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**Improvisation and Role-Play: Their Effectiveness in Developing Communicative
Competence in EFL**

The Case Study of Second Year EFL Students at Chadli Bendjedid University El Tarf.

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Dedication

I dedicate this dissertation to my beloved parents, who endless love, sacrifices, encouragement, and unwavering support have guided me throughout my academic journey. Their faith in me has always been my greatest source of strength and inspiration.

To my dear husband, thank you for your patience, understanding, constant encouragement and support during every stage of this work. Your belief in me has helped me overcome many challenges.

To my wonderful brothers and sisters, thank you for your love, motivation and support. Your presence and encouragement have meant so much to me

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Dedication

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Abstract

Communicative competence is considered one of the main goals of learning English as a Foreign Language (EFL). However, many students still face difficulties in speaking and interacting in English due to low motivation and limited opportunities to practice the language. This study investigates the effectiveness of improvisation and role-play activities in developing students' communicative competence and increasing their motivation to learn English. The research was conducted with second-year EFL students at the Department of English at Chadli Bendjedid University. To achieve the objectives of the study, three research questions and hypotheses were formulated. A mixed-method approach was adopted using both quantitative and qualitative data. The study was carried out during the second semester of the academic year 2025/2026 through classroom observation and a students' questionnaire. As for the tools used in order to collect data, classroom observation carried out through two oral sessions and semi-structured questionnaire delivered to students. In accordance to the outcomes, students face difficulties in communication and interaction. Also, the results showed a positive response from the students about the implementation of improvisation and role-play activities in their learning. Classroom observation confirmed a clear improvement in students' participation, use of English, and positive attitudes during the second session compared to the first one. The study concludes that integrating improvisation and role-play activities in EFL classes can effectively enhance students' communicative competence.

Keywords: EFL students, communicative competence, motivation, improvisation, role-play

الملخص

تُعَدُّ الكفاءة التواصلية أحد الأهداف الأساسية لتعلّم اللغة الإنجليزية كلغة أجنبية (EFL) ومع ذلك، لا يزال العديد من الطلاب يواجهون صعوبات في التحدث والتفاعل باللغة الإنجليزية بسبب ضعف الدافعية وقلة الفرص المتاحة لممارسة اللغة. تهدف هذه الدراسة إلى التحقق من فعالية أنشطة الارتجال ولعب الأدوار في تنمية الكفاءة التواصلية لدى الطلاب وزيادة دافعيتهم لتعلّم اللغة الإنجليزية. أُجريت هذه الدراسة مع طلاب السنة الثانية تخصص لغة إنجليزية في قسم اللغة الإنجليزية بجامعة الشاذلي بن جديد. ولتحقيق أهداف الدراسة، تم صياغة ثلاثة أسئلة بحثية وثلاث فرضيات. وقد تم اعتماد المنهج المختلط الذي يجمع بين البيانات الكمية والنوعية. نُفِذَت الدراسة خلال الفصل الدراسي الثاني من السنة الجامعية 2026/2025 من خلال الملاحظة الصفية واستبيان موجّه للطلاب. أما أدوات جمع البيانات فقد تمثلت في ملاحظتين صفيتين خلال حصتين شفويتين، إضافة إلى استبيان شبه منظم وجّه إلى الطلاب. ووفقاً للنتائج، يواجه الطلاب صعوبات في التواصل والتفاعل، كما أظهرت النتائج استجابة إيجابية من طرفهم تجاه إدماج أنشطة الارتجال ولعب الأدوار في تعلمهم. وقد أكدت الملاحظة الصفية وجود تحسن واضح في مشاركة الطلاب، واستعمالهم للغة الإنجليزية، واتجاهاتهم الإيجابية خلال الحصة الثانية مقارنة بالأولى. وتخلص الدراسة إلى أن إدماج أنشطة الارتجال ولعب الأدوار في أقسام اللغة الإنجليزية كلغة أجنبية يمكن أن يُحسّن بشكل فعّال الكفاءة التواصلية لدى الطلاب.

الكلمات المفتاحية: طلاب اللغة الإنجليزية كلغة أجنبية، الكفاءة التواصلية، الدافعية، الارتجال، لعب الأدوار.

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List of Abbreviations and Acronyms

CC: Communicative Competence

EFL: English as Foreign Language

L2: Second Language

SS: Speaking Skill

IT: Improvisation Technique

RPT: Role-Play Technique

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Appendix A: Observation Checklist

Appendix B: Student's Questionnaire.

Chapter One: The Introductory Chapter

Introduction

This chapter provides an overview of the dissertation, starting with the background of the study, followed by the statement of the problem, the aims of the study, and its significance. It also presents the research questions and hypotheses. In addition, the methodology is outlined, including the research method, the population and sample, and the data collection tools. Finally, the chapter ends with a presentation of the structure of the study.

Background of the Study

Teaching English as a Foreign Language (EFL) has shifted from focusing mainly on grammatical accuracy and memorization toward promoting meaningful communication. Language is no longer viewed as a set of rules to be mastered, but rather as a tool for interaction, expression, and social engagement. Communicative competence (CC) has become a central goal in language education, emphasizing learners' ability to use English effectively and appropriately in real-life situations. This shift has encouraged educators to adopt learner-centered approaches that prioritize participation, creativity, and authentic communication.

Despite these developments, many EFL classrooms still struggle to create opportunities for real communication. Learners often demonstrate good knowledge of vocabulary and grammar but face difficulties when they are required to speak or interact spontaneously in English. Anxiety, fear of making mistakes, limited exposure to authentic contexts, and teacher-centered practices frequently prevent students from developing confidence in speaking. Consequently, there is a

growing need for classroom strategies that can transform the learning environment into a more interactive and supportive space.

Among the most promising communicative techniques are improvisation and role play. These strategies place learners in simulated real-life situations where they are encouraged to express ideas, negotiate meaning, and collaborate with peers. Improvisation technique (IT) allows students to speak freely and react spontaneously, while role play technique (RPT) provides structured scenarios that mimic real communication contexts. Both techniques help reduce speaking anxiety, increase motivation, and create a dynamic classroom atmosphere where students actively use the language rather than passively receive it.

For second-year EFL students, the need for such interactive techniques becomes even more crucial, especially in developing speaking skills (SS). Learners are moving from basic language use to more advanced academic expectations, where oral communication and active participation play an important role. Therefore, investigating the effectiveness of improvisation and role play in developing speaking competence can provide valuable insights into how teaching practices may better support students' speaking development and enhance their classroom engagement.

Statement of the Problem

Communicative competence means having a competence to communicate. These competences can be oral reason or even known verbal. It is an inclusive term that refers to possessing the knowledge of the language as well as the skill to use the language in real life situation for fulfilling communicative needs. Although English is taught for many years in school, a large number of second year EFL university students struggle when it comes to speaking and interacting in English, many of them hesitate to participate in classroom discussion, avoid speaking

tasks and rely on memorized expressions. This phenomenon is observed in Algerian universities, particularly among students at Chadli Bendjedid University. The situation reveals the gap between student's linguistic knowledge and their ability to use English for real communication. One of the possible reasons behind this problem is the limited use of communicative and interactive techniques in the classroom. Traditional teaching practices often emphasize accuracy written exercises and teacher explanation more than a spontaneous communication. Students may feel anxious, unmotivated or unsure when they are asked to speak freely.

Aims of the Study

This study aims to investigate the effectiveness of improvisation and role play in developing communicative competence among second-year EFL students. The study also seeks to examine how these techniques influence students' participation, confidence to communicate in English. In addition, it aims to explore students' attitudes toward the use of interactive speaking activities in the classroom.

Significance of the Study

This study is important because it highlights the role of interactive teaching techniques in improving communication skills in EFL contexts. It may provide useful insights for teachers who wish to make their speaking classes more engaging and effective. The findings may also help curriculum designers and educators better understand how communicative activities can support students' language development. Furthermore, the study contributes to research on communicative language teaching by focusing on second-year university learners.

Research Questions

This study attempts to answer the following questions:

Q1: Does the improvisation and role play techniques improve second-year EFL students' communicative competence?

Q2: How does improvisation and role play techniques affect students' classroom participation and confidence in speaking English?

Q3: What are students' attitudes toward the use of improvisation and role play in EFL speaking classes?

Research Hypotheses

H1: Improvisation and role play improve second-year EFL students' communicative competence.

H2: Improvisation and role play affect students' classroom participation and confidence in speaking English.

H3: Students have positive attitudes toward the use of improvisation and role play in EFL speaking classes.

Research Methodology

Method

According to the problem mentioned, we are to answer the research questions, test the hypotheses, and point out the aims of the research. This study adopts a mixed method qualitative

and quantitative in data gathering. A descriptive research design is adopted to study the impact of improvisation and role play on second-year EFL students' communicative competence.

Population and Sample

The selected population for this study is second year EFL students at Chadli Bendjedid University. A sample of student's total of 48 will be examined to participate and to provide data about their classroom interaction and learning experience. The period of the study in the second semester.

Data gathering Tools

Two tools of collecting data will be used, the tools are:

1. Observation: will be done during the oral session, to observe student's attitudes and interaction toward the use of improvisation and role play techniques.
2. Questionnaire: one for the students after the observation phase to collect students' opinions, experiences, and perceptions regarding the effectiveness of these techniques.

Structure of the Study

The first chapter presenting the background of the study, statement of the problem, aims and significance of the study, research questions and hypotheses, methodology and limitations of the study. The second chapter is the literature review. The third one introduces the methodology, the research design, the population and the data gathering tools. Following the results chapter, and finally chapter number five presenting discussion with the recommendation and suggestions in chapter.

Limitation of the study

This study encountered some limitations that affected the data collection process. There was a delay from the administration in approving and assigning the research topic, which reduced the available time for conducting the study.

Also, the study was carried out during the month of Ramadan, which influenced students' attendance and participation in classroom activities. This led to irregular observation sessions and limited student involvement at certain times.

Moreover, students' absences were frequent during the data collection period, which reduced the number of participants in both the questionnaire and observation. These factors slightly affected the overall consistency of the study results.

Chapter Two: Literature Review

Introduction

This chapter presents the theoretical framework and the relevant literature about improvisation and role-play; their effectiveness in developing communicative competence in EFL. This chapter includes several titles starting with definition of the communication, then its definition as a skill, next the importance of the communication skill and the components of the communication skill. Moreover, the definition of speaking and the speaking as a skill, the importance of the speaking skill, the aspects of the speaking skill. Additionally, we are going through the definition of the improvisation, the functions of the improvisation and its benefits, the use of the improvisation technique as a teaching method and the effectiveness of integrating the improvisation technique in EFL learning. As well, introducing the definition of the role-play, its importance and the benefit of using it, finally the effectiveness of integrating the role-play technique in EFL learning.

Communicative Competence

Definition of the communication

Communication is the process of exchanging information, ideas, thoughts and emotions. Whether through spoken words, written texts, facial expressions or digital media. Communication is about how we connect, influence and interact. Masri (1997) said communication has been set to start when a message or information is transferred from the sender (the speaker, writer) to the receiver (listener, reader) through an instrument or channel, and followed by the receiver giving

feedback coding and interpreting the information. (As cited in Iksan et al., 2012, p.71). According to Vanpattern (2015),

‘Communication involves some kind of meaning exchange between two or more people (or, to be precise, two animate beings). For this exchange to occur there has to be expression and interpretation of meaning. That is, one entity must express a meaning and another entity must understand what the other entity is attempting to convey ‘(p. 7).

