THE IMPLEMENTATION OF ROLE PLAY IN TEACHING SPEAKING
TO SECONDARY STUDENTS

THESIS
Submitted in Partial Fulfillment
of the Requirement for the Degree of
Sarjana Pendidikan

Rizky Aulia
112015007

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
2019
THE IMPLEMENTATION OF ROLE PLAY IN TEACHING SPEAKING TO SECONDARY STUDENTS

THESIS
Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan

Rizky Aulia
112015007

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
2019
PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama : Rizky Aulia

NIM : 112015007 Email : 112015007@student.uksw.edu

Fakultas : Bahasa dan Seni Program Studi : Pendidikan Bahasa Inggris

Judul tugas akhir : THE IMPLEMENTATION OF ROLE PLAY IN TEACHING SPEAKING TO SECONDARY STUDENTS

Pembimbing : Prof. Dr. Gosti Astika, M.A.
Penguji : Frances Lorraine Sinanu S.Pd, M.A.

Dengan ini menyatakan bahwa:

1. Hasil karya yang saya serahkan ini adalah asli dan belum pernah diajukan untuk mendapatkan gelar kesarjanaan baik di Universitas Kristen Satya Wacana maupun di institusi pendidikan lainnya.

2. Hasil karya saya ini bukan saduran/terjemahan melainkan merupakan gagasan, rumusan, dan hasil pelaksanaan penelitian/implementasi saya sendiri, tanpa bantuan pihak lain, kecuali arahan pembimbing akademik dan narasumber penelitian.

3. Hasil karya saya ini merupakan hasil revisi terakhir setelah diuji dan disetujui oleh pembimbing.

4. Dalam karya saya ini tidak terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali yang digunakan sebagai acuan dalam naskah dengan menyebutkan nama pengarang dan dicantumkan dalam daftar pustaka.

Pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari terbukti ada penyimpangan dan ketidakbenaran dalam pernyataan ini maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya saya ini, serta sanksi lain yang sesuai dengan ketentuan yang berlaku di Universitas Kristen Satya Wacana.

Salatiga, 3 Mei 2019

Rizky Aulia

[Signature]

F-LIB-060
PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:

Nama : Rizky Aulia
NIM : 112015007 Email : 112015007@student.uksw.edu
Fakultas : Bahasa dan Seni Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : THE IMPLEMENTATION OF ROLE PLAY IN TEACHING SPEAKING TO SECONDARY STUDENTS

Dengan ini saya menyerahkan hak non-eksklusif* kepada Perpustakaan Universitas - Universitas Kristen Satya Wacana untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya saya ini dengan mengacu pada ketentuan akses tugas akhir elektronik sebagai berikut (beri tanda pada kotak yang sesuai):

☐ a. Saya mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA

☐ b. Saya tidak mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA**

* Hak yang tidak terbatashanya bagi satu pihak saja. Pemegar, peneliti, dan mahasiswa yang menyerahkan hak non-eksklusif kepada Repositori Perpustakaan Universitas saat mengumpulkan hasil karya mereka masih memiliki hak copyright atas karya tersebut.

** Hanya akan menampilkan halaman judul dan abstrak. Pihakan ini harus dilampiri dengan penjelasan/ alasan tertulis dari pembimbing TA dan ditetapkan oleh pimpinan fakultas (dekan/kaprodi).

Demikian pernyataan ini saya buat dengan sebenarnya.

Salatiga, 3 Mei 2019

Rizky Aulia

Tanda tangan & nama terang mahasiswa

F-LIB-080

Prof. Dr. Gutil Astika, M.A.

Tanda tangan & nama terang pengawas

Frasco Lorraine Sinanu, S.Pd, M.A.
THE IMPLEMENTATION OF ROLE PLAY IN TEACHING SPEAKING TO SECONDARY STUDENTS

Thesis

Submitted in Partial Fulfillment of the Requirement

For the Degree of Sarjana Pendidikan

Rizky Aulia
112015007

Approved by:

Thesis Supervisor
Thesis Examiner

Prof. Dr. Gusti Astika, M.
Frances Lorraine Sinanu S.Pd. M.A.
COPYRIGHT STATEMENT

The thesis contains no such material as has been submitted for examination in any course or accepted for the fulfillment of any degree or diploma in any university. To the best of my knowledge and my belief, this contains no material previously published or written by any other person accept where due reference is made in the text.

