GRADERS' ATTITUDES TOWARD THE USE OF ROLE-PLAY METHOD IN TEACHING 7th-grade CIVIC EDUCATIONAL CURRICULUM AT EXPERIMENTAL SCHOOL OF EDUCATIONAL SCIENCE, BA DINH DISTRICT, HANOI CITY

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Abstract. Teachers must utilize teaching methods that align with students' individual needs to maximize the efficacy of the learning process. This research aims to investigate 7th-grade graders' attitudes towards the relationship between the use of the role-play method by the teacher and its effectiveness in enhancing positivity, initiative, excitement, and self-confidence within the classroom, as well as learning outcomes of civic educational curriculum at Experimental School of Educational Science, Ba Dinh district, Hanoi city. A cross-sectional descriptive-analytic case-control research was used and data were collected through questionnaires administered to the graders and two exams designed to assess the civic educational knowledge of the participant's pre-test and post-test. The use of the role-play method helped graders to significantly improve their enjoyment of learning, leading to increased active engagement in learning. The method attracted graders because they were active, comfortable, and more confident in learning the civic education curriculum. Using the role-play method significantly improved students' learning outcomes. The role-play method emerged as a valuable teaching strategy, elevating the quality of learning 7th-grade-civic educational curriculum at Experimental Schools of Educational Science.

Keywords: Civic educational curriculum, 7th-grade graders, role-play method.

1. Introduction

The world is changing rapidly and advances in technology have profoundly influenced modes of learning, teaching, and assessment in education [1]. Effective teaching methods can help students enhance their thinking skills and generate enthusiasm for actively engaging in classrooms [2]; [3]. In addition, critical thinking skills have been regarded as an important tool for the intellectual development of students. However, the educational focus in Vietnam is to involve the students in active learning or improve their abilities to think critically. Such traditional modes of learning and teaching can limit students' development of critical-thinking skills and productivity.

One teaching technique that can encourage students to participate actively in the classroom is the role-play method [4], a learning technique allowing students to act out adopted roles in simulations of real-life situations. A role-play activity deployed by teachers helps participating students to develop critical-thinking skills and allows them to apply their knowledge by engaging them in various real-life scenarios [5], it proves an effective strategy for nurturing students' critical

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thinking. Some research has shown that the role-play method can help students to apply their knowledge to practice [4]; [6]. Additionally, since they find themselves exposed to alternative interpretations of and explanations of their own and other students' contributions to the role-play, develop the ability to argue cogently. The role-play method has the additional advantage of facilitating peer-to-peer interaction, associated with such positive learning outcomes for students and promoting a higher level of cognitive learning [6]. However, role-play does not take place spontaneously in classrooms and teachers play a significant part in making it happen. McSharry. G and Jones. S (2000) [[7] explains various types of role-play with interesting examples from science education and suggestions to consider for all teachers. According to McSharry. G and Jones. S (2000) [7], although role-play may not be difficult for many learners, it is advisable to start with short role-plays and move gradually to longer role-plays after both the teachers and the students gain some initial experience and confidence. More and more educational institutions use the role-play method as a teaching and learning strategy. During the learning design process and in preparation for the lessons, it is important for teachers to consider the numerous factors on which successful student learning depends, such as needs, actions, comprehension, and feedback [8].

Experimental School of Educational Science, located in Ba Dinh District, Hanoi, and affiliated with the Vietnam National Institute of Educational Sciences, is a school with a rich history, and has been a pioneer of the education industry with the application of new models and progress to develop learners' capacity. The goals of the school encompass experimentation and scientific research with the educational philosophy of "going to school should be happy" and "every day going to school is filled with enjoyment". School teachers have actively used teaching methods, such as problem-solving method, group discussion methods, and presentation teaching methods, etc. However, the effectiveness of teaching has not met expectations. Therefore, this study aims to investigate students' attitudes about the relationship between the use of the role-play method and its effectiveness in teaching and learning of civic educational curriculum. From there, the goal is to utilize this method to improve the quality of teaching and learning of 7th-grade civic education curriculum at the Experimental School of Educational Science, Ba Dinh district, Hanoi city.

