Students' Perception of Using Role Play in Facilitating English Speaking Skill

THESIS

Submitted in Partial Fulfillment of the Requirements for Degree of
Bachelor of Education in English Education

By:

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MOTTO

حَسْبُنَا اللّٰهُ وَنِعْمَ الْوَكِيْلُ

"Allah is Sufficient for us. Most Excellent is He in Whom we trust!

(QS. Ali 'Imran 3: 173)

RATIFICATION

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iv

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Wassalamu'alaikum wr. wb.

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ABSTRACT

Title   : Students' Perception of Using Role Play in Facilitating English Speaking Skill
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This study aimed to investigate the Implementation of Role Play and Students' Perception of Using Role Play in Facilitating English Speaking Skill. The participants were twenty seventh of class XI MIPA of SMA Islam Al-Azhar. This study was a descriptive qualitative study in which the data were gained from questionnaire, observation, and interview. The data analysis in this research belongs the stages of data reduction, data display, and drawing conclusions. Observations were made to obtain the answer of the first research question. Researcher also distributed questionnaires aimed at answering the second research question. The researcher also conducted interviews with the aim of strengthening the research results that had been obtained from observations and questionnaires, to obtain additional information or data, and to investigate the research results obtained from observations and questionnaires. Based on the research that has been done, there are two concluded. First, the implementation of using role play in facilitating speaking skill did very well. The students are not only enthusiastic to prepare before performing but also bring some properties to support their performance. The second conclusion is that most students have a positive perception of the use of role play in facilitating Speaking skill. Based on the results of this study, most students have a positive perception of the use of role play in class XI MIPA and role play can also provide many benefits for students. Role playing could increase their speaking ability by speaking spontaneously.

Keywords: Students' Perception, Role Play, Speaking Skill.

DEDICATION

In the Name of Allah, the Most Beneficent, the Most Merciful, this thesis is dedicated to:

1. UIN Walisongo Semarang
2. Education and Teacher Training Faculty
3. English Education Department
4. American Corner UIN Walisongo Semarang
5. SMA N 1 Muaradua
6. SMP N 1 Muaradua
7. SD N 2 Muaradua

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2. Sayyidatul Fadlilah, M.Pd. as the Head of English Language Education
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<div align="center">

Semarang, 19 November 2022

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TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

This chapter contains: Background of the research, research questions, research objectives, pedagogical significance and research limitation.

A. Background of The Research

Looking at fact, it is important to find out an effective technique that can increase the students' interest and motivation in learning speaking English. One of technique is Role Play. Role Play provides the students to practice speaking English as if they were in the real environment. Speaking is perceived by most students to be the most challenging activity.[1]

. Besides the teaching technique, there is also the perception. Perception plays an important part in the learning process since it influences someone's behavior or attitudes and motivation to learn (Nunan 2020). Perception will lead them to different behavior response. The more positive their perception in the learning activities, the higher motivation they will have. Personally, the researcher had positive perceptions on the use of role play in speaking class. The researcher assumed that in the role play, the students could increase their speaking skill better because they could

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[1] P. S Rao, 'The Importance of Speaking Skills in English Classrooms', *Alford Council of International English & Literature Journal*, 2.2 (2019), 6–18 <www.acielj.com>.<https://doi.org/10.29407/e.v5i1.11918>.

practice using the expression directly. Role play also allows the students to work in a group. It would explore the students' social skills such as team work, cooperation, tolerant, and patience.

It is crucial for people to study English because it is one of the languages that is commonly spoken in this era of globalization.[2] English has been taught in Indonesian schools since the very beginning. From kindergarten through senior high school and university, English is taught. Thus, acquiring a language requires four skills, speaking being one of them.

Learning English is tough for many people. One of the reasons is since they are learning English seldom ever utilize it in their regular talks. Most people believe that learned speaking English is more difficult from another, according Nunan (2020). It is critical to develop a method that can spur students' interest in and enthusiasm for learning to speak English.[3]

Speaking can be taught through a variety of methods. Role play is one of them. Through role play, students can train their English-speaking skill (Nunan, 2020).

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[2] Nichella Ayu Clarita, Indah Rahmawati, and Solikin Sudibyo, 'THE IMPACT OF ROLE-PLAY TECHNIQUE ON THE STUDENTS' ENGLISH SPEAKING SKILL', *ETERNAL (English, Teaching, Learning, and Research Journal)*, 6.1 (2020) <https://doi.org/10.24252/eternal.v61.2020.a4>.
[3] Fifa Lestari, 'AN ANALYSIS OF STUDENT SPEAKING SKILL USING ROLE PLAY METHOD', *PROJECT (Professional Journal of English Education)*, 3.1 (2020) <https://doi.org/10.22460/project.v3i1.p114-119>.

The researcher discovered that most speaking difficulties are associated with self confidence in the classroom. Researcher discovered that when Indonesian begin speaking English, they are excessively apprehensive and fear making mistakes or pronouncing words incorrectly. The researcher discovered that the simplest method, role play method it the most engaging and widely used in the English classroom activity while learning English speaking any ways.[4]

Since speaking is a skill that is useful, learning speaking abilities might be challenging. The need for students to converse with one another broadens their vocabulary. Speaking is a skill who often everybody uses in daily activities.

Role play in speaking English is the significant skill that were applied for idea transfer. Role play facilitating in learning English speaking. As its primary objectives to increase student contribution inside classroom and encourage students dare in speaking English, role play can be an immensely powerful instrument in the hands of the teacher.[5]

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[4] Ahmat Rondi Toyib and Ahmad Syafi'i, 'Role-Play As A Method To Overcome Students' Anxiety In Speaking Skill', *EFEKTOR*, 5.1 (2018) <https://doi.org/10.29407/e.v5i1.11918>.

[5] Adib Ahmada, Lailatul Munawaroh, and Darussalam English Journal, 'The Use of Role Play Method to Improve Speaking Skills THE USE OF ROLE PLAY METHOD TO IMPROVE SPEAKING SKILLS The Use of Role Play Method to Improve Speaking Skills', *Darussalam English Journal*, 2.1 (2022), 2807–3223 <https://doi.org/10.30739/dej.v2i1.1506>.

Speaking has been crucial in several sectors nowadays. Role-playing is a method for improving speaking ability. The students' ability to communicate can be developed.[6]

Role-playing seems to be the appropriate practice for students to practice and build confidence while also providing them with an opportunity to use their English efficiently to encourage conversation. Because they may behave like professionals when they role play, students may also feel as though they are engaging in useful activities.[7]

One technique for training speaking skills is role play. "Role play can be a highly good tool in the teacher's toolbox because its main objective is to increase student engagement in the classroom and to encourage learning in the theoretical understanding of a language in action" (Kusnierek, 2015).

"Role play gives a lot of students opportunity to speak because they are the subject of training, by role play students have a large amount of time to communicate," claim Rahman, Yassi, and Arafah (2016).

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[6] Arifiana Tri Wulandari, Bambang Widi Pratolo, and Rika Junianti, 'Students' Perception on the Use of Role-Play to Improve Students' Communicative Competence', *UAD TEFL International Conference*, 2 (2021), 137 <https://doi.org/10.12928/utic.v2.5748.2019>.

[7] Nichella Ayu Clarita, Indah Rahmawati, and Solikin Sudibyo, 'The Impact of Role Play Technique on the Students' Speaking Skill, *ETERNAL (English, Teaching, Learning, and Research Journal)*, 6.1 (2020), 42 <https://doi.org/10.24252/eternal.v61.2020.a4>.

Role play is a technique in which students assume a role and have interactions while each person plays a different part. It is also very adaptable, proactive, imaginative, and role-playing.[8]

B. Research Questions

This research aimed to investigate about Students' Perception of Using Role Play in Facilitating English Speaking Skill. The researcher conducted two research questions:

1. How Role Play is implemented in Facilitating English Speaking Skill?
2. How is Students' Perception of Using Role Play in Facilitating English Speaking Skill?