Copyright@2019. Rizky Aulia and Prof. Dr. Gusti Astika, M.A.

All rights reserved. No part of this thesis may be reproduced by any means without the permission of at least one of the copyright owners or the English Language Education Program, Faculty of Language and Arts, Universitas Kristen Satya Wacana, Salatiga.

Rizky Aulia
PUBLICATION AGREEMENT DECLARATION

As a member of the (UKSW) Universitas Kristen Satya Wacana academic community, I verify that:

Name : Rizky Aulia
Student ID Number : 112015007
Study Program : English Language Education
Faculty : Language and Arts
Kind of Work : Undergraduate Thesis

In developing my knowledge, I agree to provide UKSW with a non-exclusive royalty free right for my intellectual property and the contents therein entitled:

THE IMPLEMENTATION OF ROLE PLAY IN TEACHING SPEAKING TO SECONDARY STUDENTS

along with any pertinent equipment.

With this non-exclusive royalty free right, UKSW maintains the right to copy, reproduce, print, publish, post, display, incorporate, store in or scan into a retrieval system or database, transmit, broadcast, barter or sell my intellectual property, in whole or in part without my express written permission, as long as my name still included as the writer.

This declaration is made according to the best of my knowledge.

Made in: Salatiga
Date : 3 Mei 2013
Verified by signee,

[Signature]
Rizky Aulia

Approved by

Thesis Supervisor

[Signature]
Prof. Dr. Gusti Astika

Thesis Examiner

[Signature]
Frances Lorraine Sinanu S.Pd. M.A.
**TABLE OF CONTENTS**

INSIDE COVER PAGE ........................................................................................................... i

PERNYATAAN TIDAK PLAGIAT .................................................................................. ii

PERNYATAAN PERSETUJUAN AKSES ..................................................................... iii

APPROVAL PAGE ............................................................................................................. iv

COPYRIGHT STATEMENT ............................................................................................... v

PUBLICATION AGREEMENT DECLARATION ..................................................... vi

TABLE OF CONTENTS ............................................................................................. vii

LIST OF FIGURES .......................................................................................................... ix

ABSTRACT ....................................................................................................................... 1

INTRODUCTION .............................................................................................................. 2

LITERATURE REVIEW ................................................................................................. 4
  The Importance of Speaking Skill .............................................................................. 4
  Problems in Practicing Speaking Skill ..................................................................... 5
  Benefit of Role Play in Teaching Speaking Skill .................................................... 6
  Perceptions Toward Role Play............................................................................... 7

THE STUDY ...................................................................................................................... 8
  Method of Research ................................................................................................... 8
  Context of the Study ................................................................................................. 9
  Participants ............................................................................................................... 9
  Data Collection Instruments ................................................................................... 9
  Data Collection Procedures ............................................................................... 10
LIST OF FIGURES

Figure 1. Overall Finding of the Use of Role Play in Speaking ..................... 12

Figure 2. Role Play can Improve Confidence in Speaking ............................ 13

Figure 3. Role Play can Improve Vocabulary ............................................. 15

Figure 4. Role Play can Improve Speaking Skill ......................................... 17

Figure 5. Role Play can Promote Motivation ............................................. 18

Figure 6. Challenges in Role Play ............................................................ 20
THE IMPLEMENTATION OF ROLE PLAY IN TEACHING SPEAKING TO SECONDARY STUDENTS

Rizky Aulia

112015007
Universitas Kristen Satya Wacana

Abstract

Speaking is an important skill in learning a language. Students may have difficulties to speak in a role play in front of class. The purpose of this study is to describe students’ perceptions toward role play activities. This study used direct observation, close-ended questionnaire and semi-structured interview. In this study, there were six groups of grade VII students as samples. In the questionnaire session, one hundred and forty-five of the participants were asked to respond to ten questions related to role play activities. In the interview session, eighteen students were asked to respond to five questions. The analysis, shows that role play activities were well received by most of the participants. Teaching speaking through role play activities could increase students’ speaking skills effectively. Although, 19% of the participants did not really like role play activities. A lack of grammar and confidence of the students were the two main challenges that the participants faced when they did role play activities.