2. Content

2.1. Participants, location and time of the research

Our participants were 7th-grade graders, who agreed to participate in the study at the Experimental School of Educational Science from December to June 2023. Exclusions from the study included individuals who did not fully complete the questionnaire or dropped out.

2.2. Research methodology

2.2.1. Research Design

A cross-sectional descriptive-analytic case-control research was used with two examinations pre-test and post-test. Participants were divided into two different groups: experimental group using an innovative role-play methodology considered advanced at a pedagogical level and the control group using a traditional teaching method (refer to Table 1).

Table 1. Research design

Group	n	Composition	Pre-test	Treatment	Post-test
1-Control	45	Natural	O1	-	O2
2-Experimental	127	Natural	O1	X	O2

O1: Scoring in the study group's Pre-test, in the control and experimental group.

X: The use of the role-play method to increase the effectiveness of teaching and learning civic educational curriculum.

O2: Scoring in the study group's Post-test, in control and experimental group.

2.2.2. Sample size, sampling method

Convenience sampling method was used for the selection of the participants of both groups. At the time of the study, the school has 4 7th-gra classes, we included three 7th-grade classes (7A, 7B, and 7C) with a total of 127 students in the experimental group, while the control group consisted of 7D class, comprising 45 students. The participants in both study groups were similar in their attainment of civic education level based on exam results pre-test.

2.2.3. Research instruments

Data collection was carried out using a previously validated questionnaire and direct observations to gather information regarding the utilization of the role-play methodology in teaching and learning civic educational curricula. The questionnaire was designed according to the content of the research objectives, including:

Section one: (Q1- Q2) Students' attitudes towards learning civic educational curriculum pre-test.

Section two: Attitudes towards using the role-play method in teaching and learning civic educational curriculum post-test.

The reliability of the instrument has been determined through its internal consistency, using Cronbach's Alpha, considering the guidelines established by George and Mallery (2003) [[9]] who suggested that the instrument was reliable when the alpha was greater than 0.7. The obtained coefficient of our instrument was 0.739.

Two exams were used to assess the civic educational knowledge of the participants pre-test and post-test.

2.2.4. Methodological Procedure

The methodological development in this research has been composed of several steps (Figure 1). First, the sample selection was conducted and divided into two different groups according to their attainment of civic educational levels by using the pre-test result. The next step consisted of the elaboration of two pedagogical proposals, in which the proposed didactic unit could be carried out. One of these proposals was a traditional teaching and learning method where the teacher acts as an information facilitator, and the students do not actively participate in this presentation of contents, but rather carry out a series of activities after the subject exposition, in most cases in the notebook or word processor. The other pedagogical proposal was the role-play method as an innovative educational element. Based on these facts, two groups were formed; on the one hand, the control group experienced the traditional methodology, and, on the other hand, the experimental group carried out the role-play method.

At the end of the unit, data collection was conducted by finishing the questionnaire and the post-test. These data were the object of statistical analysis for the subsequent extraction of results and the enunciation of conclusions that responded to the objectives set.

Figure 1. Research stages

2.2.5. Data analysis

The data were processed by using Excel and SPSS 20.0 software. Variables are expressed as mean, standard deviation (SD), number (n), and percentage (%). Comparing the mean values using the Independent samples T-test. Comparing ratios by Chi-square and Fisher's exact tests. The $p < 0.05$ is considered to be statistically significant.

2.3. Results and discussions

2.3.1. Results

2.3.1.1. Participants' characteristics

Table 2. Participants' characteristics (n=172)

Research objects	Male		Female		Total	
	n	%	n	%	n	%
7 A class	24	13.95	16	9.30	40	23.26
7B class	21	12.21	19	11.05	40	23,26
7 C class	19	11.05	28	16.28	47	27,32
7 D class	24	13.95	21	12.21	45	26,16
Total	**88**	51.16	**84**	48.84	**172**	**100,0**

Comment: from Table 2, there were 47th-grades; a total rate of male (51.16%) and female (48.84%) was almost similar. 7C class has the largest number of students (47 students). The ratio of females of 7C class was the highest (16.28%).

