

ROLE PLAY TECHNIQUE FOR SPEAKING ACTIVITIES

A PAPER

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By

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DECLARATION

I hereby declare that the paper entitled **“Role Play Technique For Speaking Activities”** is completely my work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be any claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, June 2025



Riza Rahma Pratiwi

PREFACE

Alhamdulillahirabbil'alamin, all gratitude is always delivered to Allah SWT who has given such a blessing for the researcher to finish the paper entitled “Role Play Technique for Speaking Activites”. This paper was submitted to the English language Education Study Program, Faculty of Teacher Training and Educational Science, Pakuan University for the requirements for the *Sarjana Pendidikan* examination. The researcher hopes this paper can be useful for the readers or the other researcher. However, the researcher realizes this paper is still far from being perfect. Therefore, any suggestions, constructive and criticism are welcome.

Bogor, June 2025

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ABSTRACT

Role-play activity is one of the classroom teaching techniques that encourages students to participate actively in the process of learning English. The aim of this research to find out how roleplay is implemented for speaking activities. The participants was one English teacher at SMA Citra Nusa Bogor. The researcher used qualitative research with classroom observation and interview to gain the data that were required to know about how roleplay is implemented for speaking activities. The finding reveals that teacher has implemented basic stages in preparation , such as determining topics and dividing groups systematically. In the implementation of roleplay strategies applied by teachers include structured group division, assistance during practice, providing examples of expressions and intonation, and vocabulary. Therefore, according to the result of both observation and interview, it is concluded that the teacher has implemented roleplay consisting of done the preparation, strategies and implementation of roleplay and the teacher provide direct feedback to students verbally.

Keywords: role play, speaking skill, teaching strategies

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is a part of daily life that everyone should develop in subtle and detailed language. Compared to other skills such as listening, reading, and writing, speaking is often considered the most complex skill. This is because speaking requires the simultaneous integration of various aspects of language, including mastery of vocabulary, grammatical structures, pronunciation, and the ability to respond spontaneously and contextually (Rao, 2019). According to Sudarmo (2019), in the context of learning English as a foreign language (EFL), speaking skills are often the most difficult aspect for students to master, especially in environments where opportunities to use English in real situations are very limited.

According to (Rojas & Villafuerte, 2018) several common problems found in teaching speaking skills in English classes, which includes inadequate vocabulary, limited control of grammar, lack of fluency, learners' shyness, and lack of encouragement. However, role play supports educator's abilities to create a safe learning environment; provide constructive and goal-directed feedback and cultivate the ability to communicate. Then, the students still lacked of vocabulary, felt afraid of making mistake, lacked of practice, and they could not speak well before doing preparation (Sholiha, 2020). On the other hand, the teacher-centered learning approach often limits students' space to actively participate in the learning

process. The speaking activities used also tend to be monotonous and non-contextual, so they are not enough to motivate students to use English naturally and meaningfully.

In the context of these problems, the role play technique as an alternative learning strategy that is considered capable of creating a more actively, interactive, and communicative learning atmosphere. Based on Pinatih (2021), this technique involves students in certain role simulations that resemble real situations, such as shopping at the market, job interviews, discussions between friends, and customer service. By doing role play, students are allowed to practice speaking more freely, spontaneously, and relevant to everyday life. In addition, this technique also provides space for the development of social skills, such as working together, negotiating, and expressing opinions persuasively. Because of its fun nature and freeing students from formal pressure, role play can help reduce the fear of speaking and increase their self-confidence.

Based on the pre-observation has been conducted in the class, Grade 12th at SMA Citra Nusa Bogor. The student are still looking for answer on google and they can not speak well or even dont want to speak because of their lack of confidents. However, the effectiveness of using the role play technique in speaking activities still requires further study. Not all teachers have a adequate understanding of how to design and implement role play optimally. Likewise, not all students automatically feel comfortable with this method, especially those who are shy or not used to speaking in public. Therefore, a systematic analysis is required of how

this technique is applied in the classroom, how students respond to it. This analysis is important so that the use of roleplay is not only an additional activity for entertainment but truly becomes a strategy that has an impact on improving students' speaking skills.

Based on this background, this study aims to find out how role play is implemented in students' speaking activities in English classes. In a study conducted by Saefudin (2016) the use of role play was improved the speaking ability. According to Solliyah (2021) Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. The main objectives of this study are to find out implementation of roleplay techniques as a pedagogical approach, as well as to provide practical recommendations for teachers in designing speaking learning that is more interesting, enjoyable, and meaningful for students.

B. Aim of the Research

This research aims to find out how roleplay is implemented for speaking activities.

C. Research Question

The question for this research is: “How is role play implemented for speaking classroom activities?”

D. Research Focus

This research focuses on the stages of roleplay techniques that are implemented by the teacher during speaking activities.

E. Operational Definition

1. Speaking

Speaking is the act or expression of a thought or feeling in spoken language as well as a skill in the ability to do something well. (Sari, 2020).

2. Roleplay

Role-play is a teaching technique in which students are given specific roles and they must speak and behave based on the roles they receive. (Lake et al., 2022).

3. Research Significance

The finding of this research is to find benefits for teachers, students, and other researchers:

1. Theoretical aspect

Students who struggle with speaking can practice through the implementation of roleplay activities, as it helps them have a better understanding.

2. Practical aspect

The teachers can use roleplay activities to practice different ways of student learning.

3. Institutional aspect

The findings of this research can be used as a reference to students in this institution for further research.

CHAPTER II

THEORETICAL FOUNDATION

A. Speaking Skill

Speaking has become an important aspect for students to communicate and share their ideas or feelings. Speaking is a part of daily life that everyone should develop in subtle and detailed language. Speaking skills are one of four skills in English and how to convey ideas and opinions verbally. According to Rao (2019), the speaking skill is more complex than the other skills, for learners should express their ideas on the spur of the moment. Dakowska (2005) claims that speaking is now the most emphasized skill in foreign language teaching, but unfortunately, it is also recognized as the most difficult to develop in classroom conditions. However, speaking skills are measured by the ability to have a conversation in the language.

According to Hossain (2015), speaking is a productive skill in the oral mode, but it is more complicated than it seems at first and involves more than just pronouncing words. There are a wide variety of speaking activities designed to enhance learners' oral communication skills. Speaking, therefore, holds a crucial place within classroom instruction, as it plays a central role in fostering meaningful interaction and language development.

According to Guebba (2021), there are six types of classroom speaking performance that students are generally expected to demonstrate during speaking lessons. The first type is imitative speaking, which involves learners repeating

words, phrases, or sentences, specifically to practice pronunciation and intonation. In this activity, the focus is not on conveying meaning but rather on mastering the linguistic form and sound of the language. The second type is intensive speaking, which focuses on the accurate use of specific grammatical structures or phonological elements. This form of speaking typically focuses on isolated language components, such as specific sentence patterns or phonemes, and may be practiced either individually or in pairs. Although meaning is involved, the primary aim is still language form accuracy. The third type is responsive speaking, where learners engage in brief interactions such as answering questions or making simple comments. This type of speaking is more authentic and meaningful than imitative or intensive speaking, as it requires learners to understand and respond appropriately to prompts from teachers or peers. The fourth type is transactional speaking, which extends beyond responsive speaking by involving more complex exchanges of information. This form typically occurs in dialogues with a specific purpose, such as giving directions, negotiating meaning, or completing tasks. Transactional speaking often appears in pair or group work, requiring learners to collaborate to convey and understand specific information. Furthermore, according to (Guebba, 2021), Interpersonal speaking becomes the fifth type that transmitting facts and information, interpersonal practice tends to maintain social relationships. Taking this fact into consideration, interpersonal dialogues seem to be more complicated for students to decipher due to the use of slang, colloquial language, or ellipses. However, such type of authentic practices in the classroom enables learners to use language in its real context and, therefore, lead to improving learners'

fluenc. Lastly, the sixth type is extensive speaking, which usually takes the form of monologues. At the intermediate to advanced levels, learners are expected to deliver longer-spoken texts such as speeches, presentations, summaries, or reports. These tasks encourage fluency, coherence, and the ability to organize ideas over an extended stretch of discourse.

According to Henisah et al. (2023), active classroom interaction enhances speaking skills through verbal exchanges between learners and teachers. It means that speaking skills require students to activate their speaking skills since speaking skills require practice and exposure. Unfortunately, the facts have shown that the students found it quite difficult to improve their speaking skills because they were accustomed to using their native language in their daily lives rather than using English. This is the reason why we can not deny the fact that students still consider speaking skills as the most difficult skill to be mastered (Rochman, 2014). Many factors can cause problems with the students' speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English. Therefore, many ways can be done by the students to develop their ability to speak English (Fadilah, 2016). The appropriate method used by the English teacher also supports their interest in practicing their speaking.