Schramm (1954) said “Communication is the process of establishing commonness or oneness of thought between a sender and a receiver” (p.12). That is to say, communication is not just sending information, it is making sure two people share the same understanding. Mahajan (2015) mentioned that effective communication involves more than simply transmitting information. It requires understanding the emotions and motivations behind the message. A communicator must be able not only to deliver a message clearly but also to listen carefully to ensure mutual understanding. This suggests that successful communication is a natural ability that develops through both expression and attentive listening. (As cited in Sumaiya et al, p 134).

As highlighted by the different scholars, effective communication depends on the ability to share ideas clearly while also interpreting others accurately and responding appropriately. This interactional process forms the basis of communicative competence, which involves not only linguistic knowledge but also the ability to use language effectively in real-life contexts to achieve successful and meaningful communication.

Definition of communication as a skill

Raju and Jagannadha Swamy said communication skills are the abilities you use when giving and receiving different kinds of information. Some examples include communicating new ideas, feelings or even an update on your project. (p.1)

Additionally, Sumaiya et al (2022) mentioned that good communication is an essential skill that helps build trust and mutual respect between people. It supports clearer understanding during discussions and improves the way individuals interpret each other in different situations. Developing effective communication skills CS requires awareness of the emotional meaning behind what is said. Strengthening skills such as active listening, interpreting non-verbal cues, and managing emotions can significantly improve interactions and make relationships stronger in personal, academic, and professional contexts.

MTD training (2010) in the book of effective communication skills recognize that these obstacles exist between the sender and the receiver. Effective communication depends on using appropriate strategies and skills to overcome these barriers. By applying the right communication techniques, the message can be transmitted more clearly and understood as intended, reducing misunderstandings and improving interaction.

According to them CS was compared to a large wall stands between two persons, in which they try to talk. But the difficulty does not stop there. Around this wall are additional obstacles such as a moat filled with crocodiles and areas of dangerous quicksand, making the exchange even more challenging. These obstacles represent the various barriers that can interfere with understanding between people. They may include differences in culture, personal expectations, life experiences, perspectives, or communication styles. All of these factors can distort or block the

message, making it harder for individuals to understand each other clearly and communicate effectively (p.11).

The importance of the communication skills

Sumaiya et al (2022) stated that Communication plays a central role in human life, as it shapes how individuals interact in both personal and professional contexts. Its importance lies in its ability to build trust, respect, and mutual understanding between people. Effective communication helps reduce misunderstandings and strengthens relationships by ensuring that messages are clearly expressed and properly interpreted.

They also came to say that, CS supports deeper comprehension during interactions by allowing individuals to understand not only the words being said but also the emotions and intentions behind them. In addition, good communication skills, such as active listening, interpreting non-verbal cues, and managing emotional responses are essential for improving social and professional relationships. Listening, in particular, is a key component of effective communication, as it requires understanding both the message and the feelings behind it. Creating an open and non-judgmental environment encourages speakers to express themselves freely, which further enhances trust and strengthens communication between individuals (p.139).

According to Pal (2026) CS are essential in every aspect of life, as it is the process used to transmit messages in both formal and informal contexts. For students, communication skills are particularly important because they support success in academic, professional, and social environments. They help learners' express ideas clearly, participate in discussions, and develop their thinking abilities. Effective communication also enhances understanding between individuals, reduces misunderstandings, and encourages meaningful interaction. In addition, it supports

academic growth by enabling students to share ideas, ask questions, and engage in activities such as debates and presentations. Communication further plays a key role in developing social interaction, teamwork, and confidence, as it allows individuals to connect, cooperate, and build positive relationships. Khomidov (2025) reported

Communication skills encompass a range of abilities, including verbal and non-verbal communication, active listening, empathy, negotiation, and public speaking. These skills enable individuals to convey their thoughts effectively, understand others' perspectives, and engage in meaningful interactions. In the context of student activities, strong communication skills are vital for fostering teamwork, resolving conflicts, and building relationships (p.341).

He also claimed “effective communication is crucial for coordinating tasks, sharing responsibilities, and achieving common goals” (p.341). Strong CS contribute to both personal development and future career success.

Components of communication skills

Communication is a complex process that involves several interconnected components working together to ensure that messages are created, transmitted, received and understood effectively.

Listening

Listening is considered as a vital component in communication, according to Anderson and Lynch (1988) listeners do not have the ability to comprehend the message delivered by the speaker by hearing. Listening is an active cognitive process in which individuals work to understand and

interpret the meaning behind the information being communicated (p.6). Additionally, Loan et.al (2024) said that developing the ability to listen attentively is crucial for enhancing one's communication abilities. In order for learners to communicate effectively, it is essential that they listen to and fully comprehend the topic. Effective listening requires a resilient and perceptive mind to comprehend the situation. Acquiring language skills is a crucial aspect of both academic and social spheres (p.194).

O'Malley and Chamot (1989) defined listening as a cognitive process that involves comprehending the contextual significance via the interpretation of signals and prior knowledge (p.19). Strong listening skills support mutual understanding, reduce misunderstandings, and enhance the overall quality of communication for EFL learners.

Non-verbal communication

Non-verbal communication refers to the process of conveying meaning without the use of spoken or written words. It includes facial expressions, gestures, postures, eye contact, body movements, tone of voice, and other physical or visual cues that support, reinforce, or sometimes replace verbal messages during interaction. Ferginan et.al (2025) explained nonverbal communication as one element that is crucial to speaking abilities. The term "nonverbal communication" has described a method of communicating without the use of words but rather through facial expressions, eye contact, body language, and voice intonation (p.31).

Uchihara and Clenton (2023) highlighted that evaluating English speaking skills involves grammar, vocabulary, fluency, and pronunciation, and these elements can be effectively enhanced through the appropriate use of non-verbal communication. That is to say, the use of non-verbal

communication beside linguistic elements could support speakers and EFL learners express meaning more clearly and communicate.

Interaction

To interact means to communicate, Mackey (2007) and Zucker (2005) pointed out the same idea about interaction, they said the lack of interaction or the use of the language will negatively affect language learners in their communications. Therefore, language learners should be encouraged to participate in the acute interaction that takes place in the classroom so that they can be fluent and well versed in spoken language.

Saeed el.al (2016) indicated that it has been shown that for language learners to improve in their speaking skills, practicing the language they are learning, engaging interactions that take place between learners in the classroom environment (p.235). Through communicative exchanges, learners receive feedback, notice gaps in their language knowledge, and gradually improve their accuracy and vocabulary.

The Speaking Skill

Definition of Speaking

Speaking is the ability to express thoughts, ideas, feelings, and information through spoken language. A productive and interactive skill involves using words, pronunciation, tone, and body language to communicate meaning with others in real time. Bygate (1987) confirmed that speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much language is learnt, and which for many

is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought (p. 1).

Davies and Pearse (2000) stated, “speaking takes place in real time, we have to do a lot of things together: understand what the other person is saying, say what we want to do when we have the opportunity to speak” (p. 82). Moreover, Febryani et al (2020) said that speaking is a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneers or politicians-may produce even more than that. So, natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a foreign language (p. 2).

Bygate (1987) highlighted two key components of speaking: knowledge of the language and the ability to use it as a skill. For communication to be effective, speakers need to apply grammatical rules appropriately within context. Speaking therefore involves actively exchanging information, understanding what others say, and responding in a suitable way. It also requires using vocabulary and grammar skillfully to express meaning clearly during interaction. That is to say, effective speaking requires both knowledge of the language and the skill to use it appropriately in real communication.

Speaking is defined in the Oxford Dictionary, as the act of expressing information or feelings through words. In oral communication, it is used to share ideas with others during interaction between speakers and listeners. Gove (1992) reported that Speaking is especially important when providing information, giving instructions, or issuing directions. In support of this idea Bryne (1981) noted that it is a key component of oral communication that involves two main

participants: the speaker and the listener. This process is interactive and requires not only producing language but also understanding and responding appropriately (p.112).

Bahar (2014) affirmed that speaking is to say something from feeling and mind expressed through the sequence of sound (pronunciation), vocabulary, phrases and sentences (grammar) that contain meaning (pragmatic and semantic) to convey a particular function within a language. (p.22). In the same context, Chaney (1998) said that speaking is an interactive process of getting and evaluation of information in order to produce meaning through the use of verbal and non-verbal symbols in a variety of contexts (p.13). Means that, speaking is the ability to express thoughts and feelings through spoken language in a meaningful and structured way to communicate ideas effectively.

Speaking as a skill

The speaking skill (SS) is the productive, active ability to communicate ideas, opinions, and feelings effectively through oral language. It requires the ability to use grammar, vocabulary, and pronunciation fluently without excessive hesitation; it is a critical language skill that involves both interpersonal interaction and the ability to structure information coherently.

Batur and Nişancı (2015) claimed that SS is considered the most important skill. Learners often measure their success in the second language learning by the extent to which they can use their spoken English (p.401). Similarly, Tarone (2005) states that speaking is the most difficult and complex language skill to master (As cited in Batur & Nişancı 2015, p.403). Additionally, Ur (1996) asserted that speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language.

Speaking is a fundamental and multifaceted language skill that requires the integration of linguistic knowledge and communicative competence. Batur and Nişancı (2015) explained this idea by indicating that speaking is thought to be the complex system because it includes the ability of using the grammar, sound, vocabulary and even cultural knowledge of the language. Speaking is the way how learners express themselves not just orally but also coherently and appropriately in a sensible manner (p.403).

Nunan (1989) mentioned that speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers (p. 27). In (1995) he came with the idea that, SS is a fundamental in both first and second language (L2) acquisition, and it receives significant attention in language learning. It is considered a key aspect of learning a foreign language, as learners' proficiency is often assessed through their ability to engage in meaningful and effective conversations (p.593). Furthermore, Nunan (1999) and Celce-Murcia (2001) held the same view by claiming that, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be.

Clifford (1987) observed that speaking is a crucial component of L2 learning; however, despite its significance, it is often neglected in schools and universities for various reasons, such as the strong focus on grammar instruction and large class sizes that limit interaction. In addition, speaking is frequently excluded from formal assessment due to the difficulty of evaluating it objectively and the considerable time required to conduct speaking tests (p.490).

SS allows people to express themselves in structured settings. It goes beyond simply producing words, as it requires clarity, understanding, and the ability to adapt to different situations.

Developing speaking skills help individuals to communicate more confidently and effectively in future professional contexts.

Importance of the speaking skill

The ability to speak is crucial in various aspects of life; it serves as a fundamental tool for communication. Moreover, in social interactions, strong SS facilitate meaningful and engaging conversations, fostering relationships and enriching personal experiences. Leong and Ahmadi (2017) mentioned

humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation (p.35).