C. Research Objectives

The researcher conducted two objectives based of research questions above:

1. To find out implementation of using role play in facilitating English speaking skill
2. To find out students' perception of using role play in facilitating English speaking skill

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[8] Lestari.

D. Pedagogical Significance

The researcher expected this research could give some advantages to the teacher, the students, and the future researcher both theoretically and practically.

1. Theoretically, the researcher expected could give theoretical significance in English learning, especially in speaking skill. On the other side, this research serves as a framework, guidance, and reference to the future researcher related research studies.

2. Practically, the result of this study is beneficial:

   a. English teacher of SMA Islam Al-Azhar 16 BSB Semarang

   The researcher expected this research help teacher understanding about students' perception of using role play in facilitating English speaking skill. Students' have different perception whether that is positive or negative perception.

   b. Students' Class XI MIPA of SMA Islam Al-Azhar 16 BSB Semarang

   The researcher expected that students know role play expand their speaking skill. Students also be aware and find out their problems of using role play in facilitating English speaking skill.

   c. Researchers

The researcher expected this research can raise the next researchers in making thesis with related to this topic. Hopefully, the next researcher can gain further information of using role play in speaking skill.

CHAPTER II

Literature Review

This chapter discusses theoretical framework and previous researches.

A. Previous Researches

The author of this thesis took into account several previous researches that were relevant to it. These are:

First research, An International Publication Journal of Natalie Bencic, Lina Rosenkvist (2021) entitled, Students' Perception on The Use Role Play in EFL/ESL Classroom in Relation to Their Speaking Ability. This research aimed to knowing Students Perception of how role play could affect students speaking skill in EFL/ESL classroom. Qualitative method through interview used in this research. The role-group play's structure, theme selection, and framework support all appeared to have contributed to students' increased self-awareness.[9]

Second research, A Publication Journal of Imam Hasbani, Fenny Yutika Seli (2021) entitled, The Impact of Role Play on Students' Speaking Performance. In this research preliminary posttest and questionnaire used to collect the data. Aimed of this research to indicate impact of role play in students speaking

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[9] Nathalie Bencic and Lina Rosenkvist, 'Students ' Perception on Role-Play in EFL / ESL-Classrooms in Relation to Their Speaking Ability'.

performance. The result that role plays impactful part of improving student speaking performance.[10]

Third research, An International Journal of Maria Asuncion Rojas, Jhonny Villafuerte entitled, The Influence of Implementing Role Play as an Educational Technique on EFL Speaking Development. Aimed of this research to explore the influence of implementing role play in EFL speaking. Quantitative method used in this research. The result of this research show implanted of role play on EFL students most used in speaking development.[11]

Fourth research, An International Publication Journal of Binod Neupane (2019) entitled, Effectiveness of Role Play in Improving Speaking Skill. Experimental approach used in this research. The aimed of the research to find out the effectiveness of role play in improving speaking skill. The researcher finds out that role effective in improving speaking skill.[12]

Fifth research, A Publication Journal of Maria Fatima Jaina, Sukmawati, Suharti Sirajuddin entitled, Improving Students' Speaking Skill by Using Scripted Role Play at Class XI MIPA

[10] I Khasbani and F Seli, 'The Impact of Role-Play on Students' Speaking Performance', *Linguists: Journal Of Linguistics and Language Teaching*, 7.2 (2021), 2355–2069 <https://doi.org/10.29300/ling.v7i2.5216>.

[11] Maria Asuncion Rojas and Jhonny Villafuerte, 'The Influence of Implementing Role-Play as an Educational Technique on EFL Speaking Development', *Theory and Practice in Language Studies*, 8.7 (2018), 726–32 <https://doi.org/10.17507/tpls.0807.02>.

[12] Binod Neupane, 'Effectiveness of Role Play in Improving Speaking Skill', *Journal of NELTA Gandaki*, 1.1992 (2019), 11–18 <https://doi.org/10.3126/jong.v1i0.24454>.

Students of SMA Negeri 12 Makassar. Aimed of this research to investigate role play in improving students' speaking skill. Qualitative descriptive used in this research. Result data findings that most students have problems when speaking English without right technique. [13]

B. **Theoretical Framework**

1. **The Meaning of Speaking**

One of the fundamental abilities in learning English is speaking. The importance of speaking ability stems from its use in communication. Speaking is a kind of communication, according to Jones (2017). Make sure your meaning is appropriate for what you are saying and that you communicate it in the most effective way possible. Speaking is crucial when attempting to communicate with others, to put it briefly. In first and second languages, speaking ability merits just as much consideration as literary ability.[14]

One of the most commonly evaluated abilities is also a great means of fostering social cohesion, social standing, career progress, and successful commercial practices. Speaking will be necessary in

[13] Maria Fatima Jaina and Suharti Siradjuddin, 'Improving Students' Speaking Skill by Using Scripted Role Play at Class XI MIPA-2 Students of SMA Negeri 12 Makassar', *Educatio, Language, and Culture*, 2.1 (2022), 55–66.

[14] Ikip Siliwangi, 'T HE USE OF ROLE PLAY TO IMPROVE STUDENTS ' SPEAKING SKILL', 2.3 (2019), 416–20. <https://doi.org/10.1080/1750399X.2014.971486>

every setting this term, and speaking skills can benefit students in English language classes in particular.[15]

Speaking is the act of pronouncing words or sentences in a communication or conversation to impart knowledge, ideas, and information to the other participants.[16]

2. Teaching Speaking

Speaking and listening are intimately associated as a form of communication. It implies that speaking ability and listening ability interact during a discussion. Using their existing skill, the learners must explain what they are saying to the audience.[17] When delivering a message, the students occasionally make blunders. The communication has problems in spelling, grammar, vocabulary, and social and cultural norms. When creating a speech, it's important to pay attention to a few different elements, such as sentence production, stress, intonation, and rhythm.[18] When employing the second language, the elements will be significant and useful.

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[15] Mustafa Altun, 'Using Role-Play Activities to Develop Speaking Skills: A Case Study in the
Language Classroom', *International Journal of Social Sciences & Educational Studies*, 1.4 (2015), 1–59 <www.ijssesjournal.org>.

[16] Jaina and Siradjuddin.

[17] Nurhamimi Togimin and Haliza Jaafar, 'Role Play Activities: An Innovative Approach to Teaching Speaking Skills in an ESL Classroom', *LSP International Journal*, 7.2 (2020), 19–36 <https://doi.org/10.11113/lspi.v7.16310>.

[18] Craig Rood, 'Rhetorics of Civility: Theory, Pedagogy, and Practice in Speaking and Writing Textbooks', *Rhetoric Review*, 32.3 (2013), 331–48 <https://doi.org/10.1080/07350198.2013.797879>.

However, based on Nunan (2020), there are five guidelines for teaching speaking.

First, the teachers are able to distinguish between the contexts of second language acquisition and foreign language acquisition. Language learning refers to a foreign language environment. A language that is utilized for communication is referred to as a second language context. Second, teachers assign a speaking challenge for the students to practice their newly acquired speaking skills with correctness and fluency. Thirdly, teachers need to provide pupils the chance to speak in groups while limiting their own speaking time. It implies that the teachers only facilitate and provide the instruction when the pupils are asked to speak in groups. Fourthly, educators need to provide speaking exercises that actively engage students in the learning process. Last but not least, as a guide to the actual practice, teachers are expected to design some classroom activities that incorporate verbal transactions and exchanges. Transactions and interactions are distinct. The difference is that the interaction's goal is to uphold and build social bonds, whereas verbal transactions primarily focus on conveying the message's meaning.