B. Role Play

There are many teachers agree that role play is suitable for speaking class and several reasons for using role-play in teaching speaking (Baron, 2020) . Role-play activity is one of the classroom teaching techniques are frequently used (Yelvita,

2022). Role-play is one of the interesting methods used in the CLT approach because it provides the chance for the students to conduct communication in other places or different social contexts (Haliwanda, 2021). Sholiha (2020) also stated that role-play, as an active teaching strategy, can incorporate positive elements of enjoying learning and digesting knowledge. Role playing is a fun activity for students because they can play while learning, this activity also teaches directly the values of goodness and creativity that they want to grow. (Razhabov, 2018). According to Sari (2020), the use of roleplay is used for several reasons, like fun and motivating, and also silent students will get the opportunity to express themselves in the direction of progress, the environment in the classroom and outside the classroom becomes limitless and offers opportunities for language use widely as well.

According to Amelia & Fitriani (2022) role play activities are those where students are asked to imagine that they are in different situations and act accordingly. Students take on a new identity as the character they play in role playing exercises and also roleplay is a simulation of behavior, the behavior of the person being played, which aims to train students in dealing with actual situations; intensive practice of spoken language; and provide opportunities for students to develop communication skill. In addition, students who have the opportunity to use English can repeat their English in a comfortable situation. Real situations can be created and students benefit from the practice. Whatever mistakes they make do not overload. According to Razhabov (2018), the advantages of role-play in language education are it enables students to learn and practice the target language in a

meaningful context, it improves students' different skills needed for the language acquisition process, it motivates students to be interested and involved in learning, it creates low-anxiety learning environments for students, it offers students a variety of experiences and improves their four language skills and helps to improve students' cultural and nonverbal behavior.

Considering that, (Pinatih, 2021) argued that a role play technique might be a short-cut way of identifying, recognizing, and labeling a set of appearances and behaviors. Values (2019) defines role-play as one of the teaching techniques, which can encourage students to actively participate in learning English. Thus, foreign language students can practice the target language in real-life situations without any stress and shyness.

There are some the stages of roleplay techniques that are implemented by the teacher during speaking activities. First, preparation according to Rosmayanti and Yahrif (2019), roleplay activities often require a significant amount of time to prepare and the preparation phase plays a crucial role in ensuring the effectiveness of the overall activity. Skipping or rushing through this phase in an attempt to save time may compromise the learning outcomes. Based on Paturusi (2014) the role play strategies involves students performing dialogues in groups, followed by dividing the students into some groups. Moreover, Rochman (2014) explained the second step is interaction, which includes the introduction of the materials, telling the rules to the students, designing the situation based on the topic, dividing the roles of each student, and practicing by the group in front of the class. In addition,

reflection and evaluation are further steps to evaluate and check the students' comprehension. Moreover, according to Negara (2021) the procedure involves guided practice, in which students rehearse the role play in pairs or small groups. This stage allows them to become familiar with their roles, practice fluency, and develop confidence. Once they are comfortable, students may be encouraged to exchange roles to broaden their perspective and deepen their engagement with the material.

Second, strategies according to Rochman (2014) that the activities were preparing the strategy, designing the lesson plan preparing criteria of success and design. As mentioned by Alabsi (2016) role play is used to encourage students to make connections between vocabulary, experiences and the content that is being studied. The students are introduced to new vocabulary and then given the chance to use the words in context through role play. The process of role- playing the words helps to increase the students' understanding of the words and how to use the words in a real world context. Additionally, the authors pointed out that sufficient time must be allocated not only for introducing the topic and relevant language input but also for the actual performance of the role play and the post-activity feedback session. Attempting to conduct a roleplay activity within a limited timeframe may reduce its pedagogical value. Third, implementation of role play. According to Sholiha (2020), such as preparing the strategy, designing a lesson plan, preparing criteria for success, and designing a research instrument.

Fourth, future development in role play activities. According to Rosmayanti and Yahrif (2019) importance of providing comprehensive feedback after the roleplay session. This feedback should address both the content conveyed by students during the activity and the accuracy and appropriateness of the language used. Such balanced feedback helps reinforce language learning while also validating students' communicative efforts. Based on Rochman (2014) In addition, reflection and evaluation are further steps to evaluate and check the students' comprehension. Moreover, stated by Binu (2020) that constructive and reflective feedback can improve student learning and creativity, where supportive feedback can influence students' self-improvement and skill development.

It is syntasized role play is activities to improvise drama activities and rehearsed dialogue performance using scenarios, therefore the teacher using role play for teaching strategy. There are some the stages of roleplay techniques that are implemented by the teacher during speaking activities consisting of done the preparation, strategies and implementation of roleplay and the teacher provide direct feedback to students verbally.

C. Roleplay as a Speaking Technique in Teaching Speaking

In an effort to improve speaking skills, the use of appropriate techniques in teaching greatly determines the effectiveness of learning. As explained earlier, speaking has become a productive skill that requires students to be able to convey ideas spontaneously, coherently, and socially and linguistically appropriately. Based on Daulay et al. (2023), one technique that has been proven to support the

development of speaking skills is roleplay. This technique not only encourages students to communicate in diverse social contexts, but also provides direct experience that resembles real-life situations. The use of roleplay in teaching speaking becomes a bridge between linguistic knowledge and its application in actual communication. Through roleplay, students are given the opportunity to express themselves in certain roles, which reflect the social function of language. This is in line with Ebrahimi et al. (2018) that emphasizes the importance of interpersonal speaking, namely the ability to speak in a social context that involves informal expressions, emotional expressions, and responses to interlocutors. Hence, roleplay becomes a strategic means to train students in types of speaking such as responsive, transactional, to extensive speaking that require fluency and organization of ideas.

The roleplay technique also offers a fun, creative, and meaningful learning approach. According to Pinatih (2021), roleplay involves several important stages that are interrelated in its practice. These stages include planning materials and situations, forming dialogues, guided practice, implementation, context adaptation, and evaluation. Each stage provides an opportunity for students to build linguistic understanding while practicing courage and confidence in speaking. In the implementation stage, students can appear in front of the class to play a prepared role, which not only trains their speaking skills but also forms a natural interaction dynamic in the classroom. Moreover, Subekti & Goram (2022) also mentioned that the roleplay technique facilitates a low-anxiety learning environment, which is very important in language learning. When students feel comfortable and free from fear

of making mistakes, they tend to be more active in using the target language. This is because the implementation of roleplay can create an atmosphere that supports language learning through meaningful contexts and diverse experiences. This technique also allows students to develop non-verbal skills and cultural awareness inherent in the use of a foreign language.

Moreover, Krebt (2017) stated that teachers have an important role to ensure the effectiveness of the roleplay technique in its implementation in their classes. This is because teachers must prepare relevant materials, provide clear explanations of the roles, and guide students throughout the process. In addition, reflection and feedback after roleplay activities help students understand their strengths and weaknesses in speaking, while strengthening aspects of language that need to be improved. Considering the complexity of speaking as the most challenging skill to teach, Idham et al. (2022) explained that roleplay offers an approach that is not only fun and motivating, but also strategic and comprehensive. Hence, the integration of roleplay techniques in speaking learning in English classes is highly recommended as one of the effective ways to improve students' oral communication competence as a whole.

D. Related Research

Regarding this research, two kinds of research about roleplay for speaking class activities have been conducted by some researchers and they are related to the research:

First, The Importance of Role-Playing Activities in Developing Students' Speaking Competence was conducted by Khamouja et al (2023). This study is to examine the relationship between the role-play teaching method and students' speaking competence. The current study uses two semi-structured interviews. One is designed for teachers teaching the 9th-grade level. The other is designed for a class at the 9th-grade level with 30 students. The findings show that role-play activities participate in developing students' speaking skills.

Furthermore, the second study titled "The Implementation of the Role Play Technique In Speaking Class of Second Semester at STKIP PGRI Banjarmasin 2015" was conducted by Zannah and Nanda Riyanti (2016) stated that the roleplay technique can improve students speaking ability, but some researchers stated the opposite. Thus, this present study is intended to investigate what is not appropriate when roleplay is applied in speaking class, to know the way the lecturer implements the role play technique and the problems faced by students on the role play technique. To know the result of this study, the researcher used quantitative research as the design. The population of this study was all students of the English Department at STKIP PGRI Banjarmasin and the sample of this study was 44 students of the second semester and one speaking lecturer who taught speaking II. The data collection methods used in this study were observation and questionnaire. The result of this study showed that the way the lecturer implemented the role play technique in Speaking 2 was done by deciding on the teaching materials, selecting situations, creating dialogues, having students modify the situations and the dialogues, and evaluating students' comprehension. Through the result, it can be

seen that students were struggling to create a situation for roleplay, feeling a lack of vocabulary, and finding it difficult to make a dialog for roleplay.