Rao (2019) stated that speaking is widely regarded as the most essential skill in the process of learning a foreign or second language. Among the four core language skills, it is often considered the most significant for successful language acquisition. He also emphasized “in the present EFL/ESL teaching environment, oral skills are completely neglected whereas employability depends more on communication than technology” (p.8). That is to say, speaking is not only a key indicator of language mastery, but also a practical skill required in real-life contexts.

Leong and Ahmadi (2017) declared that English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people. Brown (1994) asserted “listening and

speaking are learners' language tools". Also, Bueno, Madrid and McLaren (2006) said "Speaking is difficult skill that language learners have to face. Even the learners learn the language for so many years; they find it difficult to speak in real time situations when it is demanded" (p.321). Ur (2000) argued that among the four fundamental language skills listening, speaking, reading, and writing, speaking holds the greatest importance, as it is essential for achieving effective communication.

The speaking skill highlighted as a central pillar of language learning and effective communication. It functions as a practical tool for social interaction, academic success, and professional development. Despite the complexity of mastering its multiple components, developing SS remains essential for meaningful participation in real-life and classroom contexts.

Components of the speaking skill

Speaking is a complex productive skill that relies on several interrelated elements working together to ensure effective communication. To understand how learners develop speaking proficiency, it is important to examine its main components, which include fluency, accuracy, vocabulary, pronunciation, and grammar. These elements collectively shape the speaker's ability to convey meaning clearly and appropriately in different communicative situations. According to Harris (1974) there are five aspects of talking ability involved with comprehension, grammar, vocabulary, pronunciation, fluency (as cited in Ilham et al., 2024, p.269).

Fluency

Svoboda (2021) defined fluency as "the capacity to read, speak, or write easily and expressively" (p.270). Moreover, she came to say that, fluency in speaking is a key goal for many language learners, as it represents their ability to communicate smoothly and effectively. Ilham et

al. (2024), fluency is the ability to speak clearly and fluently. It is very necessary for the students to speak with good fluency and clarity to make clear the information they say.

Comprehension

Comprehension refers to understanding what to say and what is being said, and it is considered a major component of the SS. Ilham et al. (2024) explained “in communication requires a people to talk and respond. In speaking activities, the recipient and the person sending the message are needed” (p.3). Harris (1974) said that comprehension for oral communication, it certainly requires an issue to respond, to speech as nicely as to initiate it.

Afna (2018) mentioned the function of language is not only as communication but also to interpret_all of similarity, difference and individuality of human beings (p.44). An effective oral communication depends on the ability to understand messages and respond appropriately. Speaking is therefore is an interactive exchange that requires both interpreting what is heard and producing meaningful responses to ensure successful communication.

Vocabulary

Vocabulary refers to the range of words and expressions a person uses to convey meaning, Bambang and Utami (2008) defined that vocabulary was also important to support mastery of language skills. We should memorize and remember vocabulary to be mastered. Afna (2018) affirmed that vocabulary is an essential skill for learning to read, write, speak and listen. Without vocabulary, we cannot say something. Both of them is having correlation in many aspects in communication, such as how to speak fluently. He also emphasized that student should improve and pay attention in learning vocabulary.

Wilkins stated that without grammar is very little can be conveyed, without vocabulary nothing can be conveyed (As cited in Thornbury, 2022, p153). Means that, while grammar helps structure language correctly, vocabulary provides the actual words needed to convey meaning, making both elements crucial for effective communication. Richards and Renadya (2002) noted “Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write” (p. 255).

Without sufficient vocabulary, meaningful CS becomes limited, which highlights its importance as a main component of language proficiency and overall SS development.

Pronunciation

As defined by Ilham et al. (2024) pronunciation includes how we pronounce something well that can be understood by others, in speaking a language, good quality of pronunciation is needed, in terms of pronunciation there are several aspects that need to be considered, like the students habit, if their used to pronounce a certain word they will mastering it with good pronunciation (p.03). Svoboda (2021) noted “pronunciation is the knowledge of studying about how the words in a unique language are produced genuinely when humans speak” (p.270).

Gilakjan (2016) said the aim of teaching pronunciation is not to require learners to speak exactly like native speakers. Rather, the primary objective is to achieve intelligible pronunciation that enables clear and effective oral communication. Schmitt (2010) said that vocabulary knowledge is conceptualized in terms of both size and depth that is, how many words we know, and how well. Means that, vocabulary knowledge has two main dimensions, the first is size, which refers to the number of words a learner knows, the second is depth, which refers to how well those words are understood, including their meanings, uses, and relationships with other words. Not only

the quantity of the vocabulary is counted, but also about how accurately and appropriately they can use them in different contexts.

Grammar

Grammar refers to the set of rules that govern how words are combined to form meaningful sentences in a language. Tiana et.al (2023) reported that a person who speaks a foreign language but lacks a solid understanding of that language's grammar will struggle to use that language correctly. Dwipa (2021) stated “grammar refers to the rules that show how words are combined, arranged, or changed to show certain kinds of meaning” (p.56).

Coghil and Magendaz said the grammar of a language is the set of rules that govern its structure (As cited in Mahendra et al., 2018, p. 56). Grammar is the system of rules that controls how a language is built and organized. It explains how words are arranged to form correct sentences and how language elements such as tense, agreement, and word order work together.

Improvisation

Definition of the improvisation technique

Improvisation is a teaching technique in which learners perform spontaneous dialogues based on given situations without using a prepared script. It encourages students to use their existing language resources creatively, think quickly, build confidence, expand vocabulary, and develop fluency through realistic communicative practice.

According to the definition of Fauzan (2014) “improvisation is the strategy of teaching where students are given roles to perform dialogues or conversation using their own word or

sentences” (p.159). Then he explained the improvisation technique IT, first, the teacher explains the situations or the topics on the role-card. Then the teacher groups the students, there are 3 or 4 for each group. After receiving the role-card, the students create the plot and prepare to perform. They have no much time to prepare; it is only 2 – 4 minutes. After that, they perform it. There is no script dialogue, it is spontaneous speaking performance. The students use their own knowledge, words, and sentences in improvisation (p. 266).

Clare (2006) said that improvisation motivates learners to use the language resources they already possess to communicate. It helps them develop the ability to think quickly, build confidence in handling unexpected situations, initiate communication independently, focus on conveying meaning rather than memorizing dialogues, and use imagination and creativity to practice language in realistic contexts (As cited in Fauzan, 2012, p.149). On the other hand, Berlinger (2000) stated that improvisation motivates the students to generate imaginative and detailed ideas, greatly expand students’ vocabulary, actively practice language skills and attain far greater fluency, it also provides a setting in which the students can explore the social values of a different culture, and participating in this kind of activity strengthens students' confidence in their academic ability, an essential component of successful language acquisition.

Lubis (1988) defined that improvisation is a dramatic hypothetical situation in which two speakers interact without any special preparation, he emphasized that, when using IT activities, teachers should prepare a wide range of hypothetical situations presented as simple prompts that stimulate students’ creativity and encourage spontaneous language use. In the context of developing student’s confidence toward the speaking skill, deep study made by Seppänen et al. (2019) proved that taking a theatre improvisation course increased the interpersonal confidence of less confident students.

IT can be viewed as a dynamic pedagogical approach that creates opportunities for EFL learners to actively engage in authentic communication. This technique contributes to a more learner-centered environment, speaking becomes a natural and purposeful activity rather than a controlled classroom task.

Functions of the improvisation technique

According to Ajewole (2013) improvisation supports the development of adaptability, fluency, and communicative competence by encouraging learners to actively use their vocabulary, apply grammatical and syntactic knowledge, and enhance their cultural and social awareness. It also helps students build confidence and improve fluency. In this context, improvised drama, games, and songs were used and implemented with university students. Umar (2012) affirmed that improvisation is a technique that can improve the students' speaking ability.

Overall, IT is seen as a practical method for enhancing students' speaking ability in meaningful and engaging contexts.

Aditya (2023) said "Through improvisation technique, students' fluency and accuracy have been improved significantly and also the students which have the hidden skill in speaking can practice that skill" (p.21). IT functions as an effective pedagogical approach that promotes active language use and supports the development of essential communicative competencies. It creates meaningful opportunities for EFL learners to practice CS in a dynamic and engaging way, thereby enhancing their oral performance in various real-life and academic contexts.

Benefits of the improvisation technique

Many researchers such as Fauzan (2014), Kennedy (2005), Oreck (2004), Shehadeh (2011), Usman (2015) noted that IT is a good way to improve students' confidence to speak English. There was 25% of average score improvement in speaking. Green (2012) agreed to this point, he proved that improvisation technique help communication skill, especially interpersonal skill. In addition, he said that improvisation is very useful in innovation.

The advantages of IT as explained by Fauzan (2014) it motivates the students to generate imaginative and detailed ideas, greatly, expands students' vocabulary. Students can actively practice language skills and attain far greater fluency. Provision of opportunity for creativity. Through improvisation, the students can be challenged to develop something that may turn out to be an improvement of what originally intended (As cited in Aditya, 2023, p.22).

Hackbert (2010) concluded that IT activities significantly enhance learners' trust, familiarity, enthusiasm, and social skills, which help them overcome the inhibitions that often hinder creativity.

Overall, the use of improvisation in communicative instruction is widely recognized as an effective approach for enhancing EFL learners' communicative development. It contributes to improving confidence, fluency, and interpersonal skills while encouraging creativity, active language use, and meaningful interaction, which ultimately supports more successful and engaging language learning experiences.

The use of improvisation technique in teaching methods

Since there is a consensus on the effectiveness of IT in enhancing communicative processes, it has increasingly been adopted as a fundamental approach within educational settings. It was divided into three stages, according to Spolin (1963) the stages are; the preparation stage, the implementation stage and the feedback stage.

As explained by Aditya (2023);

1. Preparation stage

The preparation stage involves the teacher planning the lesson, selecting appropriate teaching materials, and organizing the classroom seating. At this stage, speaking situations are prepared in the form of role-play cards that guide students during improvisation activities. Learners briefly review these situations and then act them out using their existing language knowledge. This stage is designed to encourage spontaneity and support the development of improvisational speaking skills.

2. Implementation stage

The second stage focuses on introducing the improvisation technique through a guided training session. Students are grouped and given role-play cards with different speaking situations, which they use as a basis to create and perform spontaneous dialogues. They are provided a short preparation time to organize their ideas, then perform in front of the class in a semi-circle arrangement that allows clear interaction and visibility. Each group performs for a limited time, and the grouping is done randomly to mix different ability levels and encourage collaborative learning.

3. The feedback stage

The final stage is the feedback stage, which focuses on increasing students' motivation to use English during performance. At this point, the teacher encourages learners to maximize their use of the language, as motivation is considered a key factor in the successful implementation of improvisation activities.

Through careful preparation, guided practice, and constructive feedback, students are gradually supported in using language spontaneously and confidently, which strengthens their speaking ability and promotes meaningful communicative learning.

The effectiveness of integrating the improvisation technique in EFL learning

The incorporation of improvisation into EFL teaching have been recognized as an innovative strategy that stimulates spontaneous communication and supports learners in using language creatively and confidently in unscripted contexts.