Table 3. Comparison of gender rate of study groups

Study groups / Gender	Male		Female		p
	n	%	n	%	
Experimental group	64	50,39	63	49,61	0,735
Control group	24	53,33	21	46,67	

Comment: There was no significant statistical difference in gender rate between the 2 studied groups (p=0,735).

2.3.1.2. Graders' attitudes towards learning civic education based on pre-test

Table 4. Favorite rate for learning civic education (n=172)

Variables	Answers	n	%
Students like to learn civic education curriculum	Yes	101	58.38
	No answer	13	7.51
	No	59	34.10

Comment: The graders liked to learn civic educational curriculum accounted for the majority (58.38%), and 7.51% of graders had no answers.

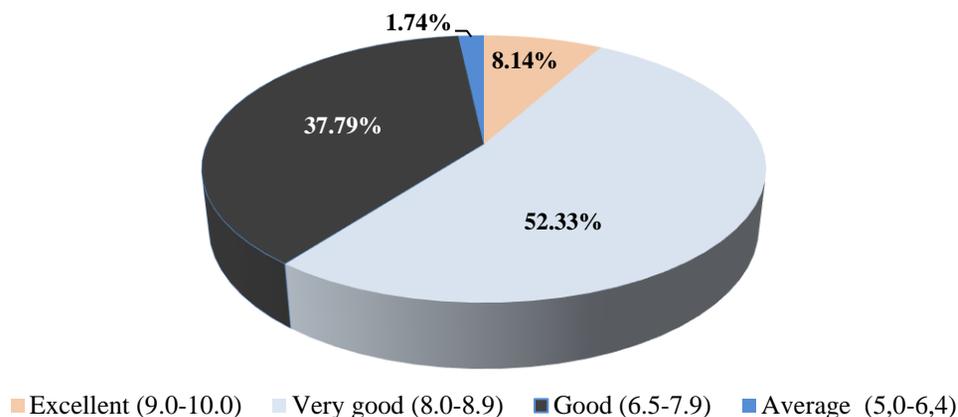■Excellent (9.0-10.0) ■Very good (8.0-8.9) ■Good (6.5-7.9) ■Average (5,0-6,4)

Chart 1. Graders' level on teaching civic education (n=172)

Comment: The number of excellent and very good graders accounted for the majority (60.47%). The average score of the research subjects was excellent (7.97±0.77) (Chart 1).

Table 5. Exam results of the groups (pre-test)

Variables	Experimental group (n=127)			Control group (n=45)			p
	n	%	Mean±SD	n	%	Mean±SD	
Excellent (9.0-10.0)	8	57.14	7.96±0.75	6	42.86	8.0±0.84	0.787
Very good (8.0-8.9)	68	75.56		22	24.44		
Good (6.5-7.9)	49	75.38		16	24.62		
Average (5.0-6.4)	2	66.67		1	33.33		

Comment: The results from Table 2.4 showed that both groups are similar in terms of pre-test outcomes (7.96±0.75 versus 8.0±0.84, with p=0.787).

2.3.1.3. Graders'attitudes towards using role-play method on teaching and learning civic educational curriculum based on post-test
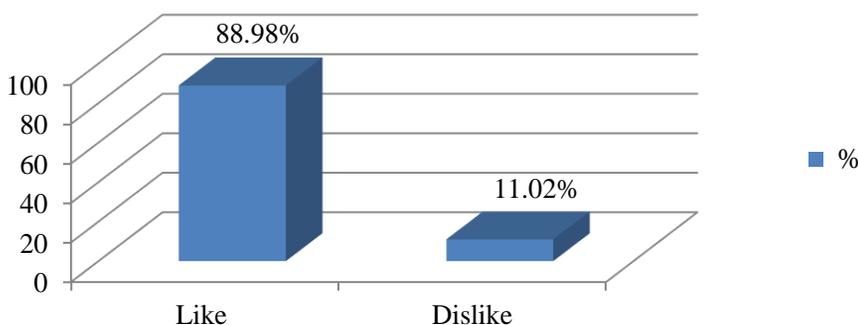

Chart 2. Favorite rate of learning civic educational curriculum using role-play method (n=127)

Comment: The results from the Chart 2, the graders who like using role-play method account for a very high rate (88.98%).