Keywords: role play, speaking skill
INTRODUCTION

Over the past decade, role play activities are often used by junior high school teachers in teaching speaking. Role play is a technique that can be implemented to develop students’ speaking skill and can build their confidence as well. Nevertheless, there are different perceptions from students according to the implementation of role play activities. It’s because they have different speaking abilities. Most of the students have difficulty to express their ideas in English and they feel not confident when speaking in a class. Islam & Islam (2007) said that in a role play each player acts the roles, and they are introduced to a different context which is challenging, interesting and new for them. It gives them opportunities to show their ability that the language, body language and expression would be different.

Speaking is a very important skill that must be mastered by students. According to Yuliana, Kristiawan & Suhartie (2014) in learning speaking, students will know how to express their ideas communicatively and meaningfully. By mastering speaking skill, they can easily communicate and transfer information to others. In speaking, there are many things to consider. Students should pay attention to some components like grammar, pronunciation and vocabulary. In English classrooms, role play activities are very useful for making students develop their speaking ability.

Few studies have been found to focus on a comparison of students’ and teachers’ perceptions of the use of role play as classroom activity, particularly in teaching speaking. Sagimin (2012) stated that role play gives students an
opportunity to practice communicating in different social roles and it also gives more fun to them. For students, when they feel that the way to learn something is through a fun way, they also learn and practice role play easily. The results of their experiment show that role play is a good technique to teach speaking.

The aim of this study is therefore to analyze whether the implementation of role play activities in teaching speaking to secondary students can increase students’ speaking skill. This finding could be useful to teachers when they are doing the role play activities.

The application of teaching strategies in this study could help teachers to design appropriate activities to teach speaking in the classroom. According to Bharaty (2013) role play can enhance clarity in understanding, interest to students and confidence when they perform it. Role play can be a good way for teachers to teach speaking. It’s one of speaking activities that can be applied in teaching speaking in a fun way. By analyzing the students’ perceptions toward role play activities, teachers can use an appropriate activity to teach speaking to students. Based on the above reasons, role play activities could be a good activity to teach speaking. This study aims to address the following research question; What are the students’ perceptions toward role play activities?
LITERATURE REVIEW

This study has investigated students’ perceptions toward a role play in teaching speaking to secondary students in Salatiga. The following sections describe the relevant literature on role play in teaching speaking.

The Importance of Speaking Skill

As mentioned in the introduction session, speaking is a very important ability that should be mastered by students. According to Torky (2006) speaking is defined as students’ ability to express their ideas in orally, properly, reasonably, and smoothly in a meaningful context with correct grammar, vocabulary and pronunciation.

Speaking is one of the four main language skills learned by human beings. In speaking there are three components that should be mastered by students; grammar, pronunciation and vocabulary. Based on the study by Torky (2006), speaking is the ability to express one-self in life situation or the ability to express sequence of ideas fluently. People would rather speak up if they have something or ideas in their mind. In teaching and learning process, teachers should help students to achieve their goal to speak. In addition, teachers should find many activities to give them opportunities to speak and make them enjoy to study with their pairs. Teachers should find a topic that is interesting for students so they can express their ideas to make them fun with the activities in class.
Teachers believe that teaching speaking using role play is an effective technique for teaching speaking. According to Yuliana, Kristiawan & Suhartie (2014) speaking is one skill that should be mastered by the learners. To teach speaking, teachers should consider that they should use appropriate strategies to teach students speaking in order to make them better in learning English. Role play is one activity that can be appropriate to teach speaking. It can improve students’ speaking skill because they will map out idea they are going to say when doing role play. Through role play students have opportunities to express their ideas, feelings and opinions. They also should practice the dialogues that can be the way to improve their confidence. Through this activity, slow learners who usually have problems in speaking have a chance to speak in their role. Students who are taught through role play get better result rather than students who are taught just from information gap activities. Teaching English through role play techniques can have effective effects to achieve the goal of learning English.