Adebiyi and Adelabu (2013) said "Improvisation develops skills in the cognitive, affective and psychomotor domains. Hence, it has become imperative in teaching and learning because the economic situation" (p.2). McCashin (1990) explained that the central aim of IT is to enable learners to uncover their internal resources, from which original ideas and profound emotions emerge, while also fostering a sense of freedom as self-discipline and collaborative competence gradually develop among participants.

Several studies conducted to prove the effectiveness of improvisation in enhancing EFL student's communicative competence, in this context Maley and Duff (1979) said "Are activities

which give the students an opportunity to use his own personality in creating the material in which part of the language class is to be based".

The literature further indicates that improvisation supports holistic development across cognitive, affective, and psychomotor domains, while also providing opportunities for learners to draw on their internal resources, express original ideas, and develop both autonomy and collaboration. In addition, improvisation is shown to enhance student's communicative competence in EFL contexts.

The Role-play

Definition of the role-play technique

Role-play technique (RPT) is an activity in which learners take on specific characters or social roles and act out situations using their own words. It allows students to practice real-life communication in a safe and supportive environment, according to Qing (2011) "Role-play is defined as the projection in real life situations with social activities" (p. 37). Moreover, Lucantoni (2002) pointed out role-play can be a very enjoyable for learners and provide excellent opportunities for using language in real life situations. RPT as stated by the Oxford Dictionary (2015) is performing in the role of a certain person or character, such as in training or psychotherapy. Ashok (2015) reported

Learners need to learn how to use the target language in "real-life" situations and not structured dialogues which are taught in classroom and role-play like any other task-based language teaching technique helps them in language acquisition through real life situations (p.5).

This suggests that role-play bridges the gap between classroom learning and authentic communication by allowing students to experiment with language in meaningful contexts. Through this practice, learners become more flexible in the learning process.

Ments (1999) asserted “role-play is motivational and effective because it involves activity” (p. 13), this explains that role-play is engaging because it requires learners to participate actively rather than remain passive. By involving students in interactive tasks, it increases their interest, encourages participation, and creates a dynamic learning environment that supports effective language practice. Likewise, he said “by devising scenes of everyday life, in particular those situations which make use of the vocabulary to be learnt, the students can be encouraged to use language in a free and interesting way” (p. 19). Hence, creating scenes that incorporate target vocabulary encourages learners to use language more freely and in an engaging, meaningful way.

Thus, RPT as a broad communication technique that enhances language fluency, promotes active classroom participation, increases learners’ motivation, and supports shared responsibility between teachers and students. As described by Kusnierek (2015) role-play is a “comprehensive set of communication techniques that improves language fluency and encourages student participation in the classroom” (p56). While also raising students' motivation and encouraging them to study while also sharing duties between instructor and students.

The importance of the role-play

Role-play has emerged as a technique in EFL classrooms that enhance and develop students’ CS and interaction strategies. Larsen-Freeman (1986) highlighted that RPT is important in the communicative approach, as it provides learners with multiple opportunities to practice language use in various social contexts and roles.

Besides, Ladousse (1987) emphasized the importance of the role-play technique, he claimed that since role-play uses different communicative techniques, it develops fluency in learning the target language, promotes interaction in the classroom, and increases motivation in the process of learning. As well, Krebt (2017) revealed that there is a significant difference on the improvement of speaking skill for experimental group with role-play activities. Nasihah (2019) said “Role-play technique is a highly flexible learning activity which can help learners to interact with other people as in a real-life situation, thus, it can improve their communicative competence” (p.12).

Akter (2017) concluded in his study that role-play is one of the most effective methods for enhancing communicative competence among university students in Bangladesh. This suggests that RPT is an effective teaching strategy for strengthening learners’ communicative abilities, enabling them to express themselves more confidently and appropriately across various academic and social situations, especially at the tertiary level.

Benefits of the role-play technique

The role-play technique offers several important benefits in language learning, as it creates interactive and meaningful opportunities for EFL learners to practice communication in realistic situations. Saad and Mansor (2019) noted that role-play provides learners with a supportive and low-stress environment to use the target language, as it allows them to practice real-life situations or take on different identities rather than speaking as themselves. Means that, it creates diversity for learners, in which they can discover themselves in multiple settings.

Islam and Islam (2013) through their study on the impact of role-play, found that this technique was highly motivating for students because it differed from the traditional lecture-based

methods they were accustomed too. They also observed that role-play provided learners with meaningful experiences connected to real-life and social situations, which helped them become more flexible and open in their behavior (As cited in Ishak, S. A., & Aziz, A. A. 2022, pp. 888-889).

Ashok (2015) focused on the key advantages of the role-play technique, she said that role-play offers a wide range of benefits in language learning, as it enhances learners' communication and speaking skills while promoting active interaction in the classroom. It supports the development of social skills through collaboration and teamwork, and encourages students to express their ideas and feelings in a relaxed and supportive environment. This technique also helps learners engage with real-life situations, improving their ability to think critically, solve problems creatively, and explore different cultural perspectives. In addition, role-play builds confidence, strengthens listening and speaking abilities, and fosters creativity and imagination, while also promoting empathy, self-awareness, and effective peer interaction (pp. 6-7).

RPT proves to be an effective pedagogical technique that enriches language learning by creating authentic, interactive, and student-centered experiences. It supports their personal, social, and cognitive development, making language learning more meaningful and engaging.

The use of the role-play technique as a teaching method

The integration of the RPT has contributed to significant improvements in students' learning processes and comprehension. Manorum and Pollock (2006) detailed how to implement the role-play technique inside the classroom, they claimed that role-plays can take on many forms. They can involve online elements or be conducted face-to-face. Before designing your role-play

consider the resources available to you and your students and decide on the amount of time you wish to dedicate to the exercise (p. 5).

Furthermore, they designed the process of implementing the role-play technique inside the classroom as the following:

- Determine the learning objectives of the role-play.
- Choose a scenario or situation from reality that highlights the key concepts of the course.
- Once you have selected a scenario you need to consider the various stakeholders and their perspectives and adapt the situation to the classroom
- Plan the structure of your role-play; holding a briefing stage provides an opportunity for students to familiarize themselves with the role-play, during the interaction stage, students are able to act in their roles, networking, and lobbying with other stakeholders to achieve their agendas.
- Consider how you will assess your students.
- The resources made available to students should assist them to participate in the role-play and fulfill their role.

During the implementation phase, Manorom and Pollock (2006) divided it into four stages, briefing Stage, which it highlights the importance of clear preparation and guidance in role-play activities to ensure students understand their roles, expectations, and mode of interaction for effective participation. Interaction Stage, students start to participate their roles, forum Stage; sees participants engage in direct interaction involving all stakeholders, and debriefing Stage the most important element that students come out of their roles fully for the debrief session.

Ashok (2015) highlighted the use of role-play cards by saying “teacher can describe each role in a manner that will let the participant identify with the characters assigned to them” (p.9). She also explained that in role-play activities, using the second person “you” makes instructions clearer and more direct for students. Teachers can provide cue cards that assign specific roles, such as shopkeeper and customer, along with systematic guidance on how each participant should interact. This structure helps learners understand their tasks easily and engage in a realistic and organized conversation.

Blanter (2009) demonstrated that when we talk about role playing as a method of teaching can be considered as a problem can solved consciously which is briefly acted out so that the student can identify with the characters (As cited in Krebt, 2017, p. 864). Overall, the studies emphasized that the effective implementation of role-play in the EFL classroom depends on careful planning, clear guidance, and a well-structured procedure that guides learners from preparation to reflection.

The effectiveness of integrating the role-play technique in EFL learning

The RPT has gained considerable attention in EFL contexts due to its potential to create interactive learning environments that support the development of communicative competence. Holt and Kysilka (2006) argued that the context or situation learners are placed in impact how they behave. When individuals perceive themselves or others as part of a specific setting; such as a group, an audience, or participants in an event, their actions naturally adjust to fit that environment. Additionally, they stated that role-play technique can be fun and lead to develop learning, these techniques can be used a student-student communication, they help EFL students to comprehend the importance of cooperation and to have an interest in learning.

According to Krebt (2017) “the whole class can engage in role play, it can be interesting, and it may result in better teaching and learning of language” (p.864). Holt and Kysilka (2006) confirmed that group work enlarges the availability of time available for oral interaction and permits many students to benefit from time allocated for speaking. For example, in a classroom activity where students simulate a job interview, each group member takes a different role such as interviewer, applicant, or observer. This structure allows all EFL students to speak, negotiate meaning, and respond spontaneously within a limited time. As a result, more EFL learners participate, and benefit from increased opportunities for communication and interaction.

Cornett (1999) emphasized that engaging in role-play activities helps learners improve language fluency and verbal communication skills while also enhancing their use of body language during face-to-face interaction. Rahimy and Safarpour (2012) said “Activities use a student-student interactional pattern, they help EFL learners to understand the importance of cooperation and to have an interest in learning” (p. 52). Burke and O’Sullivan (2002) agreed that role-play encourages EFL learners to actively use the target language, which in turn helps them develop greater fluency and improve their pronunciation through participation.

RPT can be a technique that strengthens communicative competence in EFL classrooms by increasing learners’ participation, engagement, and opportunities for meaningful language use.

Conclusion

This chapter was devoted to presenting the importance of developing the communicative competence in EFL classrooms, as well as the role of integrating both improvisation and the role-play techniques and their impact on enhancing EFL student’s communicative competence.

Chapter Three: Methodology

Introduction

The methodology chapter outlines the research design, research variables, population and sample, as well as the data collection tools and procedures used to gather the necessary information. It also explains the methods employed for data analysis.

Research Design

The present study adopts a qualitative and quantitative research approach, as it aims to explore and understand the effectiveness of improvisation and role-play in developing communicative competence in English as a Foreign Language EFL. The research is descriptive in nature, since it focuses on describing and interpreting learners' performance and interaction rather than measuring variables numerically.

Research Variables

This study includes two main variables. Two independent variables are improvisation and role play as a classroom technique in EFL teaching. The dependent variable is the communicative competence. The study investigates how the independent variable influences and contributes to the development of the dependent variable.

Population and Sample

Population

The population of this study consists of second-year EFL students at Chadli Bendjedid University of El Tarf, with a total number of 48 students. This group was selected because second-

year EFL students are at an intermediate stage in their English language learning process, where they have already acquired basic linguistic knowledge and are beginning to develop more advanced communicative skills. Therefore, they are considered an appropriate population for examining the effectiveness of improvisation and role-play in enhancing communicative competence. In addition, this level allows students to actively participate in oral activities, making it suitable for observing changes in speaking performance and interaction in a classroom setting.

Sample

The sample of this study consisted 48 second-year EFL students drawn from a single group within the target language. However, only 35 students were available and participated during the data collection process.

Time and location

The study was conducted at Chadli Bendjedid University, El Tarf. The data collection procedure took place in the Department of English during two oral expression sessions in the second semester of the academic year 2025–2026.