3. The Implementation of Role Play

In the classroom, role play techniques are frequently used. Each group may have one or more participants, and the role play's objective is to be completed. The use of role-playing faces various

challenges.[19] The students must take part in a play to portray a specific role or character. The students benefit much from the opportunity to practice speaking. Additionally, this method allows pupils the option to proviso communicate with others. [20]

According to Lad Ousse, who was mentioned by Rayhan (2018), a role is a person in a particular circumstance, and play needs to take place in a secure setting where kids may express their creativity. Students that participate in role play experience the world of their imagination. In speaking class, role-playing is a well-known exercise. Students require extra time to prepare their lines of dialogue before participating in role-playing. The character offers the students a few chances to use the script, despite its challenges. The role-play can be directed by the teachers.[21]

The method used to determine the score is the degree of reactivity to complexity. The test-takers become simpler, more focused, and more responsive using this method. In a role-play, the pupils are assigned the roles yet the scene is real. They are informed with the character's identity so they can choose a part that fits their personality. The students are encouraged to speak impromptu, and occasionally the teacher will ask them to respond to a question based

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[19] Neupane.

[20] وحید حدادی؛اصل خانی کریم, 'No Title مقدمه بر ایی کاربرد در فناوری پلیمرها', 2004, 1386.

[21] Cecilia Wadensjö, 'Perspectives on Role Play: Analysis, Training and Assessments', *Interpreter and Translator Trainer*, 8.3 (2014), 437–51 <https://doi.org/10.1080/1750399X.2014.971486>.

on their personal perception. Students engage in role-playing during group discussions by assuming different characters. Each group develops a narrative and performs the roleplay in front of the public. Students act out a drama-like scenario in this activity.[22] Themes, characters, and characterizations are all present in the dialogues that students produce. Role-playing is regarded as one of the communicative-based activities that enables the learners to practice the target language and engage with others for the aim of their competency. referenced in Livingstone by Blatner (2009). Role-playing is a classroom practice that, in accordance with Livingstone, as stated by Krebt (2017), provides an opportunity for students to actively and thoroughly engage with the language.

In other words, role-playing facilitating students to improve their speaking skills.[23] Several benefits have been asserted for role-playing as a fluency practice if it is carried out in couples or groups rather than the class, according to Hedge as mentioned in Yuliana (2014). The roles that the students desire to portray are their choice. The third pertinent study's findings suggest that role-playing in the classroom is an effective way to develop students' English-speaking abilities (Oradee, 2013).

The findings of the fourth pertinent study demonstrated that role-playing enhanced students' success in achieving their objectives

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[22] Toyib and Syafi'i.

[23] Clarita, Rahmawati, and Sudibyo, 'THE IMPACT OF ROLE-PLAY TECHNIQUE ON THE STUDENTS' ENGLISH SPEAKING SKILL'.

(Oradee, 2013). The last findings the most recent study demonstrated that role-playing enhanced students' ability to speak fluently and develop conversational skills (Naksevee, 2013).

4. Perception

a. The Meaning of Perception

Based (Merriam-Webster) (Merriam-Webster) Mental viewpoints, external context, and connectivity in which subjects or components are thought of mentally. According to Altman, Valenzi, and Hodgetts (1985: 85), "the result of meaningfully interpreting the stimuli by which persons chose and group the stimuli" is the notion of perception. A further definition of perception given by George and Jones (2005) is the "process of selecting, organizing, and interpreting the input from an individual's senses (hearing, smell, touch, vision, and taste) in order to provide meanings to their environment." Mc Mc Shame and Glinow (2005) defined perception as the action of ingesting data and evaluating the surrounding world. An object or an event that exists in or occurs in the environment or the outside world is perceived from the point of view of the perceiver. Depending on how people think, it's possible for everyone to perceive a phenomenon in a different way. A person's perception of something is how they view it, and how they see something affects how they perceive it.[24] Collins Dictionary defines pere as a specific way of thinking, especially one that is influenced by your

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[24] Bencic and Rosenkvist.

views or experiences. It serves as a reminder of how important perception is.

b. Perception Works

When the individual's sensor chooses the data from the stimulus, a perceptual process begins, according to Altman et al. (1985:86). The stimuli that come from the environment are stored by sensory receptors before being sent to the brain. The sensor chooses the data from the stimulus and enables the individual to interpret the sensory information, according to Altman et al. (1985:86). The brain interprets the stimulus, and then perception is created. Finally, the outcome of the individual's view will cause them to respond differently to conduct.

c. The Factor Affecting Perception

The selection of stimuli, the structuring of stimuli, the context, and the subject's self-concept are the four elements that can affect a person's perception, according to Altman et al. (1985). The selection of stimuli is the first component that can impact perception. Despite being surrounded by many stimuli, people tend to focus on a small number of them. Selecting refers to this process. It explains why different people have diverse perspectives on events.

The structuring of the stimuli is the second factor. It is necessary to arrange the data in a meaningful way once it has been through the screening process. Situation is the following element. A

person's experience, expectations, and familiarity with a situation all have an impact on how that person sees it. Self-concept is the final component. The way a person views and feels about themselves is their self-concept. People's perceptions of their own self have an impact on how they perceive the world. The way people see themselves in their minds influences a lot of what they think, feel, and act, so self-concept is crucial. The majority of the time, as a person ages, their self-concept evolves.

CHAPTER III

RESEARCH METHOD

The primary emphasis of this chapter is on the research methodology applied to this research. The research design, research setting, research participants, method of data collection, research instrument, and technique of data analysis are some of the subchapters.

A. Research Design

Research design is the method used to choose how to proceed obtaining data for a research study. This thesis used descriptive qualitative. The purpose of this study was to extensively and in-depth characterize the students' perceptions of the use of role play in facilitating English speaking ability. It did this by employing a descriptive qualitative design. Additionally, qualitative research is defined as characteristics of substances, processes, and meanings rather than being experimentally tested or quantified in terms of number, amount, intensity, or frequency, according to Denzin and Lincoln (2000). Data were gathered by observation, interviews, and questionnaire in qualitative research methods. The results of descriptive qualitative study were the data that were gathered.

B. Research Setting

This study was carried out at SMA Islam Al-Azhar 16, BSB Semarang. This study was planned on October 2022.

C. Research Participants

The participants in this study were 27 students from class XI MIPA SMA Islam Al-Azhar 16 BSB Semarang. The material on using role play to learn English was used in the XI MIPA class, which is why the researcher choose this particular class. Researchers chosen this class could incredibly relatable of the topic research.

D. Data Collection Technique

The researcher used three instruments to get the data for this study. The study's instruments included questionnaires, interviews, and observations. Researchers employed qualitative research. The researcher did data collection technique such as giving questionnaires, and doing observations, and interviews to gather data. The researcher utilized open-ended questions in a questionnaire to gather data. Researchers observed in the class and conducted interview using a variety of questions. The information that had been acquired was also completely documented and detailed in Chapter 4. Tables and charts were used to present the questionnaire's results.

Table 3.1, the questionnaire had scores for each choice.

Table 3.1 The Statement's Score

Symbol	Index	Score
SA	Strongly Agree	4
A	Agree	3
D	Disagree	2
SD	Strongly Disagree	1

The average score for each question in this study was gathered in order to establish the primary response. To calculate the average score, researcher used the formula below.

x = Mean $$\overline{X} = \frac{\Sigma X}{n},$$ n= Cumulative Respondents

X= Raw Data   Z=Final Score

The researcher also determined each statement's median value in order to obtain the center score for each one. This score was used to evaluate the most unfavorable and favorable perceptions. The researcher summarized the information contained in the charts and tables when all calculations were complete.

