

Perception of Teachers of English Towards Use of Role Play Teaching Technique on Student's Performance in Communicative Skills among Secondary School Students in Bungoma North Sub County, Kenya

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ABSTRACT

Teaching Communicative Skills aims at improving students' communication so that they can express themselves in different situations and develop appropriately in speaking, listening, reading and writing. However, the problem is that students in secondary schools under perform in these skills. The purpose of this study was to examine the perception of teachers of English towards use of role play teaching technique on students' performance in communicative skills among secondary schools. This study applied the Vygotsky's Social Cultural Interaction Theory which emphasizes importance of social instruction in cognitive learning. The descriptive survey design was used where quantitative and qualitative data was collected from Bungoma North Sub-County. Respondents were selected using purposive sampling, stratified random sampling and simple random sampling techniques where 30% of teachers of English and 30% of Form Three students were sampled. Questionnaires, interview schedule and test items were used to collect data. The reliability and validity of the research instruments was done through piloting the instruments in selected secondary schools in Bungoma North Sub-County. The data collected from the respondents was analyzed using descriptive statistics and transcription and presented in form of charts, tables and discussion. With regard to the importance of role play teaching technique and students' performance in communicative skills, this study found out that use of role play helped learners improve in performance by mastering content, sharpening interpersonal skills, improving grammatical construction and active participation in lessons. This study on, perception of teachers of English on use of role play teaching technique and students' performance established that role play is an involving teaching technique and teachers of English avoided using the technique. This study recommends use role play because it helps learners improve, teachers should perceive of role play as better alternative technique for teaching communicative skills, the school administration and The Ministry of Education should help teachers of English overcome challenges and use role play teaching technique effectively in teaching communicative skills. This study will enable The Teachers' Training Institutions train teachers of English on effective use of role play teaching technique, inform The Ministry of Education to prioritize role play as key teaching technique while drawing curriculum and syllabi for teaching English language

Keywords: Perception of Teachers of English, Role play in communicative skills, Performance in communicative skills

INTRODUCTION

Arifin (2021) agrees with many educators who pose that effective teaching helps students to think critically, communicate effectively, learn self-discipline and develop an understanding of the self and others.

Additionally, effective teaching of Communicative skills aids in acting texts, use of non-verbal cues, correct use of voice and stage cooperation are fundamental practices of human life, yet students face problems in practicing the skills. According to Krebt (2017) Communicative skills have become the core pillars of global communication hence, the communicative skills are taught in secondary schools for competence in communication. It is therefore important for teachers to use effective teaching strategies that enable learners practice the communicative skills. Effective teaching helps students overcome influence of first language in learning foreign language communicative skills on one hand and motivating to aggressively practice the skills acquired in a natural way.

Effective teaching entails the teacher getting down to the level of learners and organizing activities which fit learner characteristics and help the learner take the center stage, discover and share experiences and knowledge in classroom, Khweirch (2017). This assures mastery of listening, speaking, reading and writing which are key global communicative skills. Role play is the best teaching strategy that provides learners with opportunity to practice these skills, develop decision making abilities, develop critical thinking and problem solving skills which are embedded in The National Goals of Education. The goals stipulate that students should be able to understand and conduct a certain length of everyday communication both orally and in writing at school and even at work place. According to Hidayati (2018) the role play seems ideal activity to stimulate creativity and conversation to practice communicative skills.

Chinese National Curriculum emphasizes students' communicative competence in English language as the foreign language. It is required by Ministry of Education (2017) that students must be able to understand and conduct certain length of everyday conversation and writing professionally. However, Chinese students encounter various problems when communicating in English. The first is their inadequate speaking and listening abilities. Fadilah (2016) points out that students just listen to the teacher quietly and seldom speak the language. Ironically, though they listen, their listening skill is still deficient. Drani (2018) observes that writing is ignored in EFL classrooms, meaning students hardly write adequate English which hampers written communication. Bihari (2020) further points out that written tests also frighten students due to lack of competence in communicative skills. Unsatisfactory speaking and writing skills mean that students cannot communicate with people from other countries. Pratisti (2019) prefers role play teaching strategy in schools to help learners improve in these communicative skills. The use of active teaching and learning practices to improve students' academic performance is a new concept in many parts of the world though its origin can be traced way back to 18th Century in Europe and American schools. Students' academic performance is at the center of all learning interventions and becomes pathetic when inappropriate teaching methods and instructional resources are used.