CHAPTER III

RESEARCH METHODOLOGY

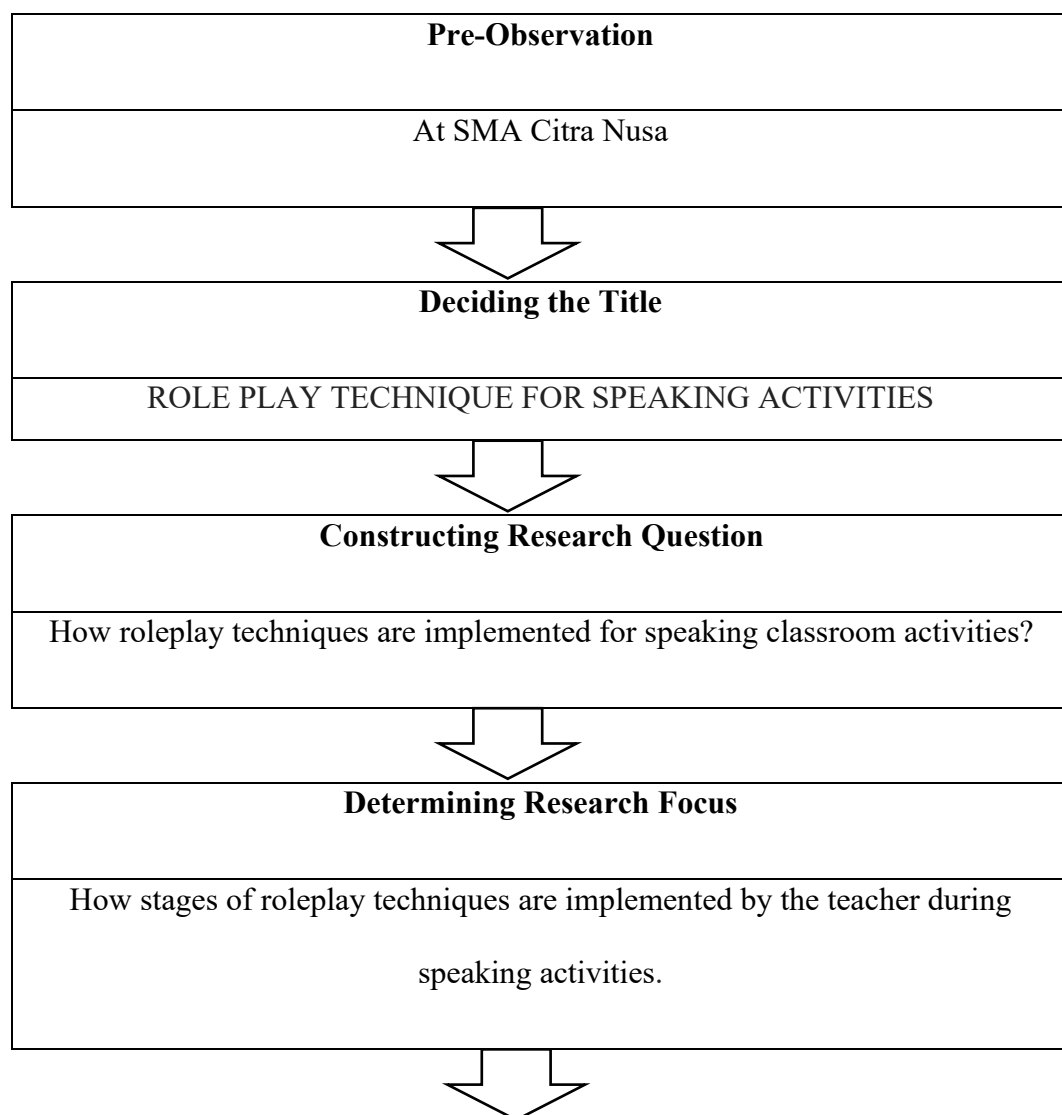
A. Research Method and Design

This study used a descriptive qualitative approach to obtain the data. According to Mullany & Stockwell (2021), qualitative research is a series of interpretive and material practices that aim to make the world more understandable and visible scientifically. These practices transform reality into various forms of representation, such as field notes, interviews, conversations, photographic documentation, audio or video recordings, and personal memos. In this context, qualitative research is interpretive and naturalistic, meaning that qualitative researchers study phenomena as they are in their natural context.

In line with this, Adolph, (2016) emphasized that qualitative research begins with a set of assumptions and interpretive theoretical frameworks used to explore research problems. The main focus is on the subjective meaning given by individuals or groups to a social or human problem. Thus, qualitative research not only aims to explain phenomena descriptively, but also to explore the depth of experience, understanding, and perceptions of participants who are directly involved.

This study uses a qualitative descriptive approach that aims to find out how roleplay is implemented for speaking activities. The study was conducted in a natural situation, namely in a classroom that applies the method. In accordance with the qualitative approach, data were collected through two main methods: classroom

observation and in-depth interviews. Observations were conducted to directly observe how teachers applied roleplay techniques in speaking learning activities, while interviews were intended to obtain more in-depth information about teachers' perceptions of the effectiveness of the technique. Furthermore, the figure below is a design created to see how roleplay activities are implemented in a speaking classroom. In addition, the research design is shown below to clarify the research process, as follows:



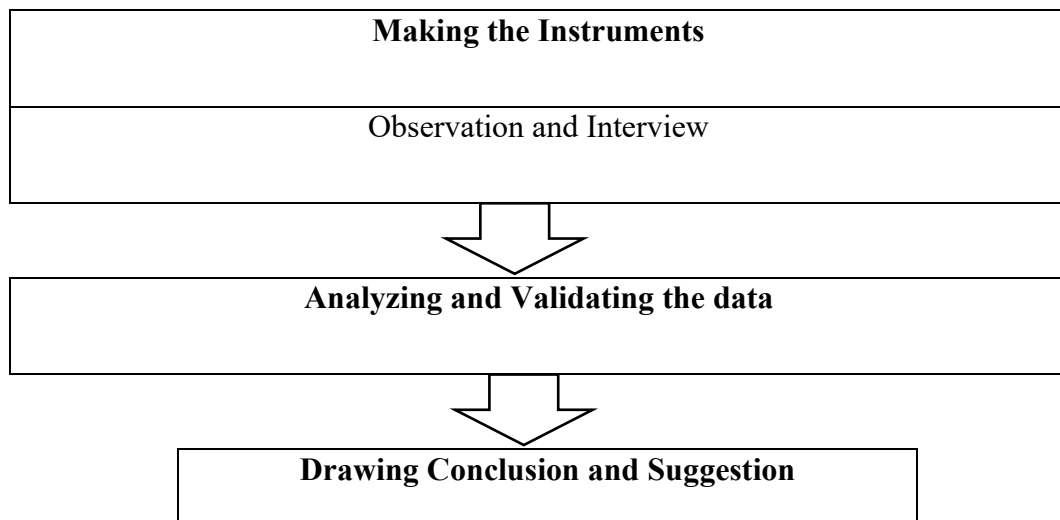


Figure 3. 1 Figure Research Design

B. Research Site and Participant

The participant in this study was of an English teacher of SMA Citra Nusa. The selection of an English teacher who teaches a speaking class as the main participant in this study is based on the direct relationship between the focus of the research and the teaching practices carried out by the teacher. This study aims to examine the application of roleplay techniques in speaking activities, so it is very important to observe the real practice of the method in a relevant classroom context. By selecting a teacher who implements the roleplay method in speaking learning, the researcher can obtain authentic and contextual empirical data, which supports the validity and relevance of the research results. In addition, the teacher selected from SMA Citra Nusa has a key role as a direct actor in implementing the method. The observation of the teacher's teaching practices allows the researcher to understand how role play is implemented in real classroom situations, while

interviews provide opportunities to explore the teacher's reflections, strategies, and personal views on the effectiveness and challenges of the method.

Furthermore, the teacher who has implemented role play in speaking activities. Teachers who have experience using this role play techniques from pre observation in SMA Citra Nusa highschool. The reason for choosing a teacher because she was implemented role play for two years experience and give permission to be observed and interviewed. The commitment and openness of the participants are very important to support the smooth running of the data collection process.

C. Research Instruments

One of the primary instruments used in this study to collect data was classroom observation. This observation was conducted during the teaching and learning process, specifically focusing on the teacher's implementation of the roleplay technique in speaking activities. The purpose of this instrument was focuses on the stages of roleplay techniques that are implemented by the teacher during speaking activities.

To facilitate a systematic and objective observation process, the researcher employed a structured observation checklist. This checklist consisted of 12 closed-ended items that were designed to capture specific aspects of the teacher's instructional behaviors and the dynamics of the classroom during the roleplay sessions. The checklist served as a tool for the researcher to note observable actions and interactions without interfering with the ongoing class activities. This approach

helped maintain the authenticity of the teaching environment while ensuring that relevant data could be collected accurately and consistently.

The observation focused on by raising important points related to the preparation, strategies, implementation, and evaluation of role play activities in the classroom. By using this instrument, the researcher was able to writing the implementation process in a detailed manner, which will provide empirical data that reflects how the roleplay technique was applied in real-time teaching contexts. Furthermore, this non-intrusive method enabled the researcher to identify patterns and practices that might influence the effectiveness of roleplay as a educative tool in speaking instruction.

Along with the classroom observation, this study also employed a semi-structured interview as a supporting data collection instrument. The interview was conducted with the English teacher who had implemented the roleplay technique in classroom speaking activities. The primary purpose of the interview was to obtain in-depth information and oral validation of the observational data, as well as to explore the teacher's perspectives, experiences, and reflections on the use of roleplay as an instructional strategy.

The interview consisted of 12 open-ended questions, carefully designed to came up comprehensive responses from the teacher regarding the planning, implementation, challenges, and perceived outcomes of the roleplay activities. The open-ended nature of the questions provided flexibility, which encouraged the

participant to elaborate on each topic in detail and to express personal opinions freely.