E. **Instrument of the Research**

Three different types of research equipment were employed in this study to gather data included questionnaires, observations, and interviews.

1. Questionnaire

A questionnaire is a research tool in which participants or respondents offer answers, either by writing them down or by marking items that reflect their responses. In this study, a two-part questionnaire was used. Open-ended questions made up the first section, and closed-ended questions made up the second. The open-ended questions, in contrast to the close-ended ones, allow participants to voice their thoughts without fear of being swayed, according to Foddy (as cited in Reja at all, 2018). The primary data collection tool employed for this research's execution was a questionnaire. This questionnaire had 30 closed-ended questions in three categories.

Thirteen statements in the first category discussed implemented of role play in Class XI MIPA. The students were questioned over the entire role-playing exercise that was carried out in class in this category.

Ten statements about the benefits of role play in Class XI MIPA made up the second category. The students were questioned with what they had picked up from the role-playing exercise in Class XI MIPA in this category. Seven statements concerning how students' perception of using role play in facilitating English speaking skill made up the third category. The students were questioned about their overall thoughts on the use of role playing to improve their English-speaking skills in this section.

Table 3.2 Classification of Statements

No.	Statement	Classification numbers
1	Implementation Role Play in the Classroom	2 until 14
2	Advantages using Role Play in the Classroom	15 until 24
3	Students' Perception of Using Role Play in Facilitating English Speaking Skill	1 and 26 until 30

To assess the questionnaire, the researcher employed a Likert scale. The Likert scale summarizes evaluations by asking respondents to indicate whether they strongly agree, agree, disagree, or strongly disagree with each of a series of statements addressing the subject (Ary, Jacobs, Sorensen, and Razavieh, 2010). A number sign was used in this study as the indicator of the responses. To symbolize the indicator of the responses in this study, the researcher employed a numerical sign.

Table 3.3 Questions' Sample

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I have used role play in Elementary School or Junior High School before				
2	A group role play consists of two to three people				
3	A group role play has more than 3 participants				

2. Observation

Observation was the second research method used. To gather the necessary data for this study, the researcher employed a checklist. Checklists are the most straightforward tool that may be used in qualitative research, according to Ary et al. (2010); they are made up of a list of certain points that are noticed. The researcher concentrated on 8 points during the observation in order to collect some evidence. Table 3.4 presents an example of an observation sheet.

Table 3.4 Observations' Sample

No.	Statement	Yes	No
1	Students willing to assist during performing role play		
2	The topic related on real life scenario		
3	The script is memorably recited throughout role play		

3. Interview

Interviews were the third tool utilized in this study. Interviews are typically defined as a method of spoken questioning of a person (Ary at al, 2010). Interviews can be used as the main method of data gathering or in conjunction with other techniques such as observation and document analysis, according to Bogdan and Biklen (as cited in Hoepfl, 1997). The interview was used by the researcher to support the information obtained from the questionnaire and the observation, to gather further information or data, and to clarify the final findings. Ten of the participants' students were chosen by the researcher as a sample for this interview. Five of the ten students had positive perceptions of the use of role play in facilitating English speaking skill, while five had negative perceptions.

F. Data Analysis Technique

The researcher employed descriptive-qualitative technique to examine and characterize the data while they were being arranged and searched for as the study's findings. This approach gathered of qualitative data through a variety of methods, including questionnaires, observations, interviews, and documentation. It appears that more words than numbers are gathered. As a result, before being used, the facts should be processed and analyzed. An analysis according to Miles and Huberman in Sugiyono was one that was used in this study. Data reduction, data display, and conclusion drawing are all components of data analysis. Data collection methods, such as questionnaires, observations, interviews, and others, are used in data analysis, which is the act of finding and organizing the data systems. Based on the collected data, this sought to provide a description of the research topic. Therefore, it can be easy for the researcher and others to comprehend the findings. The steps for data analysis are broken down below.

1. Data Reduction

Data reduction refers to selecting, highlighting, and summarizing significant data. once the information was gathered from the questionnaire, the observation, and the interview. categorized and identifiable data. The data was evaluated to cover the crucial details about the student's perception of using role play in facilitating English speaking skill.

2. Data Display

Data were shown in a form of description regarding the students' perception of using role play in facilitating English speaking skill after the necessary data had been gathered and recognized.

3. Conclusion Drawing

Conclusion that serves as the research's finding as a result of data analysis. The study's findings are presented as a summary of students' perceptions of using role playing in facilitating English speaking skill. The review of the data that have been analyzed is referred to as conclusion drawing and verification. The researcher recognized the outcomes of the questionnaire, observation, and interview after gathering the data. The researcher analyzed the information gleaned from the observation, then provided paragraph-length explanations of the findings. The information gathered from the questionnaire was then processed by the researcher. To determine which people to interview for this study, the researcher computed the questionnaire responses. The researcher then sorted the questionnaire's statements into three categories. Following that, the researcher computed the average of each indication across those 3 parts. The data was then presented by the researcher in charts and tables.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The research's results are presented in this chapter. Answers to the research questions were given using the gathered data. The discussion section then briefly covered the results.

A. Findings

The research's findings are discussed in this section. The researcher examines the use of role playing to improve English speaking ability in Class XI MIPA in the first portion of this section. The findings of a study based on observations of role play in Class XI MIPA are presented in this section. The second portion discusses how students feel about using role playing to improve their English-speaking ability. This section also includes an analysis of the information gathered from the questionnaire, interview, and charts and tables that show how the students perceived the use of role-playing to improve their English-speaking abilities.

1. Implementation Role Play in the Classroom

This section provides the response to the first research question that was posed in the first chapter. The initial research topic asked, "How is the role play implemented in Class XI MIPA?" The researcher did an observation in class XI MIPA to find the answer to this study question. The researcher employed a checklist when doing the observation to get the crucial information on the role play facilitation in class XI MIPA.

The researcher concluded from the observation that the pupils had prepared well for the play. To boost their performance, they also brought certain properties. According to Littlewood (1981), when role acting, students are taught to visualize themselves in a circumstance that might actually occur in daily life. Then, students are required to act as though they are in that circumstance by adopting a particular role from it. The study discovered that while the students were enacting the play, they collaborated with both their own group and the other groups as well. They closely watched the other groups as they gave the performance. The study also discovered that every group got along well.

The day before the turn, they had already done a good amount of planning. Role-playing is a teaching strategy that emphasizes the social aspect of learning and is a member of the social family of models, according to Joyce and Weil (2000). They see cooperative activity as fostering students' academic and social development. Some students didn't remember their lines or their act during the presentation. They began speaking and acting on their own will to handle that scenario. By speaking immediately, it might improve their communication skills. Role-playing obviously has the potential to improve communication, interpersonal skills, and both (Teahan, 2017).

2. Students' Perception of Using Role Play in Facilitating English Speaking Skill

The researcher found that 59.25 percent of students, or 16 out of 27 students, strongly agreed that they had prior experience using role

play. This section utilized information gathered from the questionnaire on the use of role play in class XI MIPA. The first theme dealt with the students' prior experience utilizing role play in elementary school or junior high school. Out of a total of 27 students, 8 students agree, or 29.62 percent, that they had utilized role playing in elementary or junior high school. Meanwhile, 11.11 percent of students, or 3 students, disagree having used role playing in junior high school. This remark was utilized to evaluate the pupils' initial reactions to role play in the classroom and gauge how accustomed they were to it. The researcher discovered from the questionnaire's data results that 33.33 percent, or 9 out of 27 students, strongly agreed that they had enthusiastic when using role play inside the classroom. 14 students, or 51.85 percent of the class, agree that role playing would be beneficial. Four students or 14.81 percent disagreed, and none of students strongly disagreed. It was determined that the majority of students expressed enthusiastic in role playing in the classroom.