Problems in Practicing Speaking Skill

Based on a study conducted by Fadilah (2016) students faced many problems in practicing speaking. The main problem is that they difficulty to use English. The other problems are; they are afraid, shy and lack motivation. Because of that, teachers ought to use appropriate techniques to develop students’ speaking skill to overcome the problems. One of the appropriate technique is a role play. With role play technique, students can build their confidence and ability for speaking. The objective of speaking class is to find
out about how well they communicate through language and express their ideas with other. Role play gives students an opportunity to act in certain roles. For example, a dialogue between a man and a director. First, a student may act as a man and then she or he will act as a director and vice versa. Through that way, they understand what language they should use according to the roles that they play.

**Benefit of Role Play in Teaching Speaking Skill**

Role-play is a well-known strategy that helps students to make themselves known in new social environments. The process of role playing helps and increases the students’ understanding of the words and how to use the words in a real-world context (Alabsi, 2016).

There are two types of role play according to Byrne (2006) study. Those are scripted and unscripted role plays. A scripted role play is a role play that the player uses a script provided by the teachers. Students are asked to perform by using script about the dialogue. The second one is an unscripted role play which means that students perform their dialogue without any script. They should act the roles according to their own ideas.

There are many benefits of using role play techniques in teaching speaking. Benefit is a good or helpful result or effects in doing something. Kilgour et al. (2015) have found that role play is one type of active learning. Active learning is the process of having students engage in some activities in classroom that force them to reflect upon ideas and how they are using those
ideas that they have, in order to make students to truly learn information that meaningful to them (Edwards, 2015). Active learning is one type of students’ deep learning by memorizing. Active learning is not only doing interesting activities. It’s like a technique that teachers use to make students easily remember the fact and concept. By engaging in a role play activity, students are provided with opportunities to view situations from multiple perspectives. Role play makes students open their mind, active in learning activities and build their knowledge as well.

As noted by Sagimin (2012) role play activity is an interesting activity. Students will be given a role from the teachers with various topic and situation. It can be shortcuts to make shy students feel more confident. Students can create their own dialogue so they can express their own ideas into dialogue in role play activities.

**Perceptions toward Role Play**

Huang & Hu (2016) stated that role play is an activity that is commonly used for teaching speaking in classroom. From role play activities, there are different perceptions from students’ and teachers’. Students’ perceptions are very important to teachers to make activities that are appropriate for them in the future. In role play activities, students will interact face to face interaction with their pairs. They should express their ideas and opinions.

According to Hidayati & Pardjono (2018) study, most of the students agreed that the implementation of role play activities can be applied in the
teaching and learning process. Students agreed to use various activities in speaking class such as; role play, short play, debate, mini lecture, retelling a story, presentation, pair work, discussion and job interview sometimes make them aware to those activities. In others words, teachers should play important roles to find appropriate activities that students like, such as fun activities that can make students enjoy in speaking class.

In summary, it has been shown that most of the researchers show that role play activities have good effects that can be very helpful for teaching speaking. Role play techniques can be applicable to improve the students’ speaking skill.

**THE STUDY**

**Method of Research**

This study has employed survey methodology using observation, questionnaire and interview to investigate the students’ perceptions toward role play activities. According to Driscoll (2011) observation is observing and measuring the world around, including observations of people and other measurable events. Mathers, Fox & Hunn (2009) stated that a questionnaire is a set of questions used to collect data. Questionnaires can include close-ended, open-ended questionnaire and combination of both. As stated in Brinkmann & Kvale (2015) study, an interview is a conversation that aims to gather descriptions of the life-world of the interviewee with respect to interpretation of the meanings of the described phenomena.
Context of the Study

This study aimed to investigate the students’ perceptions toward role play activities. This study was conducted in a junior high school in Salatiga. SMP Negeri 8 was chosen to be the participants and the object of the study, specifically students in grade VII.