Data gathering tools

The data for this study were collected using two main instruments: classroom observation and a students' questionnaire. Two observation sessions were conducted. The first observation took place before the implementation of improvisation and role-play activities, in order to examine students' initial speaking performance, including their willingness to speak, fluency, interaction and confidence (appendix A). This allowed the researcher to establish a baseline of learners'

communicative behavior. The second observation was carried out after the application of these techniques to identify any changes in students' oral performance (appendix B).

In addition, one questionnaire was administered to the students to gather further data. It aimed to explore their English level, their previous experiences with speaking activities, and their attitudes toward oral expression. It also sought to collect their opinions about the use of improvisation and role-play, as well as their suggestions regarding these techniques. This combination of tools helped provide a more comprehensive understanding of students' communicative competence development.

Research Procedure

The data of the study was collected during two oral expression sessions.

Session 1: The researchers conducted a classroom observation before the implementation of the instructional techniques. To observe students' initial speaking performance.

Session 2: The treatment was introduced through the implementation of improvisation and role-play activities. Students were engaged in speaking tasks where some of them performed for 5 minutes role-plays in front of their classmates.

Data Analysis

The data collected from classroom observation and the student questionnaire were analyzed qualitatively and quantitatively. The observation data compared between the first and second **sessions** to identify changes in students' oral performance. The questionnaire responses were

categorized and interpreted to determine students' level of English, speaking experiences, and their attitudes toward improvisation and role-play.

Conclusion

This chapter presented the methodology adopted in this study. The use of qualitative and quantitative descriptive approaches allowed for an in-depth exploration of the effectiveness of improvisation and role-play in developing communicative competence of the second-year EFL students at Chadli Bendjedid University.

Chapter Four: Results

Introduction

This chapter presents a comprehensive overview of the data analysis carried out in this study. The results were examined qualitatively and quantitatively in order to answer the research questions, test the hypotheses, and address the objectives of the research. Based on the data collection tools used, the findings are organized into two main sections: classroom observation and the student questionnaire. These results aim to reveal the effectiveness of improvisation and role-play in developing EFL students' communicative competence.

Classroom Observation Results

Students were observed during two oral expression sessions to examine their communicative performance before and after the implementation of improvisation and role-play activities. In the first session, 33 students out of 35 were present (94%), whereas 30 students attended the second session (85%).

Session 1:

During the first session, students were first observed in their normal classroom situation before being introduced to improvisation and role play. At the beginning of the session, interaction was generally moderate but often passive. After introducing the techniques, a slight increase in participation was noticed, and the class became divided into active and passive students.

Students' Interaction and Attitudes

At the beginning of the session, most students showed limited interaction and tended to remain passive unless they were asked to speak. After introducing improvisation and role play, students' attitudes toward speaking became more positive. Most students showed willingness to speak English and were able to respond spontaneously during activities. Peer interaction became more visible, and students were able to negotiate meaning during communication. Overall, classroom interaction showed a slight improvement compared to the beginning of the session.

Students' Fluency and Confidence

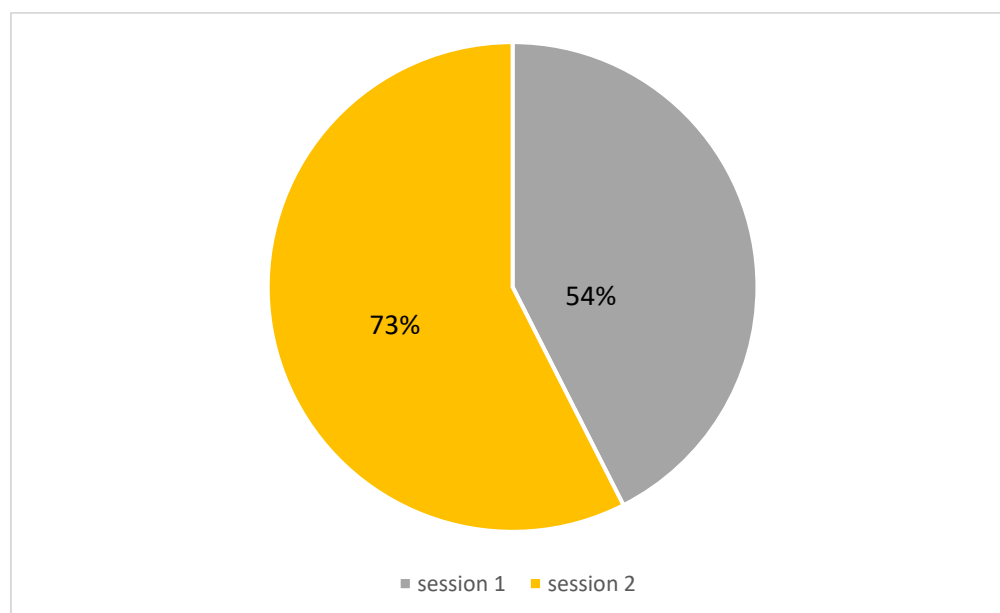
In terms of fluency, students were only sometimes able to speak smoothly during tasks, which indicates that fluency remained limited during this session. Concerning confidence, students showed moderate levels of self-confidence while speaking. Some students participated actively, while others still hesitated when expressing their ideas. Overall, fluency and confidence required further development despite the slight improvement in participation.

Session2:

The second session involved the implementation of role play, where three students performed an interview between a journalist and two famous people. The activity created a highly interactive classroom atmosphere and had a positive impact on both the performers and the rest of the class. Classroom interaction increased noticeably, with students asking questions, negotiating meaning, and discussing the performance with their peers. Learners relied less on memorized sentences since the role-play was done without preparation and demonstrated improved fluency and confidence while speaking.

Figure1

Student's interaction and participation



Note. Figure 01 introduces student's interaction and participation in session 1 and session 2.

Student's interaction and participation

As the results are introduced in Table1, students who attended the first session we found that 67% of them could participate actively in speaking while implementing improvisation and role play, 55% sometimes speak fluently during tasks, 60% who mostly respond spontaneously without preparation, 71 % interact effectively with peers, 70% of them negotiate meaning during communication, sometimes 48% of students show confidence while speaking, 43% rely less on memorized sentences.

Table 1***Observation checklist results of session 1***

Indicators	Observatio%			
	Yes	Mostly	Sometim es	Rarely
Students participate actively in speaking while implementing improvisation and role play activities.	67%	37%	33%	8%
Students show willingness to speak English	53%	44%	60%	10%
Students speak with fluency during tasks	48%	67%	55%	12%
Students respond spontaneously without preparation.	58%	60%	30%	5%
Students interact effectively with peers	61%	71%	52%	2%
Students negotiate meaning during communication	70%	55%	2%	0
Students show confidence while speaking	54%	60%	48%	2%
Students rely less on memorized sentences	48%	60%	43%	0

The results of the second session are presented in Table 2. Students showed greater engagement with the role-play implementation. Their fluency, interaction, and overall speaking performance improved compared to the first session. Learners demonstrated higher confidence while expressing their ideas and interacted more actively with their peers. Notably, about 70% of

the students were able to speak spontaneously without prior preparation. These observations indicate a positive development in students' communicative competence.

Table 2

Observation checklist results for session 2

Indicators	Observation%			
	Yes	Mostly	Sometimes	Rarely
Students participate actively in speaking while implementing improvisation and role play activities.	100%	0	0	0
Students show willingness to speak English	70%	20%	0	0
Students speak with fluency during tasks	80%	30%	0	0
Students respond spontaneously without preparation.	100%	0	0	0
Students interact effectively with peers	90%	5%	0	0
Students negotiate meaning during communication	75%	20%	1%	0
Students show confidence while speaking	100%	0	0	0
Students rely less on memorized sentences	100%	0	0	0

Moreover, it was observed that improvisation and role-play builds creativity and quick thinking; they increased motivation and reduced students' fear of speaking.

Student's questionnaire results

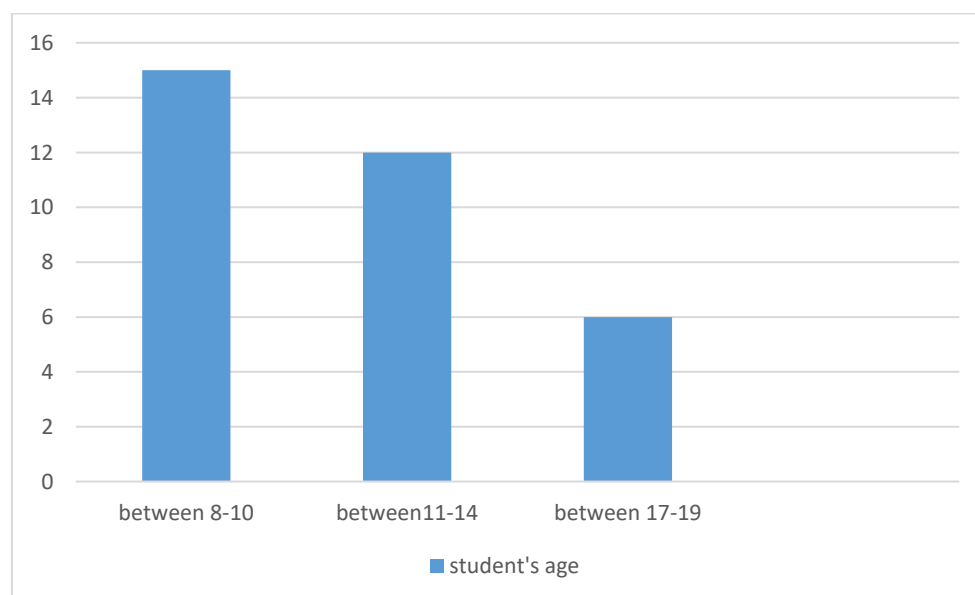
This semi-structured questionnaire consists of 17 questions divided into four sections. The first section contains general information about the students and their level in English; the second section explores students' speaking experience; the third section is about improvisation and role-play activities; and the last section is about additional suggestions.

Question1: At what age did you start learning English?

As shown in Figure 2, most students reported that they began learning English between the ages of 8 and 10. The second largest group started between 11 and 14 years old, while a smaller number indicated that they began learning English between 17 and 19.

Figure 2

The age of students when they started to learn English

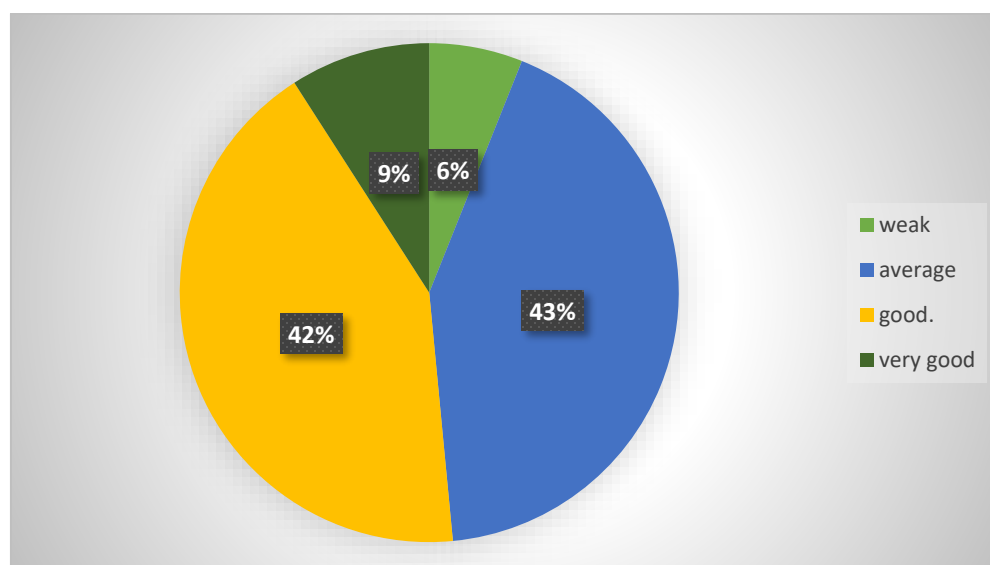


Question 2: How would you describe your current proficiency in English?

