him in solving the problem was underestimated, and was not realized by the superficial education of the main goals of education, which is a profound and effective learning. Considering that the main goals of education in life skills training are to establish the correct relationship with each other, the choice of the role teaching technique, in which the student takes on the role and active participation in class discussions, is therefore it helps to learn communication skills besides learning content, as it is necessary to use communication skills while playing a role, the student can take the right answer in his role. Therefore, playing roles in the class also increases the communication skills between the student and the student and the student with the teacher. The point to be noted is that the role teaching technique has not been effective on the student's emotional regulation communication variable. To explain this finding, it can be argued that the questionnaire in the present study was completed with the help of student parents and student participation, so that understanding emotional concepts for both students and parents. It was difficult to transfer to students; the result was not a positive effect. In order to complete this finding, it is best to conduct more research into different age and education levels, as the ability to infer correctly the findings is also enhanced. Finally, it is necessary to state that the present research, like all other researches, has limitations that their expression in applying the results of this research can be fruitful. The first limitation is the short duration of the intended method of execution and having a time constraint to focus more on the content of the sessions, and the second limitation is that given that this research has not been followed up, it should be cautious over the generalization of results in the long run.

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