The interviews were conducted in a face-to-face setting, recorded and transcribed, which added depth to the verbal responses. This method of data collection contributed to a richer understanding of how the roleplay technique was experienced and perceived by the teacher, thereby supporting the credibility and triangulation of the research findings.

D. Research Procedure

At the stage of this research, data were collected using non-participant classroom observation and qualitative interviews. The observation focused on how the teacher implemented the roleplay technique in speaking activities. A structured observation checklist was prepared and utilized as the main instrument, targeting the teacher as the subject of observation. The checklist consisted of 12 closed-ended items categorized under three key indicators, aiming to provide a systematic framework for recording observable behaviors during the teaching and learning process.

In this study, a non-participant observation method was chosen, as the researcher did not engage directly in the classroom activities. Instead, the researcher remained seated discreetly in a corner of the classroom, simply observing and taking detailed field notes on both teacher and student behaviors throughout the implementation of the roleplay technique. This approach was intended to ensure

minimal disruption to the natural classroom dynamics, allowing for a more objective and authentic capture of the instructional process.

The use of a non-participant observation technique allowed the researcher to focus on specific instructional patterns, interaction styles, and student engagement during the roleplay sessions. By utilizing a pre-designed observation checklist, the researcher was able to maintain consistency in data collection, thereby enhancing the reliability of the observational findings. Additionally, the qualitative field notes taken during the observation sessions provided supplementary insights that enriched the data interpretation in later stages of the analysis.

Furthermore, the second method of data collection employed in this study was a qualitative interview that will be conducted with the English teacher. The purpose of this interview was to obtain in-depth information and oral validation of the data gathered during the classroom observation. To ensure the accuracy and completeness of the responses, the researcher utilized an audio recording device throughout the interview session. This also served as a means to facilitate transcription and further analysis during the data interpretation process.

The researcher has prepared a set of 12 open-ended questions specifically designed to explore the teacher's perspectives, experiences, and strategies in implementing the roleplay technique in speaking activities. The open-ended format allowed for flexibility and depth, enabling the teacher to elaborate freely based on personal teaching experiences and pedagogical insights. No restrictions were imposed on the length or direction of the responses, allowing the teacher to express

thoughts comprehensively and even seek clarification if needed. This approach was aimed at fostering a more natural and reflective dialogue, thereby yielding richer qualitative data.

The content of the interview questions primarily revolved around the instructional strategies used in applying role play, the perceived effectiveness of these strategies, challenges encountered during implementation, and the teacher's observations of student engagement and performance during roleplay-based speaking activities. The use of interviews as a supplementary instrument helped to triangulate the observational data, providing a more holistic view of the teaching practices under investigation.

E. Data Analysis

According to Mullany & Stockwell (2021), interpretation in qualitative research involves several procedures: summarizing the overall findings, comparing the findings to the literature, discussing a personal view of the findings, and stating limitations and future research. The teacher's answers will be analyzed and described based on the research observation as the data from the observation checklist. The result from classroom observation will be transcribed and identified that the teacher has implemented roleplay in the class.

Furthermore, the interview will be recorded and processed into a transcript. The writer reduces the data by summarizing useful information relevant to the research context, focusing on the main points regarding the implementation of roleplay. Meanwhile, the data from the interview will be transcribed, analyzed, and

interpreted to answer the research questions. In analyzing the data to interpret the result, the data will be collected and described from the instruments. After that, the data will be connected to the theories and the researcher also cross-check the result of classroom observation and interview.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

The research was conducted at SMA Citra Nusa involving one English teacher. The data were obtained using classroom observation and interview. The presentation of the results in this chapter would be divided into two main parts. The first part would discuss the findings from teacher interviews, by raising important points related to the preparation, strategies, implementation, and evaluation of role play activities in the classroom. Meanwhile, the second part would explain the results of classroom observations based on three observation sessions, using a checklist designed to assess certain aspects of teacher activities during the learning process. Each finding would be critically analyzed and linked to relevant theories and previous studies. After the data is presented, then the author would interpret and draw a conclusion from the finding, which would be elaborated in the discussion session.

1. Data from Observation

From the observation conducted in three different classes, the data will be presented below:

a. First Observation

The first observation has been done in the class XI A2 and taught by Ms. Jennie, which has been done on May 19, 2025 from 08.40 until the class is dismissed by the teacher. Based on the results of observations conducted in XI A2 class it is mention in table 1 and 2 (appendices), it was found teachers did not prepare written scenarios directly for students. Instead, teachers gave students the freedom to compose their own dialogues or scripts based on certain topics or characters. The teacher did not monitored students while reading and practicing dialogues, and the teacher just watched the students practice their role play. However, based on first observations has been done in class XI A2, the teacher did not explicitly evaluate students' linguistic aspects such as grammar and pronunciation in detail.

b. Second Observation

The second observation has been done in the class XI A3 and taught by Ms. Jennie which was done on May 20, 2025 from 08.40 until the class is dismissed by the teacher. Based on the results of observations conducted in XI A3 class table 1 and 2 (appendices), it was found teachers did not prepare written scenarios directly for students. Instead, teachers gave students the freedom to compose their own dialogues or scripts based on certain topics or characters. Some students did not prepared a complete script when the activity took place, especially in class XI A3, which indicated the need for reinforcement at the student's independent preparation stage. The teacher did not monitored students while reading and practicing dialogues, and the teacher just watched the students practice their role play. However, based on second observations has been done in class XI A3, the teacher

did not explicitly evaluate students' linguistic aspects such as grammar and pronunciation in detail.

c. Third Observation

The third observation has been done the class XI A1 and taught by Ms. Mutiara Novita Sari S.Pd., which was done on May 20, 2025 from 09.20 until the class is dismissed by the teacher. Based on the results of observations conducted in XI A1 class table 1 and 2 (appendices), it was found teachers did not prepare written scenarios directly for students. Instead, teachers gave students the freedom to compose their own dialogues or scripts based on certain topics or characters. The teacher monitored students while reading and practicing dialogues, and helped them understand expressions and intonations that were appropriate for the characters being played. Moreover, only in the observation in class XI A1 was it noted that the teacher explained evaluation aspects such as text, pronunciation, expression, teamwork, and creativity as assessment components.

2. Data from Interview

From the interview session, were conducted to get more valid information about how roleplay is implemented for speaking activities. One teacher was interviewed on 21 May 2025. There were twelve questions that researcher provided to get more information about how roleplay is implemented for speaking activities. The first question was about the preparation that the teacher implemented in the classroom.

#Excerpt 1

Pertama saya menentukan topik sesuai kurikulum, kebetulan Saya mengajar kelas 11 ya. Kemudian saya menyusun tujuan pembelajarannya serta memberikan intruksi yang jelas. Saya akan membagi siswa saya dalam beberapa kelompok, kemudian mereka akan berdiskusi dikelas. Jadi materi yang sedang saya ajar adalah Narrative Text, yang saya ambil ceritanya relate dengan kegiatan sehari hari mereka contoh cerita Malin Kundang saya akan membagikan peran sesuai dengan watak tokoh yang ada di cerita Malin Kundang. Contohnya Malin Kundang yaitu laki laki dengan karakternya dan perannya, diperankan dengan murid laki laki juga.

[First, I determine the topic according to the curriculum, which is suitable for 11th-grade students. Then, I set clear learning objectives and provide instructions. I'll divide my students into groups, and they'll discuss in class. The material that I teach is Narrative Text, and I've chosen stories that relate to their daily lives, such as the legend of Malin Kundang. I'll assign roles to each student based on the characters in the story. For example, Malin Kundang, a male character, will be played by a male student.]

Based on the interview results, the teacher explained that the first stage carried out was determining learning topics that were relevant to the curriculum, especially for grade XI. In addition, the teacher also prepared learning objectives and gave clear instructions to students. This shows a pedagogical awareness that role play activities cannot be carried out.

#Excerpt 2

Pertimbangannya itu tema dipilih berdasarkan cerita yang terjadi dalam kehidupannya sehari-hari contohnya seperti Malin Kundang dan Bawang Putih Bawang Merah kemudian bisa menggali potensi mereka dan mendorong interaksi speaking murid.

[The theme is chosen based on stories that occur in their daily lives, such as Malin Kundang and Bawang Putih Bawang Merah, then be able to dig into their potential and encourage the interaction of speaking among students .]

The selection of themes or stories used in role play also considers their relevance to students' daily lives. In addition, role distribution is carried out by matching the characters in the story with the student's profile. For example, the character Malin Kundang, who is described as a man, is played by a male student. This approach not only helps students understand the character, but also encourages them to explore the role given more emotionally and linguistically.

The next question was about the implementing roleplay that the teacher implemented in the classroom.

The next question was about the implementing roleplay that the teacher implemented in the classroom.