In figure 3, the results show that 42% of the students evaluated their level as good and another 42% considered it average. A smaller group, 9%, described their level as very good, while only 6% reported having a weak level of English.

Figure 3

Student's proficiency in English



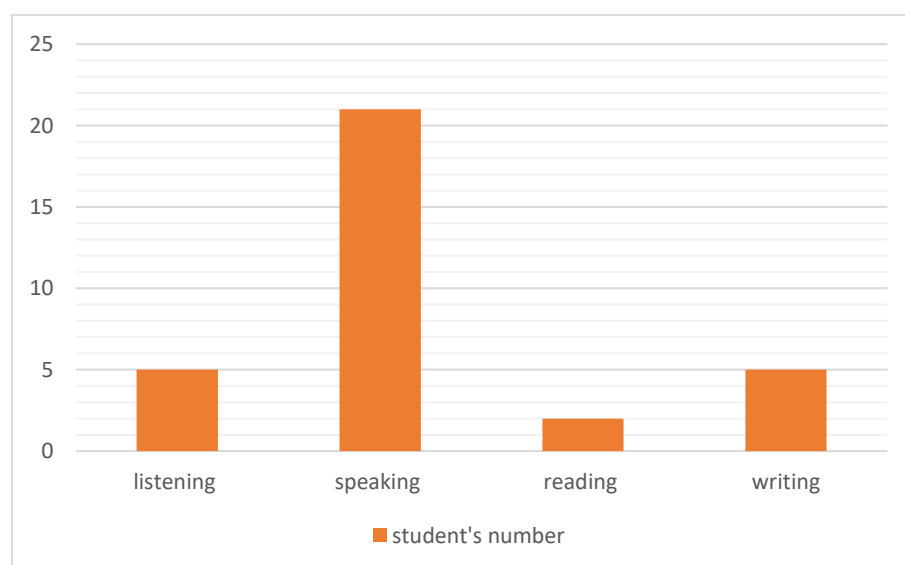
Question 3: Which language skill do you think is the most challenging for you?

a. Listening b. Speaking c. Reading d. Writing

This question aims to identify learner's weaknesses and the areas that need more practice and support. The results show that speaking was the most selected skill, chosen by 21 students. Writing and listening were each selected by 5 students, while reading was chosen by only 2 students.

Figure 4

The most challenging language skill for students



Question 4: When you want to express your ideas, which way do you feel more comfortable using? a. Speaking b. Writing

In this question, students were asked how they feel more comfortable expressing their ideas. The results show that 21 students preferred writing, while only 12 students chose speaking. This result suggests that many students still face difficulties when speaking, which confirms the challenges related to oral communication.

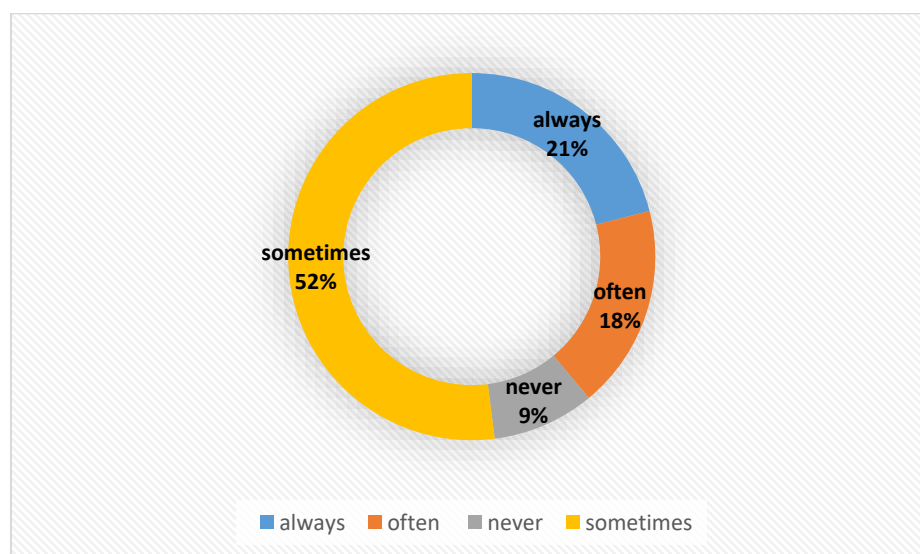
Question 5: During speaking classes, how frequently do you volunteer to speak?

This question highlights students' interaction inside the classroom, according to the findings presented in figure 5 below: 52% of the students sometimes volunteer to speak, while 21%

reported always doing so and 18% said they often do. Only 9% of students indicated that they never volunteer to speak.

Figure 5:

Students' frequency of volunteering to speak in the classroom

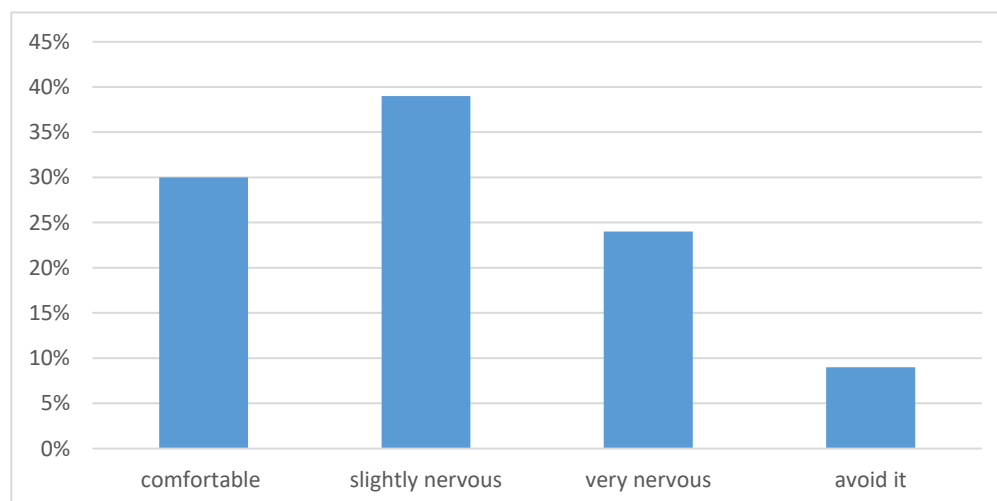


Question 6: How do you feel when you are asked to speak English in front of your classmates?

This question shows the student's psychological aspect toward speaking in public, as the results introduced in figure 6 show that 39% of the students feel slightly nervous, while 24% feel very nervous. Only 30% stated that they feel comfortable speaking in front of others, and a small percentage 6% prefer to avoid speaking, moreover, two students preferred not to answer the question.

Figure 6

Students' feelings toward speaking English in front of their classmates



Question 7: What makes speaking English difficult for you? (you can choose more than one option: Fear of making mistakes, Lack of vocabulary, Grammar problems, Pronunciation difficulties, lack of confidence, others)

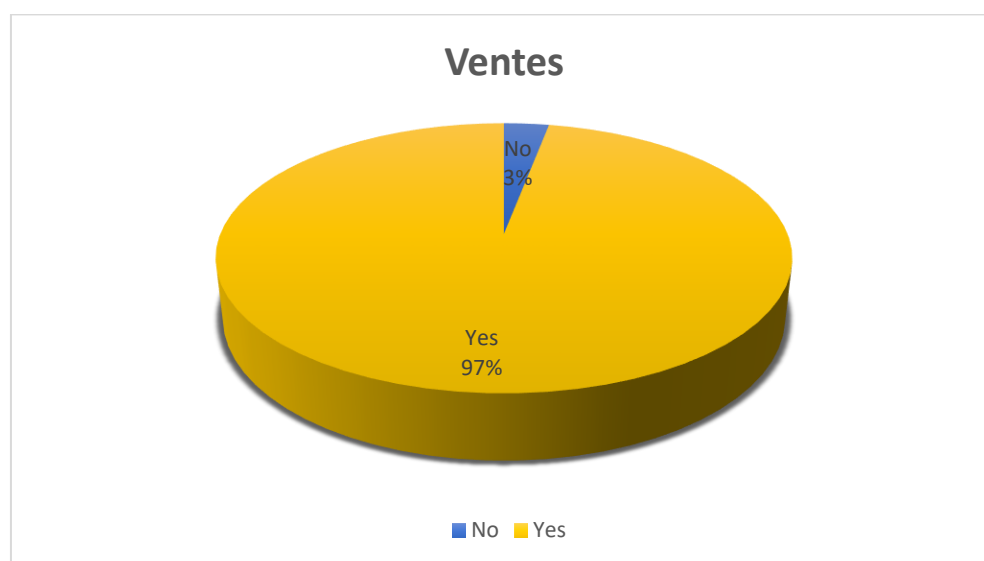
This question determines the factors that make speaking English difficult for students, and they were allowed to choose more than one option. The results show that students' responses were distributed among fear of making mistakes, pronunciation difficulties, lack of vocabulary, grammar problems, and lack of confidence. However, the most frequently mentioned difficulties were fear of making mistakes and pronunciation difficulties, followed by lack of confidence. These results confirm that psychological and linguistic factors both contribute to students' speaking difficulties.

Question 8: Do you think regular speaking activities (like dialogues, pair work, and presentations) help you improve your communication skills?

In figure 7 the vast majority of students, 97%, answered yes, while only 3% answered no. One student stated that regular speaking activities are important because they help develop communication skills, reduce stress and increase self-confidence.

Figure 7

Regular speaking activities' role in developing communication skills.