In addition, 29.62 percent of students, or 8 students, strongly agreed that role play was an effective strategy that should be used in the class. 62.96 percent of students, or 17 students agree, while 7.40 percent or 2 students disagree that Role play was a strategy that should be employed in the classroom, and none of them strongly disagreed. Role play is an excellent approach to apply in the classroom, according to the questionnaire's results. Since the students were gain knowledge from the role play, it really was beneficial. The students' critical thinking, originality, and pronunciation all must be enhanced. The students were

able to speak freely and pick a few new phrases from their role-playing and that of the other groups, which was another benefit of role-playing. The participants had to construct the context and the role for role play. They then made a conversation better. One advantage of role playing is that it lets students exhibit their personalities, humorous, and preferred communication methods (Doff, 1992).

Using the data gathered from the questionnaire's responses, it was determined that the majority of students could perceive the benefits of role - playing in the classroom. 20 or 74.04 percent students strongly agree of those who responded to the questionnaire's questions fifteen, sixteen, and seventeen, that role play helped them pronounce words more fluently and accurately. 7 students or 25.92 percent of the class, decided to agree, whereas none students decided disagree and strongly disagree. The students were asked if role-playing exercises may boost their creativity for question number eighteen. The study found of 16 students or 59.25 percent, students strongly agree to this statement, relative to 11 students or 40.74 percent agreed, and none students disagree and strongly disagreed. Additionally, the students responded positively to the claim that role play could enhance their critical thinking abilities. This statement was strongly agreed upon by 41.74 percent or 7 students of the class, and agreed upon by 48.14 percent, or 13 students, and disagreed upon by 11.1 percent, or 3 students, none students chosen strongly agree. A student's ability to communicate naturally was mentioned in question 20. The study found that 12 students, or 44.44 percent, chosen strongly agree, and 15 students, or

55.55 percent chosen agree. It was discovered that the majority of students perception that role play enabled them to enhance their English-speaking ability.

B. Discussion
1. Implementation Role Play in the Classroom

This part provided an explanation of the findings from the class XI MIPA observation. The instructor split the class into groups of five or six pupils for the role-playing session. The teacher provided the play's theme. Talk show was the subject of the play. The overall topic for the talk show was provided by the teacher, and the students were then free to select the specific theme for their talk show. In the lesson, there were five groups. Each group's play had a unique topic. The topics included election, family, health, and horror movies. Each group had fifteen minutes to present their performance. The learners did a great job of preparation. To support their performance, they brought various items. The play's conversation was performed by memorizing the script's speech, particularly when they missed their parts, the students engaged in some spontaneous improvisation. The learners worked well together in their group. While acting out the play, they supported one another. They supported the other team members as they set up the play's settings and properties.

They also provided hints when another member forgot the line by making signs, shouting the words, or doing improvisations to correct the mistakes of other players. The play's whole dialogue was performed

in English. But occasionally, when presenting their play, students would switch to Bahasa when they forgot the script. The other team's attention a group's play with great interest when the group performed. Even though they occasionally still worked on their own play's preparation, they took their time watching the performance and paid close attention to the plays of the other groups. A brief explanation was given by the instructor at the start of class when the day of their turn to perform. The teacher explained everything in English. After that, the teacher just watched the play from the center of their performance in the classroom and graded the performance.

The teacher provided some extra details and an explanation of the play after each group had finished their performance. The performance was performed flawlessly, as concluded. The learners were well-prepared. They worked well with their group. Even though they were occupied with their group's preparations at times, the other groups focused their attention to each group as they performed their plays. It was performed entirely in English. The students occasionally utilized Indonesian in their group to provide hints.

2. **Students' Perception of Using Role Play in Facilitating English Speaking Skill**

The statements from the questionnaire were split up into three groups by the researcher. Role play implementation was the first topic. The benefits of role play in class XI MIPA were the topic of the second category, and the students' perceptions of role play in class XI MIPA

were the topic of the last category. The researcher provided comprehensive information regarding how the students felt about the use of role playing in class XI MIPA in the first category. There were thirteen statements in this classification. The researcher displayed the mean scores of every statement throughout this classification inside the format of a table and chart to obtain the complete data.

Chart 4.1 presented the first category's detailed data

Variety	Students' Amount
SA	7
A	13
D	6
SD	1
Total	**27**

The percentage of students who responded positively and negatively towards implementation of role play in class XI MIPA shown in Table 4.1. The implementation of role play in class XI MIPA was perceived negatively by 7 out of the 27 respondents. Six respondents selected disagree, while one selected with strongly disagree. Twenty respondents had positive views of the implementation of role play. Thirteen respondents opted to agree, while seven respondents chose to strongly agree.
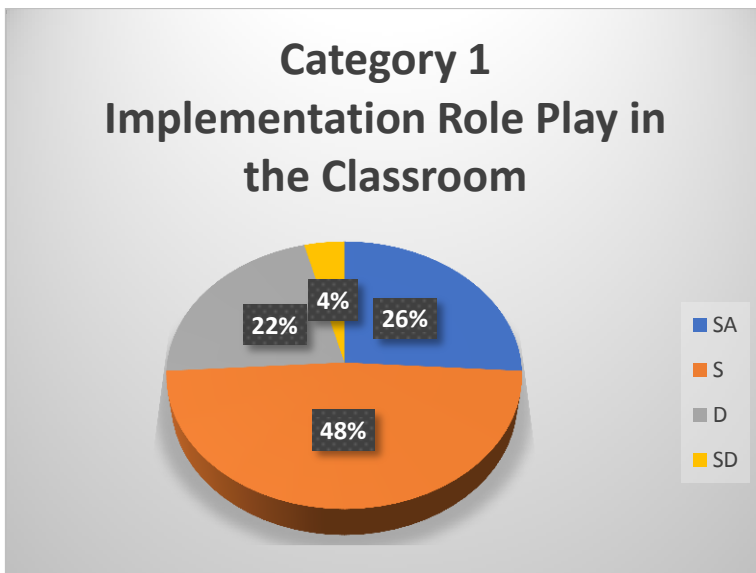
Chart 4.1

In addition, chart 4.1. presented percentage data regarding the implementation role play in class XI MIPA. The adoption of role play in class XI MPA was seen as a success by the majority of respondents, shown in chart 4.1. As much as 48% of respondents agreed, while 26% selected to strongly agree. As a result, several respondents expressed negative opinions of the use of role play in class XI MIPA. Regarding the implementation role play in class XI MIPA, there were 22% who selected to disagree and 4% who selected to strongly disagree. The benefits of role play in the class as the second categorized. As indications of the benefits of role playing, 10 statements were employed. These varieties: 1) Students' pronunciation improved by role play, 2) students' speaking fluency improved by role play, 3) students' speaking accuracy improved by role play, 4) students' creativity

when speaking English improved by role play, 5) students' critical thinking improved by role play, 6) students speak obviously by role play, 7) from the other groups' plays students picked up new expressions, and 8) when role play done students felt more ease in speaking English, 9) The role play helped the students comprehend the content, and 10) The students expressed enthusiastic in the role play's utilization in the classroom.

Chart 4.2 presents the second category's detailed data.