#Excerpt 3

Saya berkeliling dikelas dan memberikan bimbingan jika ada anak yang kesulitan pelafalan dan kosa kata. Dukungan saya adalah saya memberikan kosa kata yang berkaitan dengan tenses, didalam Narrative Text menggunakan verb 2. Jadi tugas saya merubah kata kerja verb 1 menjadi kata kerja verb 2 dan menemukan kosa kata yang mereka jumpai dalam Narrative Text. Dalam satu kelas ada 30 sampai 34 murid dibagikan dalam 5 sampai 6 kelompok perkelas dan untuk waktu ada 3 jam pertemuan.

[I walk around the classroom and provide guidance to students who struggle with pronunciation and vocabulary. My support includes teaching vocabulary related to tenses, specifically verb 2 used in Narrative Text. My task is to help students change verb 1 to verb 2 and find vocabulary they encounter in the text. In one class with 30-34 students, I divide them into 5-6 groups per class, and we have 3 hours of class time.]

Teachers divide students into five to six groups in one class of around 30 to 34 students. Time allocation is adjusted to the available lesson hours, which is for three meeting hours. During the activity, teachers actively walk around the class to provide direct guidance, especially for students who have difficulty in pronunciation and vocabulary selection.

In terms of linguistic support, teachers' pay special attention to aspects of grammar and sentence structure that are relevant to the learning material. In the context of narrative texts, teachers explain the use of past tense verbs (verb 2) and

provide a list of vocabulary related to the story. This approach helps students to be more linguistically prepared in carrying out their roles.

The next question was about the strategies that the teacher implemented in the classroom.

#Excerpt 4

Siswa belum percaya diri karena bahasa Inggris bukan mother language mereka untuk menggunakan bahasa Inggris lalu ada keterbatasan keanekaragaman kemampuan bahasa mereka seperti kosakata yang sulit, pelafalannya jadi mereka kesulitan untuk speaking. Saya menilai dengan cara melihat dari rubrik penilaian ada aspek dan kriteria. Seperti, pemahaman teks, pengucapan dan ekspresi, kerjasama tim dan kreativitas. Secara langsung dengan lisan dengan berkomentar positif dan memberikan nilai.

[Students lack confidence because English is not their mother tongue, which makes it challenging for them to use English. Additionally, there's a limitation in their language abilities, such as difficulty with vocabulary and pronunciation, which hinders their speaking skills. I assess them by using a rubric with specific aspects and criteria, including text comprehension, pronunciation and expression, teamwork, and creativity. I provide feedback directly through verbal comments, offering positive remarks and scores.

Although role play activities provide many benefits, teachers also acknowledge that there are a number of challenges in their implementation. One of the main obstacles is the low self-confidence of students in using English, considering that the language is not their mother tongue. Teachers also noted the positive impact of implementing this technique on the development of students' speaking skills.

The last question was about the future development that the teacher implemented in the classroom.

#Excerpt 5

Adanya kepercayaan diri dalam siswa dan kelancaran berbicara siswa serta kemampuan mereka berekspresi dengan kosakata baru. Harapan Saya teknik ini digunakan secara konsisten dan dikembangkan dengan teknologi media kreatif untuk meningkatkan keterlibatan siswa dalam melatih kemampuan speaking siswa.

[Students gained confidence, fluency in speaking, and the ability to express themselves using new vocabulary. I hope is that this technique will be used consistently and integrated with creative media technology to increase student engagement in practicing their speaking skills.]

After the role play activity took place, the teacher provided direct feedback in the form of positive verbal comments. This feedback not only serves as a form of appreciation for students' efforts, but also as a reflection tool for students to improve their performance in the next activity.

The teacher also assessed student performance based on an assessment rubric that includes several aspects such as text comprehension, pronunciation, expression, teamwork, and creativity. In reflecting on the use of role play techniques, the teacher said that this method is effective in building students' confidence and fluency in speaking. In the future, the teacher hopes that this technique can be used more consistently and further developed by utilizing technology and creative media.

B. Data Analysis

In this section, the data obtained from the interview session and observation processes, and then categorized into several themes that will be elaborated in this sub-chapter:

1. Preparation

Preparation has become the important stage in implementing role play in speaking classes, since it is the foundation for the success of communicative and interaction-based activities. Based on the results of observations with English teachers at SMA Citra Nusa findings indicate a discrepancy between the ideal plan and practice in the field, especially in terms of providing scenarios. In the three observations conducted in classes XI A1, XI A2, and XI A3, the teacher did not explicitly prepare the role play scenario.

In this step the teacher does not prepare the scenario. But, the students prepare the script.

This is aligned with Rosmayanti and Yahrif (2019), roleplay activities often require a significant amount of time to prepare and the preparation phase plays a crucial role in ensuring the effectiveness of the overall activity. Alghamdy (2022) where preparation and the role of student creativity in developing role play scenarios are important things to do before the implementation process in the classroom. This indicates that the teacher gives students more freedom to develop

their own scenarios based on predetermined topics. On the one hand, this approach can encourage student creativity and initiative.

Moreover, observations also indicate that the teacher did not explicitly convey the learning objectives directly to students at the beginning of the activity. It was noted in all observations,

In this step the teacher explained the purpose of Role Play, but the teacher missed it.

The lack of emphasis on learning objectives has the potential to reduce students' understanding of the instructional value of the activity, so that students can see role play only as a performative activity, not as a means to achieve specific speaking skills. Therefore, Sewagegn (2020) added that conveying learning objectives is important so that students understand the instructional value of the activity.

Based on the results of interviews with English teachers at SMA Citra Nusa, the preparation stage begins with determining a topic that is in same with the curriculum and contextual to students' daily lives. The teacher stated

Pertama saya menentukan topik sesuai kurikulum, kebetulan Saya mengajar kelas 11 ya. Kemudian saya menyusun tujuan pembelajarannya serta memberikan intruksi yang jelas.

[The first thing I do is determine a topic according to the curriculum, I was teaching grade 11. Then I compile learning objectives and provide clear instructions]

This statement shows that preparation is carried out by referring to curriculum standards and aims to support the achievement of speaking competencies systematically. This is aligned with Bahadir & Tuncer (2020) that careful planning and suitability of materials to the curriculum in communication-based learning is important to prepare, including role play. Furthermore, teachers also choose story themes that are familiar with students' cultural backgrounds, such as Malin Kundang or Bawang Putih Bawang Merah. These stories are chosen so that students can more easily understand the context and characters in the role play. The teacher explained

Jadi materi yang sedang saya ajar adalah Narrative Text, yang saya ambil ceritanya relate dengan kegiatan sehari hari... kemudian bisa menggali potensi mereka dan mendorong interaksi speaking murid.

[The theme is chosen based on stories that occur in everyday life... can explore their potential and encourage students' speaking interactions.]

However, in terms of group division, the teacher has systematically grouped students. In classes with between 30-34 students, the teacher divides them into 5-6 groups per class. This is consistent with good pedagogical practices to facilitate effective small group interactions. According to Negara (2021) the procedure involves guided practice, in which students rehearse the role play in pairs or small groups..

Therefore, the finding shows that although the teacher has carried out various forms of initial preparation such as determining topics and dividing groups, there are areas that need to be improved, especially in terms of explicitly conveying learning objectives and providing uniform basic scenarios for students. Moreover, the lack of emphasis on learning objectives has the potential to reduce students' understanding of the instructional value of the activity, so that students can see role play only as a performative activity, not as a means to achieve specific speaking skills. Therefore, Brown & Lee (2025) stated the importance of clear delivery of learning objectives can increase student awareness and motivation.

2. Strategies

The results of the observation support this statement. In the three classes observed (XI A1, XI A2, and XI A3), the teacher consistently divided students into groups systematically, observed their practice, and provided instructions relevant to the roles and expressions in the dialogue. For example, in one of the observation notes it was written,

The teacher monitoring how students read the script while doing expression.

The teacher taught the dialogue to the students, such as expression or tone from the character they played.

The teacher asked students to practice role play with their group.

Teachers teach pronunciation and tone of voice based on the characters played by students. The role of the teacher as a facilitator who not only delivers material but

also provides models that students can imitate so that they are able to speak confidently and on target. In all three observations, it was noted that teachers gave students the opportunity to practice in groups before presenting in front of the class. In fact, teachers let students create their own scripts based on predetermined situations, and only gave directions when needed.

This strategy creates a collaborative learning environment and develops students' critical thinking skills through dialogue improvisation. Rajas & Villafuerte (2018) also further elaborated that the role of mentoring done by teachers in practicing role play is important to encourage students learn in a right way.

Also, in two of the three observations, it was noted that teachers only observed without providing explicit assessments while students were practicing. This shows that although the implementation strategy has been carried out well in terms of facilitation and assistance, the evaluation aspect during the process can still be improved so that the implementation of role play is more comprehensive and oriented towards linguistic achievement.

Based on the results of interviews with English teachers at Citra Nusa High School, the implementation strategy includes forming groups, mentoring during practice, and providing direction regarding pronunciation, expression, and use of dialogue. The teacher stated that she divided students into five to six groups per class and gave students enough time to discuss and prepare their performances.

Saya akan membagi siswa saya dalam beberapa kelompok, kemudian mereka akan berdiskusi dikelas.