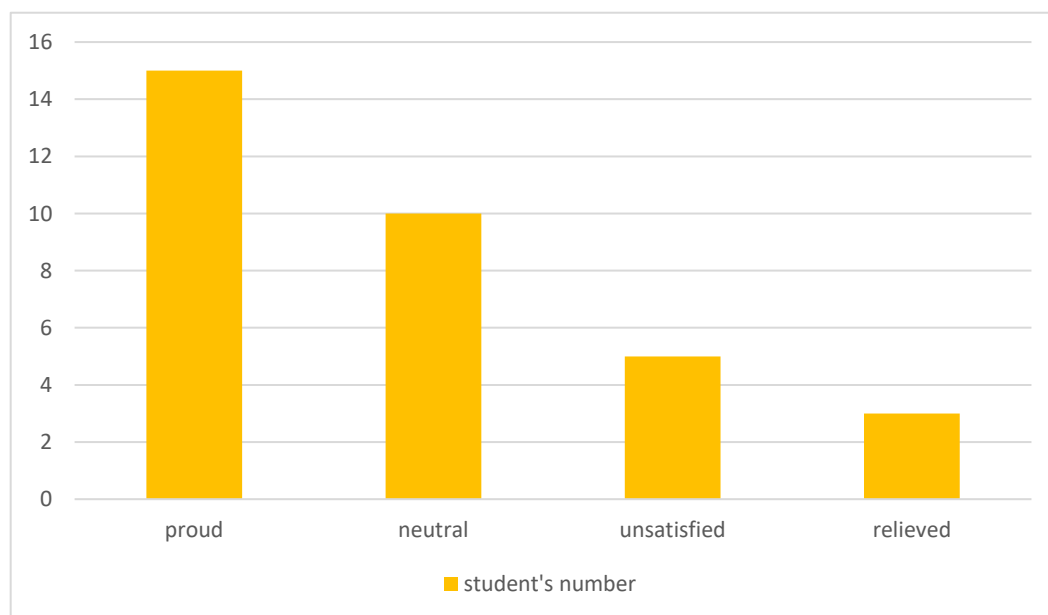


Question 9: How do you usually feel after finishing a speaking task?

By this question, researchers wanted to explore students' feelings when they finish a speaking task, as it is showed in figure 8, 15 students feel proud after completing the activity, while 10 students reported feeling neutral. In addition, 5 students stated that they feel unsatisfied, and 3 students said they feel relieved.

Figure 8

Students' feelings after completing speaking tasks.

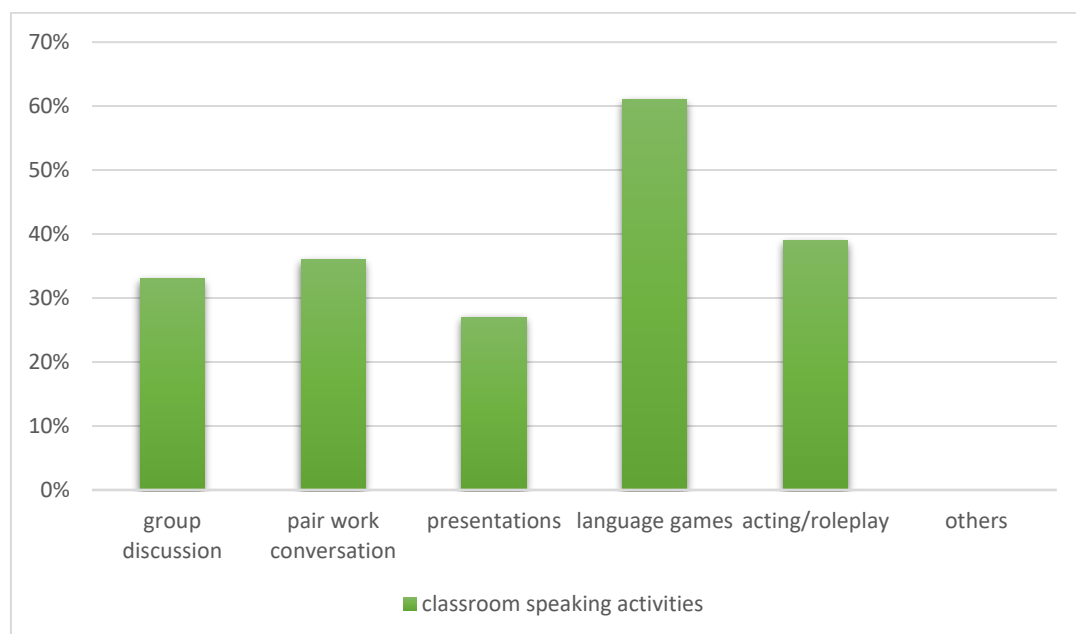


Question 10: Which classroom speaking activities motivate you the most? (you can choose more than one)

Through this question students were asked about the classroom activities that motivates them the most. As the results are introduced in figure 9, language games are the most motivating activity with 61%, followed by role-playing 39% and pair-work conversations 36%. Group discussions 33% and presentations 27% were less selected by students, while no students chose the option “others.”

Figure 9

The most motivational classroom activities.

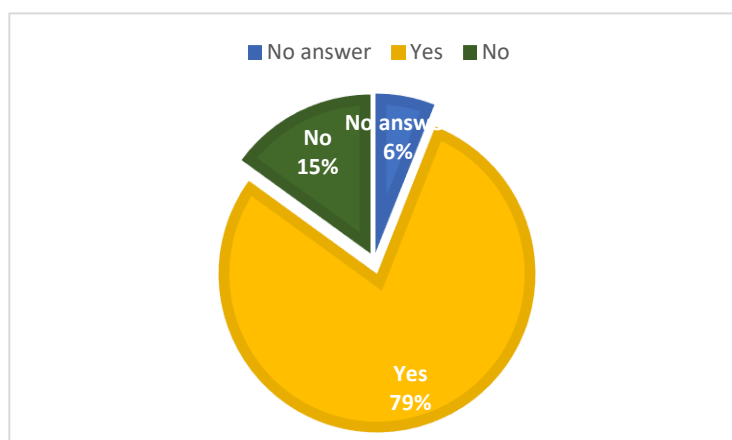


Question 11: Have you ever participated in improvisation activities during speaking sessions?

In response to this question in figure 10; 79% students answering “Yes”. A smaller group of 15% students indicated that they have never participated in such activities. Additionally, 6% students did not provide an answer to this question.

Figure 10

Participation in improvisation activities during speaking sessions

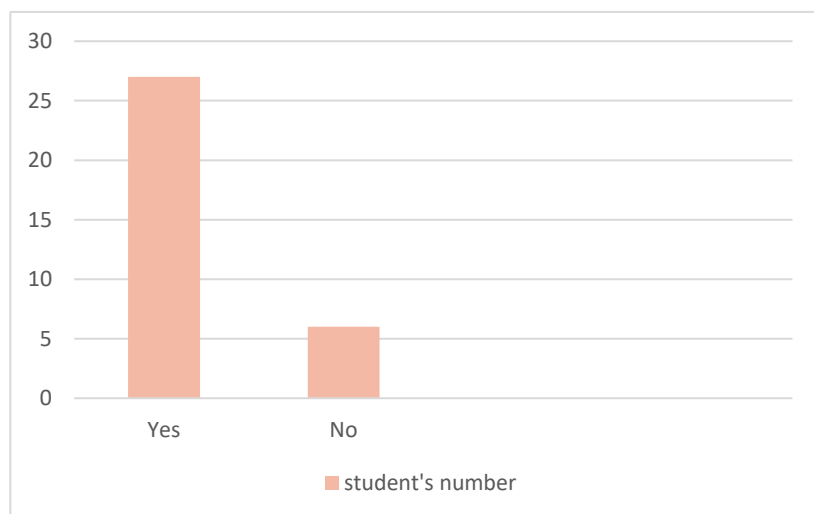


Question 12: Do improvisation activities help you speak more spontaneously without preparation?

This question aims to collect student's opinion about the effect of improvisation activities in developing the speaking skill, according to figure 11, 27 students answered “Yes”. However, 6 students indicated that these activities do not help them speak spontaneously.

Figure 11

Students' opinions on the effect of improvisation activities in promoting spontaneous speaking.

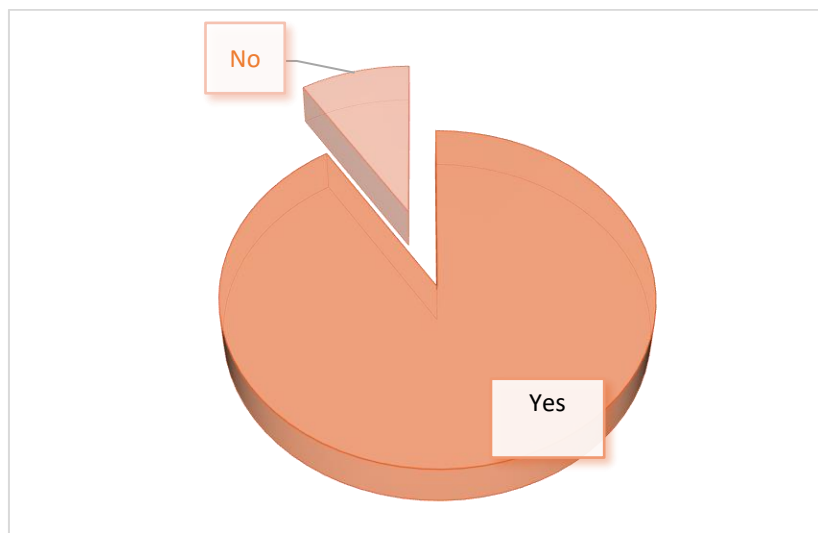


Question 13: Do you feel more confident speaking English after improvisation activities?

Most students reported feeling more confident speaking English after improvisation activities, as 91% students answered “Yes”, while only 9% of students answered “No” as it is presented in figure 12. Some students explained that improvisation activities helped them speak more spontaneously.

Figure 12

Student's confidence after improvisation activities

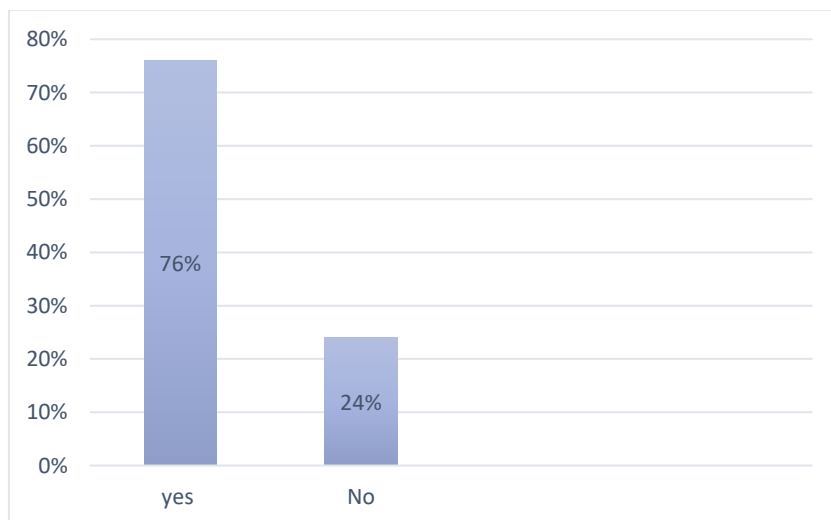


Question 14: Have you ever participated in role-play activities during speaking sessions?

This question indicates that most students have participated in role-play activities during speaking sessions, as in Figure 13, 76% of students answered “Yes”. 24% of students indicated that they have not participated in such activities.