Variety	Students' Amount
SA	13
A	11
D	3
SD	0
TOTAL	**27**

The specific information on the advantages through using role play in class XI MIPA was presented in Chart 4.2. The chart above led to the conclusion that the majority of respondents had a positive opinion of advantages of role playing in class XI MIPA. Eleven respondents selected "agree," while thirteen selected "strongly agree." Some students had a negative opinion on the advantages of role play in class XI MIPA. 3 participants selected "disagree," while none of them selected "strongly disagree."
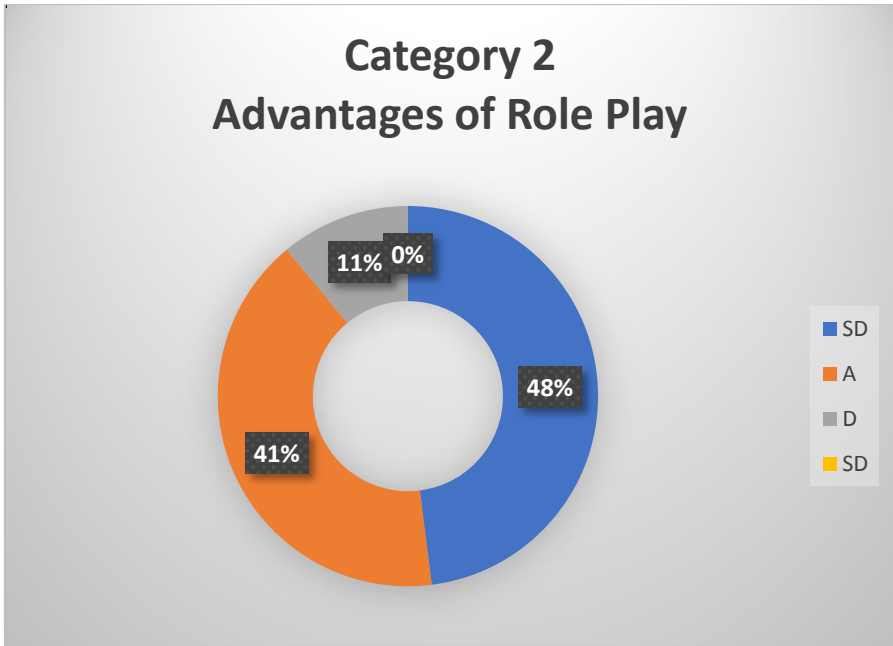
Chart 4.2

The second category describing the advantages of role play in class XI MIPA shown in Chart 4.2. the results showed that 48 percent students selected strongly agree, and 41 percent selected agree, regarding the advantages of implementing role play in class XI MIPA. None of students selected strongly disagree, while 11 percent students selected disagree. The majority of students had positive perceptions of the benefits from using role play in class XI MIPA, as shown by the data of the second category.

Students' perceptions of using role play in class XI MIPA were the topic of the questionnaire's final statement category. There were six statements inside this category. According to the data's findings, the majority

of students stated positive perception of role play in class XI MIPA was helpful. Chart 4.3 contains all the detailed information for the third category.

Chart 4.3 presented third category's detailed data.

Variety	Students' Amount
SA	8
A	14
D	4
SD	1
TOTAL	**27**

The majority of students, as shown in Chart 4.3, expressed positive perception of using role play in class XI MIPA. Eight students selected "strongly agree," and fourteen selected "agree." Additionally, several respondents had a negative view with this category. One student decided to strongly disagree, and it was four students decided to disagree. Additionally, it was found that role-playing in class XI MIPA had been seen positively by 22 respondents and negatively by 5 respondents.
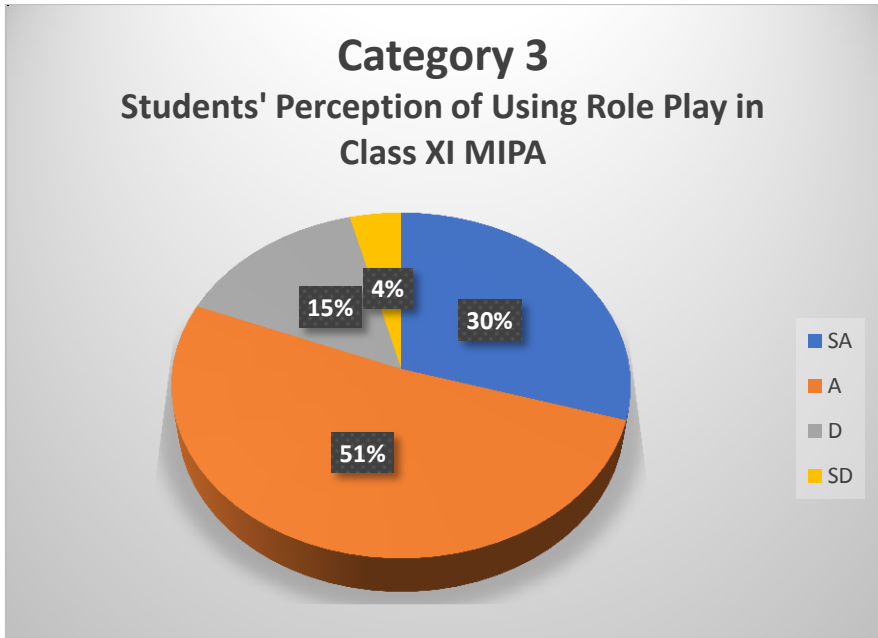
Chart 4.3

The specific results for third category shown in chart 4.3. It was clear that more respondents overall expressed positive perception of using role play in class XI MIPA than negative perception. In this category, 60 percent students obviously agreed, and 30 percent students chose to strongly agree. 15 percent students selected to disagree, while 4 percent chose to strongly disagree. The questionnaire's findings showed that the majority of students perception had positive in utilizing role play in class XI MIPA. Role play was effectively applied in class XI MIPA, as indicated by the data gathered from the questionnaire.

The first category's findings indicated that the majority of students selected strongly agree and agree on the category's thirteen statements. Another conclusion that could be obtained is that students gained advantages from utilizing role play in the classroom. The students' critical thinking, pronunciation, creativity, fluency, and accuracy were already facilitated by role play. Students could speak naturally while role playing and picking up new expressions. Additionally, the students gained more confident when speaking English. The students were generally interested of utilizing role play in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion. The conclusion based on the data analysis was found that were discussed in Chapter IV.

A. Conclusion

The aimed of this study was to investigate of implementation role play in class XI MIPA as well as to investigate students' perceptions of using role play in facilitating English speaking skill. as indicated in Chapter I. The researcher employed a questionnaire, observation, and interviews to gather the data for this study. First research question concerning the implementation of role play in class XI MIPA was answered utilizing the observation. Students' perception of using role play in facilitating English speaking skill in class XI MIPA was the second research question and already answered by utilizing the questionnaire.

The researcher concluded from the observation that role play was successfully implemented in class XI MIPA. The students rehearsed the dialogue and gathered some props to utilize in their performance well in advance of the performance. The study furthermore found that the students cooperated in class, both with their own group and with another group. They observed the games of the other groups quite carefully. The teacher observed the plays as they were being performed

by the students and graded them. The play's subject was a scene from everyday life.

In order to gather data for the second research question, that aimed to find out how students' perception of using role play in facilitating English speaking skill, the researcher conducted questionnaires and interviews. 27 students from class XI MIPA were participated of questionnaire. Five open-ended and thirty closed-ended questions, all divided to three parts. First part dealt with the implementation of role play in class XI MIPA. Second part deal with the advantages of role play in class XI MIPA. And the last part deal with how students' perception of using role play in facilitating English speaking skill.

The first category's results in the finding that the majority of students perception about implementation role play in class XI MIPA was positive results. Thirteen students or 48 percent agreed, while seven students or 26 percent selected strongly agree. The implementation of role play in class XI MIPA was perceived negatively by some students. Six respondents or 22 percent, selected disagree, while one or 4 percent, selected strongly disagree.

The second category also gained perception's positive. The majority of students expressed perception's positive of advantages using role play in class XI MIPA. Thirteen students, or 38 percent, selected "strongly agree," while eleven students, or 41 percent, selected "agree." Yet, several students expressed a perception's negative of

advantages using role play in class XI MIPA. None students selected strongly disagree, and three students or 11 percent selected disagree.