[I will divide my students into several groups, then they will discuss in class]

This statement shows that the teacher consciously applies a collaborative approach in implementing role play to encourage active student participation. In addition, teachers also provide linguistic support in the form of vocabulary and sentence structure assistance that are relevant to the text used. When students have difficulty translating texts or changing verbs to the past tense, the teacher provides direct guidance. This is supported by the teacher's statement,

Dukungan saya adalah saya memberikan kosa kata yang berkaitan dengan tenses.. menggunakan verb 2.

[My support is that I provide vocabulary related to tenses... using verb 2]

As stated by Nupponen et al. (2019) that the role of teachers in providing linguistic assistance and correction during the learning process is important. Therefore, it can be concluded that the role play implementation strategies applied by teachers include structured group division, assistance during practice, providing examples of expressions and intonation, and vocabulary as stated by Nupponen et al. (2019) that linguistic support in language learning is very important and teachers must notice this strategy so that student output becomes more accurate and sentence structure support. Rindu & Ariyanti (2017) also added that teachers' monitoring and feedback activities in teaching pronunciation and expression have played a

significant role in providing guidance on expression and intonation to improve students' speaking skills. Therefore, it means that teachers not only let students practice independently through the implementation of role play, but also guide them in understanding the characters, facial expressions, and intonation of voice that are appropriate for the role. These strategies strengthen the effectiveness of role play implementation as a communicative speaking learning technique, although reinforcement is still needed in the aspect of continuous evaluation during the activity process.

3. Implementation

The implementation of role play techniques in speaking learning is inseparable from challenges, both from internal factors of students and from the dynamics of the class as a whole. The findings from the observation strengthen the teacher's statement. In class XI A3, for example, it was noted that “students had not created the script” when the activity began. This indicates a lack of readiness on the part of some students, which could be due to their inability to understand the role or a lack of vocabulary needed to construct the dialogue. Based on Calvin & Sheen (2015), students' linguistic readiness in carrying out communication-based tasks such as role play is important, where students are expected to be able to carry out roles spontaneously without contextual scripts. Therefore, this condition indicates that the challenge in role play is not only in its technical implementation, but also in the linguistic and psychological readiness of the students.

Moreover, observations showed that teachers provide space for students to practice and modify their scenarios. In each class, the teacher encourages students to “modify the situation, dialogue, and add a new character”. This strategy not only increases student participation but also encourages creativity and improvisation, which are important indicators of implementation of roleplay.

Based on interviews with teachers, one of the main challenges faced is the low self-confidence of students in using English. The teacher stated,

Siswa belum percaya diri karena bahasa Inggris bukan mother language mereka...

[Students are not yet confident because English is not their mother language ...]

Therefore, this condition reflects psychological barriers that commonly occur in the context of foreign language learning, especially when students are asked to speak in public or play characters in the target language. Nety & Nurhaeni (2020) also added that psychological barriers such as anxiety and low self-confidence have a significant impact on foreign language learning, especially self-confidence in speaking with other people or in front of many people.

Therefore, based on the results obtained, it can be concluded that although the implementation of role play is faced with challenges such as lack of self-confidence and limited language skills of students, this technique still has a clear positive impact on speaking skills. Hence, to maximize the positive impact of roleplay implementation, Sholiha (2020) stated several implementation steps like preparing the strategy, designing a lesson plan, preparing criteria for success, and

designing a research instrument. With the right guidance and contextual activity design, role play has great potential in creating communicative, participatory, and meaningful learning.

4. Future Development

The development of role play implementation in the future does not only depend on the practices that have been carried out, but is also closely related to how teachers evaluate, provide feedback, and reflect on learning outcomes. Based on the observations showed inconsistencies between the form of evaluation described in the interview and classroom practice. In two of the three observations, it was noted that the teacher had not explicitly evaluated the language aspects of students during the role play practice, with observation notes such as "In this step the teacher just watched the students practice their role play". Meanwhile, only in class XI A1 were teachers seen actively explaining evaluation aspects such as text, pronunciation, expression, teamwork, and creativity. Therefore, this situation indicates an opportunity for improvement in terms of formative assessment, namely evaluation that is carried out continuously during the activity process, not just at the end.

In the observation notes, it was stated that the teacher asked students to "work in groups and modify the situation, dialogue and add a new character". This kind of feedback is reflective and creative, because it encourages students to evaluate their own performance and improve their scripts. However, providing more structured and individual feedback has the potential to improve the quality of role play results and help students understand aspects of language that need to be

improved in more detail. This is also stated by Binu (2020) that constructive and reflective feedback can improve student learning and creativity, where supportive feedback can influence students' self-improvement and skill development.

Based on the interview results, the teacher stated that the form of evaluation was carried out using an assessment rubric that covered various important aspects, such as pronunciation, text comprehension, expression, teamwork, and creativity. The teacher said,

Saya menilai dengan cara melihat dari rubrik penilaian ada aspek dan kriteria. Seperti, pemahaman teks, pengucapan dan ekspresi, kerjasama tim dan kreativitas.

[I assess by looking at the assessment rubric, there are aspects and criteria. Such as text comprehension, pronunciation and expression, teamwork and creativity]

. It is related to Ulker (2017), where the use of rubrics in learning evaluation has played a significant role as the rubric covers various cognitive and affective aspects to understand students' performances. According to Rosmayanti and Yahrif (2019) importance of providing comprehensive feedback after the roleplay session. Therefore, it can be understood that the development of role plays in the future should focus on improving the effectiveness of evaluation and feedback, technology integration, and strengthening support in the student preparation stage. If this is applied consistently, role play will not only become a performative activity in the classroom, but also a strong pedagogical strategy to shape students' speaking skills as a whole.

According to the result of both observation and interview, it can be concluded that the teacher did not explain the goals of doing roleplay and did not to provide the script to the students, meanwhile the teacher had already done the preparation, strategies and implementation of roleplay.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study is about how role play implemented in speaking activities at SMA Citra Nusa. The data is collected through observations and interviews. The result shows that the teacher has implemented most of the stages of doing role play such as doing the preparation, strategies and implementation.

The findings revealed that teacher has implemented basic steps in preparation, such as determining topics and dividing groups systematically. In the implementation of roleplay strategies applied by teachers include structured group division, assistance during practice, providing examples of expressions and intonation, and vocabulary. The teacher provided direct feedback to students verbally. Not only that, the teacher also encouraged students to modify the situation or add characters to the scenario that had been played. Therefore, the implementation of role play is faced with challenges such as lack of self-confidence and limited language skills of students. That was supported by the theory of Sholiha (2020) and Pinatih (2021), roleplay involves several important stages that are interrelated in its practice. These stages include planning materials and situations, forming dialogues, guided practice, implementation, context adaptation, and evaluation.

According to the result of both observation and interview, it is concluded that the teacher has implemented roleplay consisting of doing the preparation,

strategies and implementation of roleplay. and the teacher provide direct feedback to students verbally.

B. Suggestion

The researcher addresses two suggestions to the teacher and other researchers. The first suggestion refers to the teacher. It is expected that English teachers explain the goals of doing role play and provide scripts to the student. The teacher have not consistently conveyed learning objectives explicitly to students and have not provided written scenarios as initial guidelines.

Lastly, it is expected for future researchers to explore role play in a broader context, they can continue this presents study with the different focus. This research only focused on the how teacher implemented roleplay and observations in three class sessions. There was no data collected directly from students regarding participating in role play activities.

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APPENDICES

Appendix 1 : OBSERVATION CHECKLIST

OBSERVATION ROLE PLAY TECHNIQUE FOR SPEAKING ACTIVITIES

Study Title: Role Play Technique for Speaking Activities

Teacher's Name:

Observation Date:

Class/Group Name:

Observation Time:

No.	Indicator	Observed Aspect	Yes	No	Short Notes
1.	Preparation	The teacher explains the purpose of the role play activity to students.			
		The teacher prepares or provides a role play scenario before the activity begins.			
		The teacher divides students into groups or pairs systematically.			
		The teacher provides clear instructions regarding the roles and flow of the scenario.			
2.	Strategy	The teacher provides examples or demonstrations on how to do role play.			
		The teacher helps students understand vocabulary and expressions relevant to the role.			
		The teacher actively monitors the role play process without too much intervention.			
		The teacher records or observes student performance during the activity.			

3.	Implementation	The teacher gives students enough time to prepare and do the role play.			
4.	Future Development	The teacher provides feedback after the role play is complete.			
		The teacher evaluates the language aspects (grammar, vocabulary, pronunciation) of the students.			
		The teacher reflects on the effectiveness of role play in achieving speaking learning objectives.			

Appendix 2 : INTERVIEW

INTERVIEW ROLE PLAY TECHNIQUE FOR SPEAKING ACTIVITIES

INTERVIEW QUESTIONS

No.	Questions	Answer
1.	How do you prepare role play activities in speaking classes?	
2.	What strategies do you use in compiling scenarios or role play materials?	
3.	How do you explain and distribute roles to students in the activity?	
4.	What are your considerations in choosing the theme or situation used in the role play strategy?	
5.	How do you accompany students in carrying out the role play process?	
6.	What form of linguistic support (vocabulary, sentences, structures) do you provide to students?	
7.	How do you organize the implementation time and group division for role play?	
8.	What challenges do you face in implementing role play techniques in speaking classes?	
9.	How do you assess or evaluate student performance in role play?	
10.	What type of feedback do you usually give after role play activities?	
11.	How do you reflect on the effectiveness of role play on improving students' speaking skills?	
12.	What are your expectations for the use of role play techniques in English learning in the future?	