Nigeria places emphasis on education aligned to the constitutional development, evaluates success, failures and problems of government, (National Policy on Education 2015). A learner requires a participatory learning process to acquire knowledge and skills, not just to pass examinations but to internalize and carry out communicative functions as citizens of the country as noted in the curriculum. Despite these laudable objectives of the government as articulated in the Nigerian School Curriculum, there has been a gap in the expected outcome of students in examinations in English. The performance of the students in the Certificate Examinations in the subject has not been so impressive, Lahbib (2023). The West Africa Examinations Council (WAEC) results for six secondary schools in AWKA Education Zone of Anambra State in three consecutive years; 2016-2018 reveal that performance has been discouraging over the years. In the year 2018 for instance, only 40.9% passed speaking skill at credit level, (Anambra State Ministry of Education 2018). According to WAEC results for 2017 and 2018, there is low performance of students in most skills in English in WAEC, 63.08% failed, while 39.92% passed. The number that failed is greater than the number that passed and it is a source of worry to stakeholders in the educational industry. Omebe, et al (2018) opined that most teachers relied on the use of lecture instead of learner centered pedagogy like role play technique.

According to Mas (2022) Sub-Saharan Africa critical thinking through Active Teaching and Learning was

not encouraged in colonial schools, the graduates of these institutions were keenly aware of the injustices inflicted upon their schooling system and the content of it. By the early 1980s, many countries in Africa adopted Structural Adjustment Reforms (SAR) aimed at restructuring their curriculum and schooling, this resulted in an increased emphasis on the quality education and efficiency manifested in revised curricula and methods of teaching.

The Dakar Framework specifically advocated for use of 'active learning techniques relevant to curriculum' that build upon knowledge and experiences of the teachers and learners, Krebt (2017). According to Ozitiru (2018) teachers should create the conditions for students to discover and actively construct knowledge and to develop higher order thinking skills of analysis and synthesis through inquiry-oriented lesson in the classroom. Farhane (2023) affirms, this study was situated in Arua District which is located in North Western Uganda at the Vanguard of two countries namely, South Sudan and Democratic Republic of Congo. The district has 52 secondary schools and most of them have received complaints in the recent past from stakeholders such as Ministry of Education, Members of Parliament, Board of Governors, parents, journalists, teachers and students over the deteriorating quality of education, Sarwat (2023) observed declining levels of students' academic performance in U.C.E and U.A.C.E, low levels of critical thinking and worst of all communicative skills. Teaching and learning in the district had for long been characterized by rote methods and techniques which were teacher centered. In 2014, role play activities were introduced by M. o .E and National Teachers Colleges (NTC) and later to secondary schools to change learning and teaching approach. The researcher agreed with Ozitiru (2018) who reasoned that if the use of rote methods are not overturned through promoting the use of newly introduced student-centered methods, techniques and tools at secondary schools in Arua district, then efforts by all stake holders to improve students' performance in communicative skills would remain in jeopardy.

STATEMENT OF THE PROBLEM

Teaching communicative skills, improves decision making ability, sharpens critical thinking and problem-solving skills which are the key competencies enshrined in The National Goals of Education. Competency in these skills require effective teaching technique. Role play teaching technique is an alternative teaching technique as it is participatory and engages learners in the learning process, a learner discovers as the teacher guides and simulates learning process. Jeruto (2006) reiterates the importance of learner centered teaching techniques in improving learners' communicative skills.

Learner-centered teaching methods are rarely used in Kenyan secondary schools Murungi (2018) where traditional teacher centered methods have dominated. Due to reduced chances of learner-to-learner interaction and active participation in learning activities, there is poor performance in communicative skills hence, learners cannot express themselves as required or hold dialogue in English language. Communicative skills need to be enhanced and improved to raise the students' ability to communicate and perform well in examination, Kembo (1994) and Wambua (2018). This study sought to determine relationship of role play teaching technique and students' performance in communicative skills in secondary schools in Bungoma North Sub-County, Bungoma County, Kenya. The locale has poor infrastructure, lack of exposure, rampant mother-tongue influence, inadequate teachers of English and poor reading culture. Many secondary schools students fail to pursue their dream courses in tertiary and higher learning institutions due to low scores in English. Further, majority fail on communicative skills competency tests during their career life Fadilah (2016). This study sought to determine role play and students' performance in communicative skills among secondary schools' students.