Table 6. Difficulty in learning civic education curriculum

Variables	Experimental group (n=127)		Control group (n=45)		p
	n	%	n	%	
Hard to understand	38	29.92	32	71.11	**0.000**
Too much knowledge	45	35.43	28	62.22	**0.002**
Teaching method	32	25.20	31	68.89	**0.000**
Inadequate facilities	61	48,03	26	57,78	0.261

Comments: The results from Table 4 showed that the rate of experimental group's graders who were hard to understand lessons, complained about too much knowledge, and the teaching and learning method more statistically significantly decreased than the control group in the post-test (71.11% versus 29.92% with p=0.000; 62.22% versus 35.43% with p=0.002; 68.89% versus 25.2% with p=0.00, respectively). As regards complaints of inadequate facilities, the difference was not statistically significant (57.78% versus 48.03% with p=0.261).

Table 7. The graders participated in expressing their opinions and interaction in the classrooms

Variables	Experimental group (n=127)			Control group (n=45)			p
	n	%	Mean±SD	n	%	Mean±SD	

The graders participated in expressing their opinions	Always (3.0-3.9)	74	58.27	3.42±0.76	12	26.67	2.87±0.89	0.000
	Often (2.0-2.9)	32	25.20		18	40.00		
	Sometimes (1.0-1.9)	21	16.54		12	26.67		
	Rarely (0.0-0.9)	0	0.00		3	6.67		
The graders had the opportunity to interact in the classroom	Always (3.0-3.9)	64	50.39	3.14±1.04	11	24.44	2.53±1.14	0.001
	Often (2.0-2.9)	31	24.41		14	31.11		
	Sometimes (1.0-1.9)	18	14.17		8	17.78		
	Rarely (0.0-0.9)	14	11.02		12	26.67		

Comment: As the result in Table 6, the rate of graders who participated in expressing their opinions increased statistically significantly than the control group in the post-test (3.42±0.76 versus 2.87±0.89; p= 0.000).

The results in Table 6 showed that the rate of graders had the opportunity to interact in the classroom significantly increased than the control group in the post-test (3.14±1.04 vs 2.53±1.14; p =0.001).

*Table 8. Need to use role-playing in teaching and learning civic educational curriculum (**n=127**)*

Variables	The need to use role-playing		Mean±SD
	n	*%*	
Very necessary	36	28.35	3.60±1.22
Quite necessary	38	29.92	
Necessary	28	22.05	
Less necessary	16	12.60	
Unnecessary	9	7.09	

Comment: The results in Table 7 showed the rate of graders who think role-playing is very necessary (28.35%) and quite necessary (29.92%). Role-playing is quite necessary with the score mean=3.60±1.22 according to Likert scale.

Table 9. The role-play method increased motivation, saved time for learning and interactive skills

Variables		n	%	Mean±SD
Save time for learning	Strongly agree (4.0-4.9)	38	29.92	3.50±1.34
	Agree (3.0-3.9)	32	25.20	
	Neutral (2.0-2.9)	26	20.47	
	Disagree (1.0-1.9)	17	13.39	
	Strongly disagree (0.0-0.9)	14	11.02	
Increase interactive skills	Strongly agree (4.0-4.9)	46	36.22	3.97±0.97
	Agree (3.0-3.9)	42	33.07	
	Neutral (2.0-2.9)	28	22.05	
	Disagree (1.0-1.9)	11	8.66	
	Strongly disagree (0.0-0.9)	0	0.00	
Take part in learning better in class	Strongly agree (3.0-3.9)	62	48.82	3.22±0.90
	Agree (2.0-2.9)	37	37.01	
	Disagree (1.0-1.9)	22	9.45	
	Strongly disagree (0.0-0.9)	6	4.72	

Comment: According to Table 8, 29.92% (strongly agree) and 25.20% (agree) graders assumed that the role-play method save time for learning with the score mean=3.60±1.22 according to Likert scale.