Appendix 3 : OBSERVATION CHECKLIST RESULT

Table 1

Observational Checklist Result on Class XI A2
ROLE PLAY TECHNIQUE FOR SPEAKING ACTIVITIES

Nama Guru: Ms Jennie

Tanggal Obsevasi: 19 Mei 2025

Nama Kelas/Grup: 11 A 2

Waktu Obsevasi: 08.40 – Selesai

No.	Indicator	Observed Aspect	Yes	No	Short Notes
1.	Preparation	The teacher explains the purpose of the role play activity to students.		√	In this step the teacher explain the purpose of Role Play, but the teacher missed it.
		The teacher prepares or provides a role play scenario before the activity begins.		√	In this step the teacher not prepare the scenario. But , the students prepare the script.
		The teacher divides students into groups or pairs systematically.	√		Teachers divide students into five to six groups in one class of around 30 to 34 students.
		The teacher provides clear instructions regarding the roles and flow of the scenario.	√		The teacher monitoring how students read the script while do expression.
2.	Strategy	The teacher provides examples or demonstrations on how to do role play.	√		The teacher thaught the dialog to the students, such as expression or tone from the character they played.
		The teacher helps students understand vocabulary and	√		The teacher help the students about the vocabulary and expression.

		expressions relevant to the role.			
		The teacher actively monitors the role play process without too much intervention.	√		In this step the teacher asked students to practice role play with their group.
		The teacher records or observes student performance during the activity.		√	The teacher asked a group to perform their role play in front of class.
3.	Implementation	The teacher gives students enough time to prepare and do the role play.	√		The teacher give enough time to perform.
4.	Future Development	The teacher provides feedback after the role play is complete.	√		The teacher asked students to work in group and modify the situation, dialog and add a new character.
		The teacher evaluates the language aspects (grammar, vocabulary, pronunciation) of the students.		√	In this step the teacher just watched the students practice their role play.
		The teacher reflects on the effectiveness of role play in achieving speaking learning objectives.	√		The teacher reflects the roleplay into familiar with students' cultural backgrounds.

Table 2
Observational Checklist Result on Class XI A2
ROLE PLAY TECHNIQUE FOR SPEAKING ACTIVITIES

Nama Guru: Ms Jennie

Tanggal Obsevasi: 20 Mei 2025

Nama Kelas/Grup: 11 A 3

Waktu Obsevasi: 08.40 – Selesai

N o.	Indicator	Observed Aspect	Ye s	No	Short Notes
1.	Preparation	The teacher explains the purpose of the role play activity to students.		√	In this step the teacher is supposed to explain the purpose of Role Play, but the teacher missed it.
		The teacher prepares or provides a role play scenario before the activity begins.		√	In this step the teacher does not prepare the scenario. But, the students prepare the script.
		The teacher divides students into groups or pairs systematically.	√		Teachers divide students into five to six groups in one class of around 30 to 34 students.
		The teacher provides clear instructions regarding the roles and flow of the scenario.	√		The teacher monitoring how students read the script while do expression.
2.	Strategy	The teacher provides examples or demonstrations on how to do role play.	√		The teacher thaught the dialog to the students, such as expression or tone from the character they played.
		The teacher helps students understand vocabulary and	√		The teacher help the students about the

		expressions relevant to the role.			vocabulary and expression.
		The teacher actively monitors the role play process without too much intervention.		√	In this step the teacher asked students to practice role play with their group.
		The teacher records or observes student performance during the activity.		√	The teacher asked a group to perform their role play in front of class.
3.	Implementation	The teacher gives students enough time to prepare and do the role play.	√		The teacher give enough time to perform.
4.	Future Development	The teacher provides feedback after the role play is complete.	√		The teacher asked students to work in group and modify the situation, dialog and add a new character.
		The teacher evaluates the language aspects (grammar, vocabulary, pronunciation) of the students.		√	In this step the teacher just watched the students practice their role play.
		The teacher reflects on the effectiveness of role play in achieving speaking learning objectives.	√		The teacher reflects the roleplay into familiar with students' cultural backgrounds

Table 4.3

Observational Checklist Result on Class XI A1

Nama Guru: Ms Jennie

Tanggal Obsevasi: 20 Mei 2025

Nama Kelas/Grup: 11 A 1

Waktu Obsevasi: 09.20 – Selesai

No.	Indicator	Observed Aspect	Yes	No	Short Notes
1.	Preparation	The teacher explains the purpose of the role play activity to students.		√	In this step the teacher explain the purpose of Role Play, but the teacher missed it.
		The teacher prepares or provides a role play scenario before the activity begins.		√	In this step the teacher does not prepare the scenario. But, the students prepare the script.
		The teacher divides students into groups or pairs systematically.	√		Teachers divide students into five to six groups in one class of around 30 to 34 students.
		The teacher provides clear instructions regarding the roles and flow of the scenario.		√	The teacher supposed to monitoring how students read the script while do expression but the teacher missed it.
2.	Strategy	The teacher provides examples or demonstrations on how to do role play.	√		The teacher thaught the dialog to the students, such as expression or tone from the character they played.

		The teacher helps students understand vocabulary and expressions relevant to the role.	√		The teacher help the students about the vocabulary and expression.
		The teacher actively monitors the role play process without too much intervention.	√		In this step the teacher asked students to read the script and help students about the intonation and expression.
		The teacher records or observes student performance during the activity.	√		In this step the teacher asked the students to perform and taught the dialog based on the script.
3.	Implementation	The teacher gives students enough time to prepare and do the role play.	√		The teacher give enough time to perform.
4.	Future Development	The teacher provides feedback after the role play is complete.	√		The teacher asked students to work in group and modify the situation, dialog and add a new character.
		The teacher evaluates the language aspects (grammar, vocabulary, pronunciation) of the students.	√		In this step the teacher explain the aspect of language there is text,pronounciation and expression, teamwork and creativity.
		The teacher reflects on the effectiveness of role play in achieving speaking learning objectives.	√		The teacher reflects the roleplay into familiar with students' cultural backgrounds.

Appendix 4 : THE RESULT OF INTERVIEW

THE RESULT OF INTERVIEW ON ROLE PLAY TECHNIQUE FOR SPEAKING ACTIVITIES

Interviewer: Assalamualaikum Ibu, perkenalkan nama Saya Riza Rahma Pratiwi ingin mewawancarai Ibu tentang penerapan role play dikelas Ibu.

Teacher: Walaikumsalam, baik Riza.

Inteviewer: Untuk pertanyaan pertama bagaimana Ibu mempersiapkan kegiatan role play dalam kelas ini?

Teacher: Ok, yang pertama saya menentukan topik sesuai kurikulum, kebetulan Saya mengajar kelas 11 ya. Kemudia saya menyusun tujuan pembelajarannya serta memberikan intruksi yang jelas.

Interviewer: Selanjutnya, Bagaimana Ibu mempersiapkan kegiatan role play dalam kelas ini?

Teacher: Saya akan membagi siswa saya dalam beberapa kelompok, kemudian mereka akan berdiskusi dikelas.

Interviewer: Bagaimana Ibu menjelaskan dan mendistribusikan peran kepada siswa dalam kegiatan tersebut?

Teacher: Jadi materi yang sedang saya ajar adalah Narrative Text, yang saya ambil ceritanya relate dengan kegiatan sehari hari mereka contoh cerita Malin Kundang

saya akan membagikan peran sesuai dengan watak tokoh yang ada di cerita Malin Kundang. Contohnya Malin Kundang yaitu laki laki dengan karakternya dan perannya, diperankan dengan murid laki laki juga.

Interviewer: Lalu,apa pertimbangan Ibu dalam memilih tema atau situasi yang digunakan dalam role play?

Teacher: Pertimbangannya itu tema dipilih berdasarkan cerita yang terjadi dalam kehidupannya sehari hari contohnya seperti Malin Kundang dan Bawang Putih Bawang Merah kemudian bisa menggali potensi mereka dan mendorong interaksi speaking murid.

Interviewer: Bagaimana Ibu mendampingi siswa selama proses role play berlangsung?

Teacher: Saya berkeliling dikelas dan memberikan bimbingan jika ada anak yang kesulitan pelafalan dan kosa kata.

Interviewer: Apa bentuk dukungan linguistik (kosakata, kalimat, struktur) yang diberikan oleh Ibu kepada murid?

Teacher: Dukungan saya adalah saya memberikan kosa kata yang berkaitan dengan tenses, didalam Narrative Text menggunakan verb 2. Jadi tugas saya merubah kata kerja verb 1 menjadi kata kerja verb 2 dan menemukan kosa kata yang mereka jumpai dalam Narrative Text.

Interviewer: Bagaimana Ibu mengatur waktu pelaksanaan dan pembagian kelompok untuk role play?

Teacher: Dalam satu kelas ada 30 sampai 34 murid dibagikan dalam 5 sampai 6 kelompok perkelas dan untuk waktu ada 3 jam pertemuan.