Ravirot (2015) conducted a research on task- based language teaching by use of role play and how teachers find it useful on their students especially on oral presentation skills of Thai Vocational Learners. The participants were completing their last year of Vocational Certificate in Industrial Technology through a

program called School in Factory, Rajamangala University of Technology Lanna Chiang Mai Thailand. The researcher used different strategies for teaching and assessment in order to provide a clear window into learner- progress and found that learners who used to say they had never had courage to stand in front of people and talk in English language did better than what their teachers expected.

According to Lahbib (2023), Iranian Health Centers Education System use the traditional teaching methods highlighting lecturing and presenting issues to students and in most educational centers. The method poses different disadvantages such as passive learning, lack of attention to learners' needs, poor problem solving skills, lapse in creative thinking and high level cognitive skills despite its advantages such as providing a large volume of issues to a lot of individuals in a little time simultaneously. However, role play allows learners to practice situation very close to reality and be aware of their different reactions during performance of duties.

Asogwa and Echemazu (2018) in Nigeria opined that most teachers rely on the use of lecture because their past experiences do not easily adapt to change. They regard the way they were taught in their own days as the best way to teach in this modern time. Furthermore, studies have shown that organizing effective teaching using role play is centered on certain factors such as what to teach? When to teach? How to teach? Whereby, activity-based teaching guarantee better understanding as well as stimulates and promotes students' academic achievement. Osman (2015) conducted a study on teachers' use of role play on academic achievement of secondary schools in English and Literature in Karak district. The findings revealed that students taught English and other subjects using role play performed better in their examinations. Negara (2021) in the research work found out that there was significant achievement of students in academic performance when teachers use role play as a teaching technique. Another study by Ozitiru (2018) on use of learner- centered teaching technique found out that the perception of teachers on the technique indicated that, teachers' roles in role play activities were supervisory for learner safety, coaching for effective performance and resolving disputes that may arise in the course of acting. The study further noted that more than half of teachers involved in the study asserted that instead of involving themselves in learner- centered activities, they would rather use that time to teach didactically. This study seeks to ascertain teachers' perception on the use of role play teaching technique on students' performance in secondary schools in Bungoma North, Bungoma County as no study has been done in the area before.

RESEARCH METHODOLOGY

The study used descriptive survey research design to determine role play and students' improvement in performance of communicative skills. Orodho (2004) assert that descriptive research design allows collection of vital data through questionnaires, interview schedule and test items from the selected sample of respondents. In this regard, both quantitative and qualitative data were collected to provide scientific knowledge and understanding of role play teaching technique and improvement of students' performance in communicative skills in secondary schools Mugenda (2012). Furthermore, the data collected through descriptive research design was used by the researcher to explain the possible meanings of the results obtained and generalize the findings Orodho (2004).

The stratified sampling technique was used to sample Extra County, County and Sub County secondary schools to ensure each category of schools was selected for the study. The purposive sampling technique was used to select teachers of English from sampled secondary schools because they are trained to use role play as a technique to teach communicative skills. The purposive sampling technique was also used to select Form Three students because they have learned most of topics in English and have been introduced to Literature in English which are key to overall performance in communicative skills. Simple random sampling was used to select schools from each category for study. Simple random sampling was used to select respondents from every category of selected schools to ensure all respondents have equal chances of

being selected for the study.

The sample size from the schools offering Agriculture therefore was 88 percent as indicated in Table 1 below

Table 1: Sample size

School categories	Respondents	Population(N)	Sample Population(n)	%	Type of Sampling
Extra County	Teachers	60	18	30.00	Purposive
	Students	330	99	30.00	
County	Teachers	54	16		
	Students	310	93		
Sub county	Teachers	60	18		
	Students	300	90		
		Total students	282		
		Total teachers	52		

Table 1 shows that fifty two teachers out of one hundred and seventy four teachers of English were purposively selected at 30% from Extra County, County and sub county schools and two hundred and eighty two Form Three students were selected from a total population of nine hundred and forty at 30% from the sampled school categories.

DATA ANALYSIS AND DISCUSSION

The data collected from the field was systematically organized for analysis. The researcher assembled the entire instrument for quantitative data for editing and coding. This was for identifying and correcting errors and inconsistent codes for accuracy of the data, Abudullahi, (2014). All the questionnaires were checked to ensure they have all been correctly filled. To determine the perception of teachers of English on the influence of role play on communicative skills amongst secondary schools, respondents were required to give their views regarding certain statements on the questionnaire

Teachers Perception on Use of Role Play Technique on Communicative Skills Performance Amongst Secondary Schools

The teachers' perception on use of role play teaching technique in improving students' communicative skills in secondary schools was examined by establishing attributes presented in tables in this section. The respondents were required to give their opinion using a 5 point Likert Scale where by 1 represented Strongly Agree, 2 Agree, 3 Don't Know, 4 Disagree, 5 Strongly Disagree.