The rate of graders strongly agreed (36.22%) and agreed (33.07%) answered that the role-play method increased interactive skills. The graders strongly agree the role-play increase interactive skills with the score mean=3.97±0.97 according to Likert scale.

The rate of graders strongly agreed (48.82%) and agreed (37.01%) claimed that the role-play method helped them take part in learning better in classrooms. The graders strongly agreed that role-play helped them to take part in learning better with the score mean=3.22±0.90 according to Likert scale.
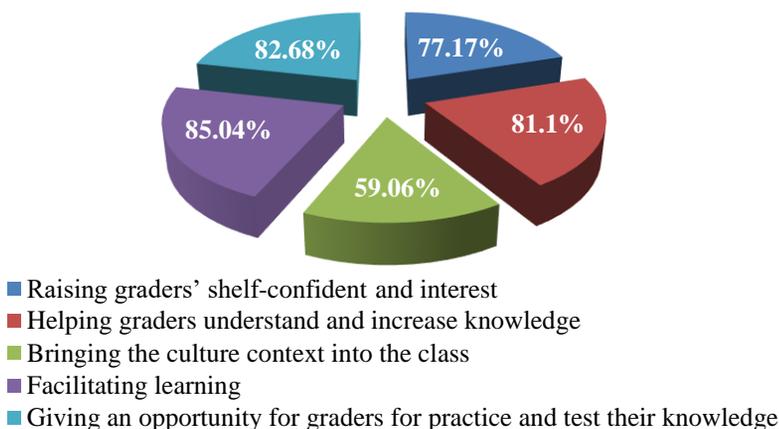

- ■ Raising graders' shelf-confident and interest
- ■ Helping graders understand and increase knowledge
- ■ Bringing the culture context into the class
- ■ Facilitating learning
- ■ Giving an opportunity for graders for practice and test their knowledge

Chart 3. Graders' attitudes for the effectiveness of using the role-play method

Comment: The results in Chart 3, Graders' attitudes for the effectiveness of using the role-play method, including: Facilitating learning (85.04%), Giving an opportunity for graders for practice and test their knowledge (82.68%), Helping graders understand and increase knowledge (81.1%), Raising graders' shelf-confident and interest (77.17%), Bringing the culture context into the class (59.06%).

Table 10. The role of teachers in using the role-play teaching method

Variables	Graders' attitudes	
	n	*%*
Facilitator	109	85.83
Guide	107	84.25
Friend	96	75.59
Others	84	66.14

Comment: The results in Table 9, the graders' attitudes is the teacher had all 4 roles. However, the role of a facilitator (85.83%) is the most, followed by the role of a guide (84.25%), the role of a friend (75.59%), the lowest is others (66.14%).

2.3.1.4. Evaluating the effectiveness of the role-play in teaching and learning civic educational curriculum

Table 11. Comparison of the learning results post-test

Variables	Experimental group (n=127)			Control group (n=45)			p
	n	*%*	*Mean±SD*	*n*	*%*	*Mean±SD*	
Excellent (9.0-10.0)	30	23.62	8.26±0.70	6	13.33	7.98±0.70	**0.024**
Very good (8.0-8.9)	62	48.82		23	51.11		
Good (6.5-7.9)	35	27.56		16	35.56		
Average (5.0-6.4)	0	0		0	0		

Comment: From the results in Table 10, using the role-play increased learning outcomes; the excellent rate of the experimental group was much higher than the control group (23.62% versus 13.33%). Learning outcome using the role-play method was statistically significantly better than the control group (p=0.024).

Table 12. Comparison of the learning results of the experimental group in the pre-test and post-test (n=127)

Variables	Pre-test			Post-test			p
	n	*%*	*Mean±SD*	*n*	*%*	*Mean±SD*	
Excellent (9.0-10.0)	8	6.30	7,96±0,75	30	23.62	8,26±0,70	**0,001**
Very good (8.0-8.9)	68	53.54		62	48.82		
Good (6.5-7.9)	49	38.58		35	27.56		
Average (5.0-6.4)	2	1.57		0	0		

Comment: The results in Table 11, using the role-play method increased learning outcomes; the excellent rate of the experimental group post-test was higher than these pre-tests (23.62% versus 6.3%). The difference in the exam results of the experimental group post-test comparing pre-test was statistically significant (7.96±0.75 vs 8.26±0.70; p=0.001).