Interviewer: Apa tantangan yang dihadapi Ibu dalam menerapkan teknik role play di kelas berbicara?

Teacher: Siswa belum percaya diri karena bahasa Inggris bukan mother language mereka untuk menggunakan bahasa Inggris lalu ada keterbatasan keanekaragaman kemampuan bahasa mereka seperti kosakata yang sulit, pelafalannya jadi mereka kesulitan untuk speaking.

Interviewer: Bagaimana Ibu menilai atau mengevaluasi performa siswa dalam role play?

Teacher: Saya menilai dengan cara melihat dari rubrik penilaian ada aspek dan kriteria. Seperti, pemahaman teks, pengucapan dan ekspresi, kerjasama tim dan kreativitas.

Interviewer: Apa jenis feedback yang biasanya diberikan Ibu setelah kegiatan role play?

Teacher: Secara langsung dengan lisan dengan berkomentar positif dan memberikan nilai.

Interviewer: Bagaimana Ibu merefleksikan efektivitas role play terhadap peningkatan keterampilan berbicara siswa?

Teacher: Adanya kepercayaan diri dalam siswa dan kelancaran berbicara siswa serta kemampuan mereka berekspresi dengan kosakata baru.

Interviewer: Apa harapan Ibu terhadap penggunaan teknik role play dalam pembelajaran bahasa Inggris ke depannya?

Teacher: Harapan Saya teknik ini digunakan secara konsisten dan dikembangkan dengan teknologi media kreatif untuk meningkatkan keterlibatan siswa dalam melatih kemampuan speaking siswa.

Appendix 6 : Surat Keputusan Bimbingan



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian

Jalan Pakuan Ketak Pos 452, E-mail: kip@umpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
 DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
 Nomor : 3732/SK/D/IKIP/VI/2025

TENTANG
 PENGANGKATAN PEMBIMBING SKRIPSI
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN.
 DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Menimbang** :
1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
 2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
 3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
 4. Ujian Sarjana harus terselenggara dengan baik.
- Mengingat** :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
 2. Peraturan Pemerintah Nomor 32 Tahun 2013 merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
 3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
 4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
 5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.
- Memperhatikan** :
- Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
- MEMUTUSKAN**
- Menetapkan** :
- Pertama** :
- Mengangkat Saudara
- | | |
|-------------------------------------|-----------------------|
| Istiqoliah Nurul Hidayati,
M.Pd. | Pembimbing Utama |
| Tina Priyanti, M.Pd. | Pembimbing Pendamping |
- Nama : RIZA RAHMA PRATIWI
 NPM : 031118017
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Judul Skripsi : ROLE PLAY TECHNIQUE FOR SPEAKING ACTIVITIES
- Kedua** :
- Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
- Ketiga** :
- Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
 Pada tanggal 13 Juni 2025
 Dekan

 Dwi Eka Suhardi, M.Si.
 NIP. 1. 0694 021 205

- Tembusan :**
1. Rektor Universitas Pakuan
 2. Wakil Rektor I, II, dan III Universitas Pakuan

Appendix 7 : Surat Izin Penelitian

	YAYASAN PAKUAN SILIWANGI UNIVERSITAS PAKUAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN <i>Bermutu, Mandiri dan Berkepribadian</i> Jalan Pakuan Kotak Pos 452, E-mail: kip@umpak.ac.id, Telepon (0251) 8375608 Bogor
Nomor : 9865/WADEK I/FKIP/V/2025	14 Mei 2025
Perihal : Izin Penelitian	
Yth. Kepala Sekolah SMA Citra Nusa di Tempat	
Dalam rangka penyusunan skripsi, Bersama ini kami hadapkan mahasiswa:	
Nama	: RIZA RAHMA PRATIWI
NPM	: 031118017
Program Studi	: PENDIDIKAN BAHASA INGGRIS
Semester	: Akhir
Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 15 Mei s.d. 30 Mei mengenai: ROLE PLAY TECHNIQUE FOR SPEAKING ACTIVITIES	
Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.	
Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.	
Yang a n Dekan Makil Dekan Bidang Akademik dan kemahasiswaan  Dr. Sandi Budiana, M.Pd. NIK. 11006025469	

Appendix 8 : Surat Izin Observasi

	YAYASAN PAKUAN SILIWANGI UNIVERSITAS PAKUAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN <i>Bermutu, Mandiri dan Berkepribadian</i> Jalan Pakuan Ketak Pos 452, E-mail: fkip@umpak.ac.id, Telepon (0251) 8375608 Bogor
Nomor : 9866/WADEK I/FKIP/V/2025	14 Mei 2025
Perihal : Observasi	
 Yth. Kepala Sekolah SMA Citra Nusa di Tempat	
 Dalam rangka penyusunan skripsi, dengan ini kami mohon bantuan Bapak/Ibu untuk memberikan izin kepada mahasiswa:	
Nama	: RIZA RAHMA PRATIWI
NPM	: 031118017
Program Studi	: PENDIDIKAN BAHASA INGGRIS
 mengadakan observasi di lingkungan instansi yang Bapak/Ibu pimpin.	
Atas perhatian dan bantuan Bapak/Ibu, kami mengucapkan terima kasih.	
  a.n Dekan Wakil Dekan Bidang Akademik dan kemahasiswaan Drs. Saiful Budiana, M.Pd. NIK. 11006025469 	

Appendix 9 : Surat Selesai Penelitian

	YAYASAN PENDIDIKAN SURYA PURNAMA JAYA SEKOLAH MENENGAH ATAS (SMA) CITRA NUSA Jl. KSR Dadi Kusmayadi No. 17 Kel. Tengah Cibinong Bogor 16914 Telp/Fax : 021-87916911. www.smacitrnusa.sch.id	
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SURAT KETERANGAN PENELITIAN
Nomor : 115/K.S 12.01/SMAS/VI/2025

Yang bertanda tangan di bawah ini Kepala SMA Citra Nusa Kecamatan Cibinong Kabupaten Bogor, menerangkan bahwa:

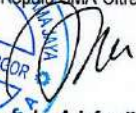
Nama	: Riza Rahma Pratiwi
NPM	: 031118017
Program Studi	: Pendidikan Bahasa Inggris
Universitas	: Pakuan Bogor
Judul Penelitian	: <i>Role Play Technique For Speaking Activities</i>

Yang bersangkutan telah melakukan penelitian di SMA Citra Nusa pada tanggal 19 Mei s.d. 02 Juni 2025.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Cibinong, 20 Juni 2025
Kepala SMA Citra Nusa

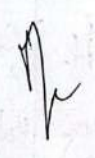



Indra Ariefandi, S.E
NIK. 2910.59

Appendix 10 : Berita Acara Bimbingan Skripsi

Tanggal	Bab	Catatan Bimbingan	Paraf
11 Desember 2021	1	- Mencari artikel - Menentukan judul (Quali/Quanti)	
6 Sept 2022	1	- Tentukan judul - Mencari technique speaking - Cari judul	
2 Nopember 2023	1	- Membaca jurnal - Perbaikan judul	
10 Nopember 2023	2	- 1. Penelitian sebelumnya 2. fenomena speaking anxiety 3. " termasuk Roleplay, manfaat Roleplay mengatasi anxiety. 4. Observasi Sekolah yg telah menerapkan Roleplay 5. GAP. Mengevaluasi hasil penelitian	
22 Januari	1	- Research focus - Move BAB II	
5 Maret	New format	- Informer	
7 Mei 2024	New format	- Instructional Procedure - grammar - Can do to grammar spatial... - reluctant to speak... - can speaking anxiety. - Observer - siswa - Interview guru. - observation. - Teori speaking anxiety. - Communicative language teaching and speaking anxiety.	

Tanggal	Bab	Catatan Bimbingan	Paraf
13 Mei 2024	Now format	Teori nya diperkuat	ph
27 Mei 2024 (Isyqul)	Bab 1 Bab 2 Bab 3	Roleplay/Roleplays? Citation, min 3. Instrumen.	ph
29 Mei Catty H.	Bab 1, 2, 3	Margin. - Chapter II	ph
4 Juni (Tina D.)	Bab 1 Bab 2 Bab 3.		
19 Juli 2024	Bab 1	Background.	ph
04 Januari 2025	Bab 1/2	- Grammar - research focus (technical method) - Chapter 2 Kutipan - Judikan paragraph	ph
28 April 2025 (Isyqul)	Bab 1 Instrumen	- Sesuai theory - Revisi instrumen	ph
14 Mei 2025 Tina A.	Instrumen	- Pace B. Indo - Video form	ph

Tanggal	Bab	Catatan Bimbingan	Paraf
2 Juni 2025 Dr. Istiqbaliah Mpd.	Bab 4	Table statan observasi Don't make the author (passive) - Challenges, Adk ask. - future d - Indicator. - Interview. - 2015.2020.	
10 Juni 2025 Tina Aprilianti Mpd.	BAB 4	- Cara penulisan	
18 Juni 2025 Tina Aprilianti Mpd.	BAB 3	- Eranan nama samaran - Bikin narasi - Cek lagi RQ, aim and focus - Past tense	