Table 3: Role play is involving to use as teaching technique

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	25	45.5	46.3	46.3
	Agree	13	23.6	24.1	70.4
	Don't Know	9	16.4	16.7	87.0
	Disagree	6	10.9	11.1	98.1
	Strongly Disagree	1	1.8	1.9	100.0
	Total	54	98.2	100.0	

Missing	System	1	1.8		
Total		55	100.0		

From Table 3 46.3% of the respondents strongly agreed that role play is the involving teaching technique in teaching communicative skills, 24.1% agreed that role play is involving, 16.7% did not know whether role play is involving or not, 11.1% disagreed and 1.9% strongly disagreed that role play is involving teaching technique. Therefore, majority of respondents (46.3%) strongly agreed that role play is an involving teaching technique. The finding shows that role play is not wholly involving and that it is manageable in classroom, teachers need to give it a priority in teaching communicative skills. This study disagrees with Murungi (2018) who says role play is an involving teaching technique.

T043 said:

During role play sessions I realize that learners participate in the lesson though there is no guarantee that learning will take place. I couldn't ascertain whether everyone learned. Some were acting, others watched but absent minded; total participation and learning are not assured during role play in class. The teacher can be firm, yes, and that also raises tension and fear to the extroverts who would want to go their way.

This finding shows that role play gives room for learners to participate actively in the lesson. Furthermore, active participation does not guarantee learning since some learners may abuse it and make jokes in the lesson. Therefore, teachers need to be vigilant to ensure learning takes place during role play sessions. This study partly agrees with Krebt (2017) who said that role play ensured active participation of learners in the role play activities.

T007 said:

Role play recognizes a learner as the source of knowledge in classroom, the teacher should merely facilitate learning. When learners teach themselves, they simplify complex and hard to conceptualize facts from their own point of view through role play, I realized that learners know a lot that teachers can emphasize. When we allow students teach for instance, a reading comprehension or extract based on the set text using role play, they bring it out better and when asked why, they are also in position to point out the concerns raised, the teacher can only add points and correct the errors identified. This in itself is the recognition that role play requires a teacher to also sit and learn from students; the question here is, how many teachers can accept this fact?

This finding shows that role play recognizes learner as the source knowledge since acting can inform a teacher aspects that the teacher might not have known. Teachers should give learners opportunity to act since it is one way of discovering new ideas to support learning. This study agrees with Mas (2022) who said that role play activities allow sharing of knowledge in classroom where the teacher is the facilitator.

T034said:

The teacher should not force all learners participate in role play because there are some who are introverted and prefer lecture method. Forcing learners of such personality means, they will even start missing such role play lessons for fear of humiliation. I feel teachers should know each learner in their classes to know their personality before engaging them. There are some students who can perform role assigned to them but feel it is not their responsibility to teach others via role play, such characters make it hard to utilize role play in classroom. The teacher should motivate learners in classroom to participate in role play without conditions and that those who don't want needn't be forced.

This finding shows that role play should be voluntary. Teachers should motivate learners who do not

cooperate to appreciate role play to ensure all learners participate in the lesson. This study partially agrees with Khweirch (2017) says that role play helps learners of all personalities in class to understand communicative skills.

T036 said:

Preparation of role play lesson is tedious for us teachers of English who in most cases are overloaded with lessons. English subject is the only one with eight lessons in a week but with few teachers in the schools, it is therefore impossible to prepare role plays and use them within forty minutes of English lesson..

This finding shows that role play can be tedious for teachers to prepare and use it to teach communicative skills. It is therefore important for teachers to spare extra time to facilitate utilization of role play in classroom. This study differs with Hidayati (2018) who said role play saves time to prepare and teach.

This finding shows that role play assists a learner present content as if he or she was the author of the acted piece of work. The teachers needed to support learners learn by doing to benefit in class. This study agrees with Arua (2016) who asserts that role play helps a learner become the source of knowledge in learning process.