2.3.2. Discussion

2.3.2.1. Characteristics of the participants

In 2023, the school has 4 7th-grade classes, including the 7A, 7B, 7C and 7D classes. The classes have about 40-50 graders, and the rates of males and female were almost equal. The 7C class had the largest number of graders (47 graders). The female rate of 7C class was the highest. In which, the 7A and 7B classes learn STEM reinforcement, the 7C class learns Japanese, and the 7D class learns English (Table 2). There was no significant difference in gender rate between the 2 studied groups (Table 3). Thus, it could be said that the two research groups with similar gender characteristics. This is suitable for research on the role-playing method.

As an Experimental School of Educational Science, belong to the Vietnam Institute of Educational Sciences (Ministry of Education and Training), the school is always at the forefront of educational movements, piloting advanced educational programs and projects, coordinate with the Institute and the Ministry of Education and Training experiment with scientific projects. Therefore, the school is also one of the first schools to introduce Japanese into the school's official teaching since 2008. The quota of Japanese class is not more than 50 graders per class and depends on the aspirations and needs of graders. In 2023, the Japanese class is the 7C class with 47 students. In order to give conditions to graders to develop necessary competencies and qualities, and foreign language skills, and personalize learners' needs, since 2007, the school has cooperated with ATLANTIC English Center to organize teaching and learning English with native speakers at the school. Accordingly, graders who have needs and meet the entrance requirements will be placed in Cambridge English class. Thus, in the 7th-grade, the school will have 1 Japanese class (7C grade), 1 English class (7D grade), and the remaining 2 classes (7A and 7B grades) are facilitated for STEM intensive learning in order to enhance STEM skills, stimulate students' spirit of science love, discovery, and experimental scientific research.

2.3.2.2. Graders' Attitudes Towards Learning Civic Educational Curriculum Pre-test

The research result showed that a majority of 7th-grade graders liked learning civic education subjects (58.38%). The graders were examined pre-test, the exam results in Chart 1 shows that the rate of very-good and excellent students accounted for a majority (60.74%). The score mean of the participants was very good (7.97±0.97).

The fact that, the Experimental School of Education Science has a rich source of enrollment, no limitation belongs to areas and household registration, but expanding throughout Hanoi. The

school's enrollment method is a combination of academic records and ability test scores. The average admission test score is 38.24 points, ranking in the 3rd place in the Ba Dinh district. In which, 45.58% of graders got 40.0 scores and more (ie, 8.0 scores/subject). The average score of Mathematics was 8.04, and Foreign Language was 8.46, which were high scores compared to the average score of the district. Therefore, the enrollment quality of the school was quite good. Many graders love the civic educational curriculum, because its content is close to life, increasing social understanding, and updating current affairs. Most graders thought that this subject was easy to get the high score. Most of graders are good, learn hard, and actively express their opinions to build lessons in classrooms, are bold in discussion, ask questions to the teacher about the lessons; students' parents are highly qualified, care for and give their children the best conditions in the learning.

Since 2018, the position of the civic educational curriculum has changed dramatically to become one more valued. Thus, civic education teaching has been paid more attention, focus, and investment. In addition, the curriculum program has been renewed. Textbooks were written to help 7th-grade graders study and practice according to the necessary ethical standards, life skills, and appropriate for their age. The content, form, and method of each lesson in the book were designed in an open direction of learning activities, focusing on discovery, finding, practicing, application, and solving the problem in real life suitable for the cognitive level of 7th-grade graders. These are also the reasons why the graders love the civic educational curriculum more.

2.3.2.3. Graders'attitudes towards using role-play method in teaching and learning civic educational curriculum based on the post-test

The results of attitudes in the post-test showed that the graders liked using the role-play method in teaching and learning civic educational curriculum accounting for a very high rate (88.98%). The grades thought that role-play is quite necessary for teaching and learning civic education. The rate of difficulty in understanding the lessons, complaining about too much knowledge, and complaining about the teacher's teaching method decreased statistically significantly. The role-playing saved a lot of learning time for the grades, and helped develop students' communication skills. The graders participated quite a lot in role-playing in civic educational classes. The rate of graders participating in expressing their opinions and having the opportunity to interact in the classroom in the post-test increased more statistically significant (p= 0.000).