Participants

This study utilized a purposive sampling. Tongco (2007) stated that purposive sampling is the deliberate choice of an informant due to the qualities the informant possesses. The total participants of this study were one hundred and forty-five of grade VII students at SMP Negeri 8 Salatiga. The data was taken from six classes and I chose the classes randomly. The participants were from grades VII A, B, D, F, G and H. All of the participants’ ages ranged from 13-15 years old.

Data Collection Instruments

This study used three data collection methods, direct observation, close-ended questionnaire and semi-structured interview. In the observation, I used observation checklist. There were ten questions in the questionnaire that should be answered by the students. I distributed one hundred and forty-five questionnaires for the participants and the questionnaire was carefully designed based on (Islam & Islam, 2007). I re-arranged the questionnaire to make it appropriate with my topic. In the interview session, there were five open-ended questions.
Data Collection Procedures

There were three phases of this study. In the first phase, I used direct observation. Powell & Steele (1996) stated that direct observation is a method for collecting information. The observation was done six times. During the observation, I did the observation in English classes when the students were doing the role play activities. I sat at the back of the class and did not take part in the activities. I observed six English classes every week. To collect the data, I used observation checklists. In the checklist, I made notes of the activities, materials, what the teacher and the students did.

In the second phase I used close-ended questionnaire where one hundred and forty-five students in grade VII filled in the questionnaire with their perceptions toward role play activities in teaching speaking. According to Kelly, Harper & Landau (2007) a close-ended questionnaire is a tool that provides a fixed set of responses with which subjects must respond, with boxes to tick or scales to rank. I distributed the questionnaire to the students after the observation, then gave it to the students when they were still in class to have them fill the questionnaire. In the questionnaire, the students should answer honestly and they were requested to write their school and class.

In the third phase I used semi-structured interview. Interview is the best way for understanding people's perceptions. Datko (2015) said that in semi-structured interview the participants are asked their personal perceptions, opinions, beliefs, etc, which connect with the research problem defined by the
interviewer. The researcher explores them to generate knowledge. The interview questions were made after observing and analyzing the questionnaire’s results. The questions for interview were then made based on the results of the previous two phases. Three students from each class were interviewed in this study and I interviewed students randomly. Afterwards, I made the questions based on students’ answers to the questionnaire. I first made an appointment with the interviewees and I used audio recording to record the interviews.

**Data Analysis Procedures**

This study used observation, questionnaire and interview to collect the data. The questionnaire items were adapted from Islam & Islam (2017) and the interview items were adapted from the result of observation and questionnaire data. The purpose of the observation was to observed the students when they were doing role play activities in classroom. The objective of the questionnaire was to describe students’ perceptions toward role play activities. The study used semi-structured interview, which the aim was to find out the students’ perceptions deeply.

**FINDINGS AND DISCUSSIONS**

This study was conducted in three phases; observation, questionnaire and interview. First, I observed the subjects six times. Second, I distributed the questionnaires to grade VII students. Approximately one hundred and forty-five of the participants filled out the questionnaire forms. Finally, I interviewed eighteen students randomly. The findings and discussions in the data were divided
into five subheadings: role play can improve confidence in speaking, role play can improve vocabulary, role play can improve speaking skill, role play can promote motivation and challenges in role play. The result of each subheading was presented in figures to show the percentage of the responses to the items result. The explanations are a combination of the observations and interviews.

Figure 1. Overall Finding of the Use of Role Play in Speaking

The objective of the study is to figure out the perceptions of the students towards role play activities. According to the result from the figure above, role play was well received by the students. There are different responses based on role play activities, some of them agreed with the statements while some of them did not. The figure above, is an overall finding of the use of role play in speaking. 81% of the students liked role play activities, while 19% of them found difficulties when engaged in any form of role play activities, and is causing them to not like it as much. The specific data will be explained under the 5 subheadings below.
1. Role Play can Improve Confidence in Speaking

Figure 2 below shows the findings of how role play can improve students’ confidence in speaking. More than half of the participants agreed with this statement. This result was based on the analysis from observation, questionnaire and interview data. Further explanation has been written down below.