Table 4: Perception that role play requires constant teacher training for effectiveness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	13	23.6	24.1	24.1
	Agree	16	29.1	29.6	53.7
	Don't Know	9	16.4	16.7	70.4
	Disagree	11	20.0	20.4	90.7
	Strongly Disagree	5	9.1	9.3	100.0
	Total	54	98.2	100.0	
Missing	System	1	1.8		
Total		55	100.0		

From Table 4 23.6% of respondents strongly agreed that role play requires constant teacher training for effectiveness,29.6% agreed,16.7% did not know whether role play requires constant teacher training,20.4% disagreed and 9.3% strongly disagreed that role play requires constant teacher training. Therefore, majority of the respondents (29.6%) agreed that role play requires constant teacher training for effectiveness. This finding shows that lack of constant teacher training does not impact on role play use completely and that teachers are trained and qualified to use role play effectively. This study disagrees with Hattie (2012) and Bohari (2020) who found out that role play requires constant teacher training. Role play engages learners mentally and physically to help them develop their motor skills that are relevant for effective communication. Teachers have the task of ensuring learners coordinate verbal and non-verbal cues to communicate meaningfully. This study agrees with Hattie (2012) who emphasizes that role play enables learners use their body language to communicate to others effectively. This study partially agrees with Khweirch (2017) says that role play helps learners of all personalities in class to understand communicative skills. English are digitally illiterate, however, digital literacy drive can be enhanced in schools by stakeholders to equip teachers for online role play activities. Also, teachers are obligated to acquaint themselves with technology. This study agrees with Asogwa (2018) who says that online role play is a challenge to teachers who are not prepared to handle digital devices. Teachers of English do not want to use role play citing their own reasons. It is therefore important to ensure teachers use role play and should seek assistance through team teaching to improve preparation and teaching using role play. This study disagrees

with Bohari (2020) said that teachers of English were trained to diversify teaching techniques in teaching communicative skills.

This finding shows that role play requires constant teacher retooling for effectiveness during lesson preparation and teaching. Teachers are encouraged to seek for training in in-service training institutions to update role play skills. This study agrees with Bohari (2020) who said that teachers require constant training to appreciate and effectively use role play in teaching communicative skills. Role play requires constant training of teachers to use it. Teachers need to work closely with other teachers to share knowledge and skills in preparation and use of role play. They should also attend refresher courses to be equipped. This study agrees with Hattie (2012) who opined that role play requires constant teacher training.

Table 5: The teaching and learning environment support role play activities in many schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	18.2	18.5	18.5
	Agree	15	27.3	27.8	46.3
	Don't Know	7	12.7	13.0	59.3
	Disagree	16	29.1	29.6	88.9
	Strongly Disagree	6	10.9	11.1	100.0
	Total	54	98.2	100.0	
Missing	System	1	1.8		
Total		55	100.0		

From Table 5, 18.5% of respondents strongly agreed that the teaching and learning environment support role play activities in many schools, 27.8% agreed, 13.0% did not know, 29.6% disagreed and 11.1% strongly disagreed. Therefore, majority of the respondents (29.6%) disagreed that the teaching and learning environment support role play activities in many schools. This finding shows that learning environment in schools does not support role play activities and that schools need to improve the environment to enable teachers utilize role play to teach communicative skills. This study disagrees with Drani (2018) who established that schools have conducive environment to use role play. Role play has an air of humor and freer learning environment which relieves learners' stress of sitting and listening passively to their teachers in classroom. Teachers require understanding to let learners let off steam without interrupting the lesson. This study agrees with Osman (2015) who said role play introduces fun in learning, making learners participate freely in the lesson. Role play equips learners with intelligence to interpret hidden messages communicated by people through body language in their learning environment. It is a life skills lesson that helps one interact well in society, it also helps a learner approach questions on oral skills in an exam correctly. This study agrees with Cohen (1979) who said that role play enhances social intelligence among learners which creates conducive learning and teaching environment in school. This finding shows that teachers are demotivated and rarely think of introducing complex tasks in learning environment. Teachers are supposed to prioritize teaching and helping a learner improve in communicative skills instead of sacrificing a learner because of pecuniary benefits from their employer. This study disagrees with Pratisti (2019) who established that teachers are always motivated to teach using role play teaching technique.

This finding shows that teachers are reluctant to use role play in overcrowded classrooms. Teachers are supposed to group learners to give room for smaller manageable number to organize and use role play. This study agrees with Farhane (2023) who confirms role play can be cumbersome in overcrowded classroom.