The fact that, when the activity was over, it was clear that the graders who had previously been shy now were showing more self-confidence and had made some improvement in their communication skills, possibly indicating the positive influence of increased interaction with their peers. Such forms of student-student and teacher-student interactions may well enhance communication. The role-play could develop students' problem-solving skills, too, thanks to simulations – of real-life situations – which enable reflection on personal learning experience and then encourage the application of critical-thinking skills and effective construction of argument, drawing upon knowledge gained from the lectures [10]. The feedback from the graders was significantly positive. The role-play method helped them to engage actively and provided them with opportunities to relate theory learned in the civic education classrooms to practice. The research's findings were consistent with those of other research [11]; [5]. Those have shown that role-play encourages peer-to-peer interaction; students can learn by interacting with other students rather than only with teachers. Role-play can also be used by teachers to assess students' understanding of a topic previously taught in class.

By means of the role-play method, graders are given an opportunity to express their thoughts since they are given a rehearsal in their own group before acting it out in front of their friends. The important thing about the role-play method is that students are stimulated and encouraged to

interact. To this respect, it is obviously argued that role-play become the good strategy to simulate the graders to speak in which they are facilitated to improvise in the conversation. In this context, the graders are provided opportunity to be more creative in using language [12]. The study revealed that the role-play method has a good benefit to the students in enhancing their communication skills. The role-play helped learners to build their creativity. Furthermore, the method really encourages the students to be more self-confident, because they are required to speak and show drama in front of the classroom and thus, this could lower their anxiety levels. This finding is supported by the study conducted by Altun (2015) [13] which stated that role-play is a method in which students are required to act in specific roles through saying, doing, and sharing. It was found that the conduct of role-play activities can provide a stress-free learning environment where students enjoy using the language. The findings show that role-play activities enable students to gain self-confidence enhance. Although not 100% increase their confidence but at least minimizes the embarrassment of the students when performing in front of the classroom.

Our findings in this study are similar to those of Waters and Leung (2013) [14], who suggested that the role-play method can be used as a productive teaching strategy to enhance student learning experience and help teachers understand better the role of teaching and learning by using this method. Now, teachers can recognize the role of the role-play method and accommodate the different learning needs of a diverse student body in the classroom [15]. Other studies advocate this student-focused approach and teachers should be thus very aware of my responsibility for facilitating my students' development [16]. The role-play method is categorized as a good method to stimulate students to learn the lessons. In this context, graders are provided an opportunity to be more creative in using their ability to learn. The role-play method is categorized as a good method to stimulate students to learn the lessons. In this context, graders are provided an opportunity to be more creative in learning. Good learning is not only the graders memorize the materials but also makes them motivated to look for the real knowledge and meanings which is suitably used in situations in learning.

The role-play method engaged graders' motivation in the learning process. The role-play method created a more graders-centered learning environment. "Role-play is approved to be a communicative language learning since the graders are actively get involved in conversations" [17]. In this case, students are forced to be active learners. The graders become the center of learning not the teachers as found in common ways of teaching process, thus, the graders are step by step lead into the independent phase of learning. The role-play method motivates the students to join the learning process. Altun (2015) [13] conducted a case study on the implementation of role-play activities to explore the benefits of such activities in developing interactive skills, and motivation and promoting the critical thinking of learners. The graders are perceived as active learners and become the center of learning (not a teacher) and build independent learning step by step. In line with this, Tompkins (2001) [18] pointed out that role-play as it is one of the classroom teaching techniques can encourage students to participate actively in the learning process. Therefore, students practice the interactions in a context similar to real-life situations where stress and shyness are removed. According to Tompkins (2001) [18], this makes sense since role-play is the appropriate method used by civic education teachers and also supports graders' interest in acquiring and improving their knowledge of the civic education subject. Fadilah (2016) [19] also suggested that One of the techniques that can be applied to increase students' interest in learning is role-play activities.