Figure 13:

Students' participation in role-play activities

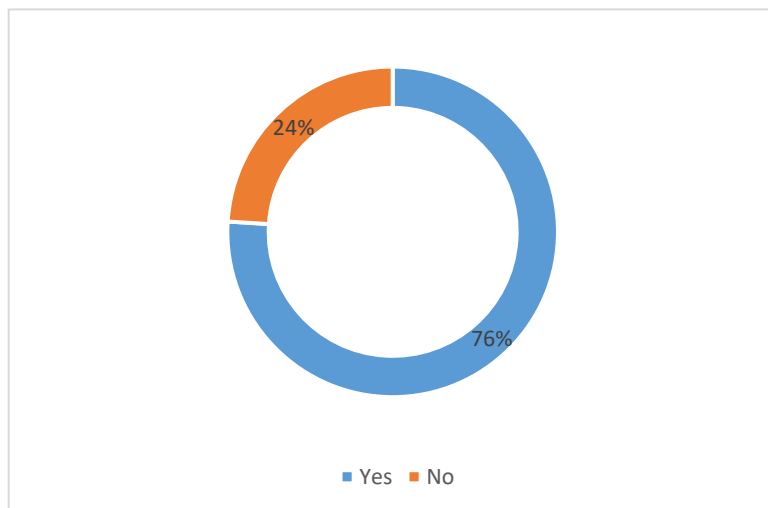


Question 15: Do role-play activities help you communicate in classroom discussions?

This question aims to highlight the positive perception of the usefulness of role-play in improving classroom communication. The results in figure 14 show that 76% of students believe that role-play activities help them communicate effectively during classroom discussions, while 24% of students do not share this view.

Figure 14

Students' perceptions of the effect of role-play on classroom communication



Question 16: Do role-play activities make speaking sessions more interesting and motivating?

According to the results of this question in figure 15, 88% of students believe that role-play activities make speaking sessions more interesting and motivating, while 3% answered negatively, and 9% did not respond to the question. Regarding how role-play improves motivation, students stated that roleplay activities make learning more enjoyable, interactive and meaningful.

Figure 15

Students' views on the motivation effect of role-play activities



Question 17: Feel free to add any suggestions or comments about the use of improvisation and role play in speaking classes.

This question was answered only by 45% of students. The researchers wanted to know further suggestions and comments about the use of improvisation and role play activities, the results were as follows: most of them, 60%, stated that these activities can foster spontaneous speaking, fluency, and confidence in English. Some students, about 20% of them, also emphasized that

teachers should integrate these activities more frequently in the classroom to increase fun, interaction, and student engagement. In addition, the other 20% suggested specific role-play situations such as customer and employee, job interviews, and doctor–patient interactions, while others recommended incorporating more language games to make speaking sessions more enjoyable.

Conclusion

This chapter presented the findings of the study from the analysis of the data collected through classroom observation and the student questionnaire. The first results were introduced with the classroom observation, and the second was the outcomes of the student's questionnaire.

Chapter Five: Discussion

Introduction

This chapter discusses the main results of the study. It explains the findings from classroom observation and the students' questionnaire in relation to the research questions and hypotheses. It also shows how improvisation and role play affect second-year EFL students' communicative competence. Finally, the chapter gives the main implications and some recommendations based on the results.

Discussion of the research questions and hypotheses.

The analysis of the collected data reveals that second-year EFL students encounter several difficulties that affect their communicative competence, particularly in speaking activities. The results clearly show that learners experience issues related to participation, confidence, and fluency when engaging in classroom communication. However, the findings also indicate that the use of improvisation and role play has a positive effect on improving students' speaking skills and encouraging their active involvement in oral expression sessions.

The Effect of Improvisation and Role Play on Students' Communicative Competence

Based on the analysis of classroom observation and questionnaire results, it can be concluded that improvisation and role play have a positive effect on second-year EFL students' communicative competence. The findings show that these techniques help learners improve their interaction, fluency, and confidence in speaking English. Students became more willing to participate in oral activities and showed an ability to communicate spontaneously during classroom tasks.

The questionnaire results also confirm students' positive perceptions toward the use of improvisation and role play in speaking classes. Most students reported that these activities help them speak more freely, reduce fear of mistakes, and improve their classroom engagement.

In addition, the observation results revealed a clear improvement between the first and second session, especially in terms of participation and interaction. This supports the idea that repeated exposure to improvisation and role play contributes to better communicative performance. The findings confirm the research hypothesis that improvisation and role play positively enhance students' communicative competence in EFL speaking classes.

The Implementation of Improvisation and Role-Play to Develop Students' Communicative Competence.

Based on the outcomes collected from the participants, the implementation of improvisation and role play has a positive effect on EFL students' communicative competence. The results obtained from classroom observation and the questionnaire show a clear improvement in students' speaking performance, particularly in terms of interaction, fluency, and confidence. Students became more engaged in oral activities and demonstrated a greater ability to communicate spontaneously in the classroom.

Moreover, the questionnaire results reveal that students hold favorable attitudes toward the use of improvisation and role play. They reported that these techniques help them overcome speaking difficulties, reduce anxiety, and encourage them to participate more actively in speaking tasks. In addition, the comparison between the two observation sessions shows a noticeable development in students' communicative behavior after the implementation of these techniques.

This improvement supports the idea that continuous practice through improvisation and role play enhances learners' oral communication skills.

Students' Attitudes Toward the Use of Improvisation and Role-play in EFL speaking classes

The results obtained from the questionnaire and the observation indicate that students generally hold positive attitudes toward the use of improvisation and role-play in EFL speaking classes. Most participants reported that these activities make speaking sessions more interesting, enjoyable, and motivating. Moreover, students stated that they help them communicate more freely inside the classroom. The suggestions provided by the participants also reflect their appreciation of interactive activities and their desire to see such techniques used more inside the classroom. Therefore, the findings clearly answer and support the hypothesis that students have positive attitudes toward the use of improvisation and role-play in EFL speaking classes.

Implications.

The findings of this study suggest that improving students' communicative competence in EFL speaking classes requires more interactive and student-centered teaching practices. Traditional methods alone are not sufficient to develop learners' speaking skills, especially in terms of fluency, interaction, and confidence. Based on the results, teachers are encouraged to include improvisation and role-play activities regularly in oral expression sessions. These techniques create a more dynamic classroom environment where students can practice real communication, express ideas freely, and interact with their classmates. The study also implies that students should be given more opportunities to speak without preparation in order to develop spontaneity and reduce fear of making mistakes. In addition, classroom activities should focus more on communication rather than memorization.

Recommendations and Suggestions

For teachers

- ✓ Teachers are encouraged to integrate improvisation and role play regularly in EFL speaking classes to enhance students' communicative competence.
- ✓ Teachers should create a supportive classroom atmosphere that motivates students to speak without fear of making mistakes.
- ✓ It is recommended that teachers design varied speaking situations that encourage spontaneity, interaction, and real-life communication.
- ✓ Teachers should guide students during activities but allow them enough freedom to express their ideas creatively.

For students

- ✓ Students should actively participate in improvisation and role-play activities to improve their speaking skills.
- ✓ They are encouraged to speak English without relying on memorized expressions to develop fluency and spontaneity.
- ✓ Students should overcome fear and anxiety by practicing communication in different classroom situations.

For researchers

- ✓ Future research is recommended to apply improvisation and role play over a longer period to better measure their impact.

- ✓ It is also suggested to include larger samples and different proficiency levels for more generalizable results.
- ✓ Further studies could compare these techniques with other speaking activities to evaluate their effectiveness.

For administration

- ✓ Administrations should support interactive teaching methods by providing appropriate classroom environments for speaking activities.
- ✓ It is recommended to reduce overcrowded classes to allow more speaking opportunities for each student.
- ✓ Institutions should encourage teachers to adopt communicative and student-centered approaches in language teaching.

Conclusion

This chapter discussed and interpreted the results obtained from classroom observation and the student questionnaire in relation to the research questions and hypotheses. The findings revealed that second-year EFL students face difficulties in speaking. However, the results also showed that the implementation of improvisation and role play had a positive impact on students' communicative competence. These techniques contributed to improve students' participation, motivation, and speaking performance in the classroom. Overall, the discussion confirms that improvisation and role-play techniques are effective tools for enhancing EFL learners' communicative competence.

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Appendices

Appendix A

Observation Checklist

Date:

Activity: Improvisation / Role play

Indicators	Observation			
	Yes	Mostly	Sometimes	Rarely
Students participate actively in speaking while implementing improvisation and role play activities.				
Students show willingness to speak English				
Students speak with fluency during tasks				
Students respond spontaneously without preparation.				
Students interact effectively with peers				
Students negotiate meaning during communication				
Students show confidence while speaking				
Students rely less on memorized sentences				

General Remarks

Appendix B

Student's Questionnaire

Dear students,

This questionnaire designed to collect the opinions and perceptions of second-year EFL students regarding the use of improvisation and role-play activities in speaking classes. The information gathered will contribute to a better understanding of students' learning experiences and the effectiveness of these techniques in developing communicative competence. All responses will be treated with strict confidentiality and will be used solely for research purposes.

SECTION ONE: General Information

1. At what age did you start learning English?
.....
2. How would you describe your current proficiency in English?
a. Weak ☐ b. Average ☐ c. Good ☐ d. Very good ☐
3. Which language skill do you think is the most challenging for you?
a. Listening ☐ b. Speaking ☐ c. Reading ☐ d. Writing ☐
4. When you want to express your ideas, which way do you feel more comfortable using?
a. Speaking ☐ b. Writing ☐

SECTION TWO: Students' Experience with Speaking

5. During speaking classes, how frequently do you volunteer to speak?
a. Always ☐ b. Often ☐ c. Sometimes ☐ d. Never ☐

6. How do you feel when you are asked to speak English in front of your classmates?

a. Comfortable ☐ b. Slightly nervous ☐ c. Very nervous ☐ d. Avoid it ☐

7. What makes speaking English difficult for you? (you can choose more than one)

a. Fear of making mistakes ☐

b. Lack of vocabulary ☐ ☐

c. Grammar problems ☐

d. Pronunciation difficulties ☐

e. Lack of confidence ☐

f. Other:

8. Do you think regular speaking activities (like dialogues, pair work, presentations..) help you improve your communication skills?

a. Yes ☐ b. No ☐

Explain your answer:

.....
.....

9. How do you usually feel after finishing a speaking task?

a. Proud ☐ b. Neutral ☐ c. Unsatisfied ☐ d. Relieved ☐

10. Which classroom speaking activities motivate you the most? (Choose more than one)

a. Group discussions ☐

b. Pair work conversations ☐

c. Presentations ☐

d. Language games ☐

e. Acting/role play ☐

f. Other:

SECTION THREE: Improvisation and Role Play Activities

11. Have you ever participated in improvisation activities during speaking sessions?

a. Yes ☐ b. No ☐

12. Do improvisation activities help you speak more spontaneously without preparation?

a. Yes ☐ b. No ☐

13. Do you feel more confident speaking English after improvisation activities?

a. Yes ☐ b. No ☐

If so, how?.....

15. Have you ever participated in role-play activities during speaking sessions?

a. Yes ☐ b. No ☐

16. Do role-play activities help you communicate in classroom discussions?

a. Yes ☐ b. No ☐

17. Do role-play activities make speaking sessions more interesting and motivating?

a. Yes ☐ b. No ☐

If so, how?.....

SECTION FOUR: Suggestions

18. Feel free to add any suggestion or comment about the use of improvisation and role play in speaking classes:

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