This finding shows that teachers of English are not ready for digital lessons. It is advisable that teachers of English liaise with ICT Department in school for possible role play lessons. Teachers should also work

closely with school administration for support. This study agrees with Negara (2021) who said use of online role play is hampered due to inaccessibility to digital equipment in schools.

This study found out that role play makes learners active in the lesson but care should be taken by teachers not to turn the lesson time into entertainment session. This study agrees with Bohari (2020) who said acting develops cognitive learning through active learning in a conducive learning environment

Table 6: Teachers are always prepared to use role play in teaching communicative skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	19	34.5	35.2	35.2
	Agree	23	41.8	42.6	77.8
	Disagree	2	3.6	3.7	81.5
	Strongly Disagree	10	18.2	18.5	100.0
	Total	54	98.2	100.0	
Missing	System	1	1.8		
Total		55	100.0		

From Table 6,35.2% of the respondents strongly agreed that teachers are always prepared to use role play in teaching communicative skills, 42.6% agreed, 3.7% disagreed and 18.5% strongly disagreed. Therefore, majority of the respondents (42.6%) agreed that teachers are always prepared to use role play in teaching communicative skills. This finding shows that teachers are not always prepared to use role play to teach communicative skills. According to Pratisti (2019) teachers are prepared to use role play in teaching communicative skills though this finding does not fully support the assertion because the percentage of respondents who

This finding shows that role play builds confidence, therefore encourages teachers and learners to constantly utilize role play in class even when some learners fail to improve in performance in communicative skills. The teacher is encouraged to coach the fair students so that they can coach the rest who appear sluggish. This study contradicted Aseru (2016) who said role play builds learners' confidence and helps them perform many activities in classroom without fear.

This finding shows that learners who role play develop interest in theatre and later in life seek for career opportunities from the acting industry. It is a motivation to use role play in the classroom. Teachers ought to cultivate the acting talent for learning purpose in classroom and career thereafter. This study agrees with Kemboi (1994) who opined that role play is an art for learning purpose and as an occupation.

This finding shows that role play can be abused by teachers .It is the responsibility of teachers to use role play as a tool to reinforce content but not taking advantage to be idle in classroom. This study disagrees with Drani (2018) who posits that teachers are always prepared to use role play that gives learners opportunity to learn on their own and discover concepts new to them in an interesting way.

This finding shows that teachers' inability to handle students and controlling use of digital equipment make online role plays rare teaching technique. Teachers therefore have the responsibility to closely monitor learners' activities in class to avoid misuse of teaching and learning materials. This study agrees with Arifin (2021) who opines that teachers find it hard to use online role play due to inability to handle learners who are mischievous in classroom.

This finding shows that role play helps a learner improve speaking skill, socialize and comprehend texts. Teachers should freely act with the learners for mutual benefit during role play.This study partially

disagrees with Ahmadi (2017) who only said that role play helps a learner improve in speaking and social skills. This study established that not only does a learner improve in speaking and social skills but also comprehend the text read in classroom and can explain the content to classmates comfortably.

This finding confirms fear that teachers are not prepared to use role play in teaching communicative skills to improve performance among secondary school students. Teachers are

support role play activities, however, this study contended that teachers can use role play and that their re-tooling would empower them to utilize role play technique. Teachers of English have the task of using role play teaching technique to help learners improve performance in communicative skills.

SUMMARY OF FINDINGS AND CONCLUSIONS

The findings for this objective were that, teachers found role play as involving teaching technique; it required constant teacher capacity building to plan well and teach the lesson appropriately, manage learners in classroom and overcome administrative setbacks in school. Therefore, majority of teachers did not use it in teaching communicative skills. However, the teachers who used role play successfully were supportive of the technique because it made work easier as the facilitator as learners did self-teaching and learning to internalize the content role played in classroom.

The study concluded that role play played significant role in the teaching, learning and performance in the communicative skills among secondary schools' students. Also, teachers of English had mixed feelings about efficiency of role play teaching technique which can be handled by teachers and learners through proper planning and preparation to use role play in improving performance in communicative skills in classroom. Furthermore, there were challenges associated with use of role play teaching technique and that they can be overcome with proper preparation and constant practice in classroom.

RECOMMENDATIONS

Teachers of English should be encouraged to use role play teaching technique to teach communicative skills because role play teaching technique is an important alternative technique to teaching communicative skills in secondary schools.

Teachers of English should look at role play teaching technique as a strength and use it in teaching and learning to improve performance in the communicative skills in secondary schools

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