As with the first and second categories, the third category's finding was essentially same. A higher percentage of students with positive perceptions than negative perceptions of using role play in class XI MIPA. Eight students or 27 percent, selected "strongly agree," while fourteen students or 52 percent, selected "agree." The utilization of role plays in class XI MIPA also perceived negatively perceptions by some students. Only one respondent 4 percent selected strongly disagree, while four students or 15 percent selected disagree. The majority of the students had perception's positive of using role play in class XI MIPA, as indicated by the overall statement category inside the questionnaire.

B. Suggestion

Following the findings of the study, role play facilitated students improve their English-speaking skills. The more effectively the students perform role play, the better. To improve the performance, it is crucial to prepare well. Students who pay close attention and cooperate with others in their group as well as in other groups will learn a great deal.

The final suggestion is for upcoming researchers. The researcher is conscious of the fact that there are still numerous flaws in this work, that remain far from excellent. The researcher aspires for the following researcher to conduct and analyze this research in a better way.

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Questionnaire Guideline

Number	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I have used role play in Elementary School or Junior High Schol before				
2	A group role play consists of two to three people				
3	A group role play has more than 3 people				
4	I am willing to assist with the role play				
5	I pay close attention to the teacher's guidance				
6	The topic related on real life scenario				
7	I am excited in role play session				
8	The script is memorably recited throughout role play				

9	Conversation spontaneously				
10	I can speak freely in my role play session				
11	I am full speaking English during role play session				
12	I pay attentively to another group session				
13	After role play session teacher rectifies students' pronunciation errors				
14	After role play session teacher rectifies students' grammar errors				
15	My English pronunciation increased by role play				
16	My speaking accuracy increased by role play				
17	My creativity when speaking English increased by role play				

18	My critical thinking skill increased by role play				
19	My speaking fluency increased by role play				
20	I can speak more freely when my role play session				
21	I pick up several new expressions from another team				
22	After role play I more confident when speaking in English				
23	Role play is a good way for me to imagine the subject				
24	Role play appeals to me				
25	Role play is a great way in facilitating English speaking skill				
26	Utilizing role play in the class is demanding.				
27	Role play session is				

	appropriate for the material provided				
28	Role-play more engaging when the subject from real life scenario				
29	Role-play more engaging for students when the subject from new situation				
30	I gain a lot of experiences of using role play				

Observation Guideline

Number	Statement	Yes	No
1.	A group role play consists of two to three people		
2.	A group role play has more than three people		
3.	Students willing to assist during performing role play		
4.	The topic related on real life scenario		
5.	The script is memorably recited throughout role play		
6.	Conversation spontaneously		
7.	After role play session teacher rectifies students' pronunciation errors		
8.	After role play session teacher rectifies students' grammar errors		

Interview Guideline

Number	Statement
1.	How do you feel about employing role play to improve your speaking skill in English?
2.	What obstacles do you encounter when role playing?
3.	Does role play assist you to improve your speaking skill in English?
4.	What role play subjects do you favor to use in speaking activity?
5.	Please provide your ideas for more better implementation role play in facilitating your speaking skill in English?

RPP

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMA Islam Al Azhar 16	Kelas/Semester	: XI/Ganjil
Mata Pelajaran	: Bahasa Inggris	Tahun Pelajaran	: 2022/2023
Materi	: People are people	Alokasi Waktu	: 2 X 45 Menit
Keterampilan	: Speaking (Role Play)		

A. TUJUAN PEMBELAJARAN

1. Siswa dapat membuat kalimat-kalimat cara memesan menu
2. Siswa mampu membuat dialog untuk menu pesanan
3. Siswa mampu praktek dialog untuk urutan menu
4. Siswa mampu mengekspresikan dan bertindak dialog didepan kelas

B. KEGIATAN PEMBELAJARAN

PENDAHULUAN	❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran sebagai sikap disiplin ❖ Mengaitkan materi pembelajaran yang akan dilakukan dengan bertanya misalnya : 　➔ Are you a people person? ❖ Materi yang akan dipelajari oleh siswa adalah: *Active Conversation, Role Play* ❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung	5 Menit
KEGIATAN INTI	**Activities** ❖ Siswa diberikan brainstorming yang berkaitan dengan topik yang mereka akan pelajari ❖ Siswa diberikan kesempatan oleh guru untuk berbagi pendapat mereka ❖ Siswa djelaskan materi dan memperkenalkan Teknik Role Play ❖ Siswa diberikan contoh conversation Role Play Example The telephone conversation : Receptionist : Good morning, BCA corporation. Can I help you? Guest's Secretary : My name is jinny and this is my manager, Karla. We want to see Mr.Carl. Is he at the office now? Receptionist : I am sorry. He is having a meeting with his client from Singapore in Lingtom Hotel now. Can I take a message? Guest : All. Right. Please tell him that I would be in your office between 3 or four in this afternoon to discuss the new our business. Receptionist : Fine, I'll give him a message. * Some Expressions you can use the conversation <table><tr><td>Statement</td><td>Possible Answer</td></tr><tr><td>May I help you?</td><td>Yes, you may</td></tr><tr><td>Can I help you?</td><td>Yes, you can</td></tr><tr><td>Can I do for you?</td><td>Yes, you may</td></tr><tr><td>May I speak to Jhonson, please?</td><td>Yes, you can</td></tr><tr><td>Can I speak?</td><td>Yes, you could</td></tr></table> ❖ Siswa diminta untuk menganalisis ekspresi conversation Role Play ❖ Siswa diberi beberapa pengetahuan dan pernyataan yang berhubungan dengan topik yang akan dibahas ❖ Siswa diminta membentuk pasangan dan bekerja dalam kelompok yang terdiri dari 3-4 orang. ❖ Setelah bekerja secara berkelompok untuk mendiskusikan dan membuat dialog cara memesan menu di restoran. ❖ Siswa diminta untuk melakukan percakapan dengan kelompok mereka dan mempraktekkan didepan kelas	75 Menit
PENUTUP	❖ Siswa dievaluasi dari kemampuan berbicara mereka yang terdiri dari pengucapan, kefasihan, dan ekspresi. ❖ Siswa diminta untuk memberikan komentar dan saran kepada masing-masing kelompok ❖ Guru mengevaluasi dan membuat simpulan ❖ Siswa diberi kesempatan untuk mengajukan pertanyaan ❖ Berdoa dan Memberi salam.	10 Menit

C. PENILAIAN

SIKAP	PENGETAHUAN	KETERAMPILAN
1. Bekerjasama dalam diskusi kelompok 2. Menggunakan bahasa yang baik dan benar.	1. Menggunakan Teknik Role Play dalam percakapan	1. Pengucapan 2. Kefasihan 3. Mengekspresikan karakter/tokoh

Mengetahui
Kepala SMA Islam al Azhar 16

Titan Ajiyana, S.Pd. M.M.
NIP. -

Semarang, 29 Mei 2022
Guru Mata Pelajaran

Wahid Kurniadi Setiawan, S.Pd.
NIP. -

APPENDIX II

Questionnaire's Results

Number	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I have used role play in Elementary School or Junior High Schol before	18	8	3	-
2	A group role play consists of two to three people	3	7	17	-
3	A group role play has more than 3 people	12	14	1	-
4	I am willing to assist with the role play	14	12	1	-
5	I pay close attention to the teacher's guidance	12	15	0	-
6	The topic related on real life scenario	3	18	6	-
7	I am excited in role play session	11	15	1	-
8	The script is memorably recited throughout role play	1	13	12	-

9	Conversation spontaneously	1	11	15	-
10	I can speak freely in my role play session	4	14	9	-
11	I am full speaking English during role play session	8	16	3	-
12	I pay attentively to another group session	10	16	1	-
13	After role play session teacher rectifies students' pronunciation errors	14	13	-	-
14	After role play session teacher rectifies students' grammar errors	12	15	-	-
15	My English pronunciation increased by role play	20	7	-	-
16	My speaking accuracy increased by role play	20	7	-	-
17	My creativity when speaking English increased by role play	20	7	-	-