The role-play method facilitated the graders to participate in the teaching and learning process in the classrooms and receive feedback from teachers and peers. The role-play is a fun and engaging activity, with all students answering ding role-play makes them eager to learn because it allows the graders to take part in activities or actions. That statement is supported by

Gass and Mackey (2006) [20], role-playi's main contribution is to involve the learners in a fun environment avoiding rivalry and competition among learners. It is also in line with study results of Huang (2008, a cited in Rojas and Villafuerte 2018) [21], who argued that teaching and learning plans that include a role-play activity had created more adequate atmospheres for learning. Moreover, it help the students to practice talking and interaction in a more realistic way. The students made a good contribution while teaching learning process. All the graders participanting the role-play said that the role-play activity help them be more active. It is in line with the result of Ladousse (2004) [22] the role-play is one method to help students achieve their objectives of learning; it is dynamic and fun to be used in the classroom and it makes the teaching and learning process more enjoyable. The role-play is a teaching method to make the graders be active, because the data showed that all the graders' participants engaged and were active during the teaching-learning process in the classrooms.

Although some graders reported that participating in a role-play session can sometimes be a stressful learning experience, this challenge can be overcome if the session is well-designed and led by a well-trained teacher. In our case, for the role-play to be carried out effectively and to meet planned learning outcomes, I need to have very good understanding of module topics; we also establish a classroom environment conducive to acquisition of critical thinking skills through active learning.

2.3.2.4. Evaluating the effectiveness of the role-play in teaching and learning civic educational curriculum

Using the role-play method increased learning outcomes, the excellent rate of the experimental group was much higher than the control group (23.62% versus 13.33%). Learning outcomes by using the role-play was statistically significantly better than the control group (p=0.024). the excellent rate of the experimental group post-test is higher than this pre-test (23.62% vs 6.3%). The result post-test was statistically significantly higher (7.96±0.75 vs 8.26±0.70; p=0.001).

Recently, many studies have also shown that there is a significant difference between the teaching method by using role-play and the traditional teaching method, the outcomes in the experimental group was superior to those of the control group [23]; [24]. The use of the role-play method created a positive attitude towards learning, increased the level of interest, motivation, interaction with the content, autonomy, coherence, and interaction between the graders, attention, and creativity in the learning process. [[25]; [26]]. Antonio-José Moreno-Guerrero et al (2020) [27] showed that the role-play method creates better attitudes and aptitudes in students towards the teaching and learning process, and has a positive impact on their learning development, hence learning results of the graders have increased significantly.

3. Conclusion

We conducted to survey of the attitudes of 172 of 7th-grade graders about the use of the role-play method in teaching-learning of civic education subjects, in order to highlight important aspects of the teaching/learning process using the role-play method and thereby confirm or refute the hypothesized that the role-play method enriches teachers' teaching methods, makes students happy, and reduces stress in studying civic education subject, we drew the following conclusions:

The use of the role-play method helped graders to significantly improve their enjoyment of learning and make them more actively engage in learning in the classroom. The role-playing in the classroom attracted graders, because they were active, comfortable, and more confident than just sitting and taking notes with one-way interaction from the teacher. Most of the graders showed that they could improve their psychological well-being in learning civic education curriculum. In other words, the graders are forced to participate in the teaching and learning

process in the classroom and changed positively the graders' emotions. Using the role-play method significantly improved the students' learning outcomes. Therefore, if we want to improve students' interest in learning, presentation ability, interactivity, confidence, and student motivation, we need to provide them with more opportunities to engage in active learning by providing them with real-life situations through role-playing of topics of civic educational learning. This method has clearly improved the achievement of students in 7th-grade in Experimental School of Educational Science, Ba Dinh district, Hanoi city.

The role-play method acts an very important strategy on learning 7th-grade-civic education method in experimental schools. We believe that the current application of the role-play method in the civic education subject is essential to develop self-confidence, create excitement in learning and create positive situations in which, the graders are expected to be able to present their own knowledge, interact, discuss, and debate each other to give them opportunity to learn better.

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