18	My critical thinking skill increased by role play	16	11	-	-
19	My speaking fluency increased by role play	11	13	3	-
20	I can speak more freely when my role play session	12	15	-	-
21	I pick up several new expressions from another team	9	17	1	-
22	After role play I more confident when speaking in English	9	14	4	-
23	Role play is a good way for me to imagine the subject	5	16	6	-
24	Role play appeals to me	9	14	4	-
25	Role play is a great way in facilitating English speaking skill	8	17	2	-
26	Utilizing role play in the class is demanding.	8	19	-	-
27	Role play session is	4	18	5	-

	appropriate for the material provided				
28	Role-play more engaging when the subject from real life scenario	8	12	6	1
29	Role-play more engaging for students when the subject from new situation	7	15	5	-
30	I gain a lot of experiences of using role play	11	16	-	-

Questionnaire's Results in Percent

Number	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I have used role play in Elementary School or Junior High Schol before	59%	30%	11%	-
2	A group role play consists of two to three people	11%	26%	63%	-
3	A group role play has more than 3 people	44%	52%	4%	-
4	I am willing to assist with the role play	52%	44%	4%	-
5	I pay close attention to the teacher's guidance	44%	56%	-	-
6	The topic related on real life scenario	11%	67%	22%	-
7	I am excited in role play session	41%	56%	4%	-
8	The script is memorably recited throughout role play	4%	48%	44%	-
9	Conversation	4%	41%	56%	-

	spontaneously				
10	I can speak freely in my role play session	15%	52%	33%	-
11	I am full speaking English during role play session	30%	59%	11%	-
12	I pay attentively to another group session	37%	59%	4%	-
13	After role play session teacher rectifies students' pronunciation errors	52%	48%	-	-
14	After role play session teacher rectifies students' grammar errors	44%	56%	-	-
15	My English pronunciation increased by role play	74%	26%	-	-
16	My speaking accuracy increased by role play	74%	26%	-	-
17	My creativity when speaking English increased by role play	74%	26%	-	-
18	My critical thinking	59%	41%	-	-

	skill increased by role play				
19	My speaking fluency increased by role play	41%	48%	11%	-
20	I can speak more freely when my role play session	44%	56%	-	-
21	I pick up several new expressions from another team	33%	63%	4%	-
22	After role play I more confident when speaking in English	33%	52%	15%	-
23	Role play is a good way for me to imagine the subject	19%	59%	22%	-
24	Role play appeals to me	33%	52%	15%	-
25	Role play is a great way in facilitating English speaking skill	30%	63%	7%	-
26	Utilizing role play in the class is demanding.	30%	70%	-	-
27	Role play session is appropriate for the	15%	66%	19%	-

	material provided				
28	Role-play more engaging when the subject from real life scenario	30%	44%	22%	4%
29	Role-play more engaging for students when the subject from new situation	26%	55%	19%	-
30	I gain a lot of experiences of using role play	41%	59%	-	-

APPENDIX III

1. Sample Questionnaire Result

Questionnaire

Nama : Hana Bakhitah

Kelas : XI MIPA

No Absen : 06

Please checklist these statements following the instruments (SA, A, D, or SD)!

Number	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I have used role play in Elementary School or Junior High Schol before	✓			
2	A group role play consists of two to three people		✓		
3	A group role play has more than 3 people		✓		
4	I am willing to assist with the role play		✓		
5	I pay close attention to the teacher's guidance	✓			
6	The topic related on real life scenario		✓		
7	I am excited in role play session		✓		
8	The script is memorably recited throughout role play			✓	
9	Conversation spontaneously		✓		
10	I can speak freely in my role play session		✓		
11	I am full speaking English during role play session		✓		
12	I pay attentively to another group session		✓		
13	After role play session teacher rectifies students' pronunciation errors	✓			
14	After role play session teacher rectifies students' grammar errors		✓		
15	My English pronunciation increased by role play	✓			
16	My speaking accuracy increased by role play	✓			
17	My creativity when speaking English increased by role play	✓			
18	My critical thinking skill increased by role play	✓			

19	My speaking fluency increased by role play		✓		
20	I can speak more freely when my role play session		✓		
21	I pick up several new expressions from another team		✓		
22	After role play I more confident when speaking in English		✓		
23	Role play is a good way for me to imagine the subject		✓		
24	Role play appeals to me		✓		
25	Role play is a great way in facilitating English speaking skill	✓			
26	Utilizing role play in the class is demanding.		✓		
27	Role play session is appropriate for the material provided		✓		
28	Role-play more engaging when the subject from real life scenario	✓			
29	Role-play more engaging for students when the subject from new situation		✓		
30	I gain a lot of experiences of using role play	✓			

2. Observation Result

Observation Sheet

Number	Statement	Yes	No
1.	A group role play consists of two to three people		✓
2.	A group role play has more than three people	✓	
3.	Students willing to assist during performing role play	✓	
4.	The topic related on real life scenario	✓	
5.	The script is memorably recited throughout role play	✓	
6.	Conversation spontaneously		✓
7.	After role play session teacher rectifies students' pronunciation errors		✓
8.	After role play session teacher rectifies students' grammar errors		✓

3. Sample Interview Result

Hana Bakhitah
06
XI MIPA

Interview

Please give you answer the following questions bellow.

Number	Statement
1.	How do you feel about employing role play to improve your speaking skill in English?
	That's nice method, but I think that's less challenging because less diverse Vocabulary
2.	What obstacles do you encounter when role playing?
	The Confidence, Sometimes I still feel shy.
3.	Does role play assist you to improve your speaking skill in English?
	Not that good, but Ok
4.	What role play subjects do you favor to use in speaking activity?
	The topics that will Improves my Vocabulary and my grammar
5.	Please provide your ideas for more better implementation role play in facilitating your speaking skill in English?
	Give a simple gift for students as a reward like Candy or some snack, so that they are more excited and feel appreciated.

APPENDIX IV

Documentation

The teacher explained how the implementation of role play

Students are practicing role play

The Students divided into some groups to discussing about the topic of role play

Researcher giving the questionnaire and interview questions

CURRICULUM VITAE

Muammar Kadafie
English Education

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Skills

Public Speaking

Editor

Languages

Martial Art

Volunteer Work and Interests

*Chairman of American Corner
UIN Walisongo Semarang*

*Pengurus GenBI Komisariat UIN
Walisongo Semarang tahun 2022*

*Wakil Ketua Umum UKM LSB UIN
Walisongo tahun 2021*

HMJ English Education in Education
Divison tahun 2021

Ketua Ranting Karate Kushin Ryu M
Karate-Do Indonesia

Member of IKAMABSII 2021

Achievements

Duta GenRe Kota Semarang

Awardee Bank Indonesia Scholarships

Presenting at Annual Program of United States
Embassy

Internship att International Model United Nations

Delegates of International Model United Nations
representing Sri Lanka

Juara 1 Karate Kumite Putera 2019

Juara 3 Karate Kata Beregu 2019

Juara 1 Speech in Festival Kab. OKUS 2018

Duta Pariwisata Kab. OKUS 2018

Runner up 2 Bujang Gadis OKUS 2018

juara 1 Spelling Be in anniversary GEC

Education

English Education UIN Walisongo Semarang

SMA N 1 Muaradua OKUS Palembang

SMP N 1 Muaradua OKUS Palembang

SD N 2 Muaradua OKUS Palembang

**"Cukuplah Allah yang menjadi pelindung dan
sebaik-baiknya penolong bagi kita"**

69