This section shows more than 61% of the participants thought that role play could help to overcome panic everytime they role play in front of the class. Some of the participants said that, although in the first time they felt a little bit nervous, they did not consider it as a problem. Furthermore, they also managed to train their self-confidence to express their ideas in front of their teacher and friends. It can be concluded that most of the students agree with this statement.

Below are participant’s comments:

Yes, because it helps me maintain my panic so now I am a bit more confident when addressing something. (Student 5)
Yes, because it helps me alleviate my panic so now I am a little bit more confident. (Student 6)

It helps me in conveying my ideas and helps prevent any feeling of panic. (Student 8)

Most of the participants also thought that role play gave the opportunity to express their emotions freely. In figure 2 above, 56% of the participants agreed and 36% of them strongly agreed with this question. In role play activities, the students were required to express their ideas freely related to the topic, since their ideas were different from each other. This results in learning new ideas and new vocabularies from their friends. Most of the participants agreed that role play could give them the opportunity to express their emotions freely as stated by 3 participants below:

Yes, because now I am more confident when presenting my ideas freely. (Student 2)

Yes, because it gives me the chance to show and present my ideas a little more easily. (Student 8)

Yes, I feel more confident because when doing role play activities, I get a chance to express my ideas that I have. It makes me increase my self-confidence. (Student 17)

The results from figure 2 above show that role play activities can improve student’s confidence in speaking. This is similar to the study by Alabsi (2016), showing that role play strategies have proven their effectiveness in teaching English to learners. Role play can increase students' enthusiasm, self-confidence, and empathy, and encourage critical thinking. In this study, the participants showed different mannerism when in front of the class rather than when sitting
down. From the observation data, the teacher more likely to ask the students to come forward and speak instead of keeping the students on their seats. The students more likely to speak when in front of the class, as they remain quiet more often when in their seats.

2. **Role Play can Improve Vocabulary**

This section presents a figure showing that role play can improve their vocabulary. This result was based on the analysis from observation, questionnaire and interview data.

*Figure 3. Role Play can Improve Vocabulary*

![Bar chart showing % of responses to role play improving vocabulary]

Besides improving confidence in speaking skill, role play is also able to increase vocabulary. Unfortunately, only 2% of the participants answered with negative response and claimed that role play was not really helping them to improve their English vocabulary. On the bright side, the rest of them gave a more positive response, 58% strongly agreed and 39% agreed to the statement above. This shows that role play activities can improve students’ vocabulary as commented by 3 participants below:
Yes, because role play helps to improve and add my vocabulary in English while also training my confidence. (Student 7)

The benefit that I can get from role play activities is it helps me to improve my English vocabulary. (Student 15)

Now I know about the ways to pronounce English words that I do not know how to pronounce correctly before, and with role play activities I feel my English vocabulary has increased. (Student 16)

The interview excerpts above indicate that the participants agreed that role play activities were very helpful in improving their English. Prior to giving the students a chance to present role play, the teacher always introduced new vocabulary first to improve students’ vocabulary in every lesson. This is similar to the study by Afdillah (2005). The use of role play activities develops communication skills and students are encouraged to master and enrich vocabulary learning through conversational activities. It is evident that the result from figure 3 above shows that role play can improve vocabulary. The students can communicate more freely using new vocabulary.

3. **Role Play can Improve Speaking Skill**

   Figure 4 below indicates that role play activities can improve students’ speaking skill. This result was based on the analysis from observation, questionnaire and interview data. Specific explanation has been written below.
The main focus in using role play in grade VII is speaking. The teacher gives activities that require the students to speak more. By role-playing, students are supposed to speak or present their ideas. As stated in Zaidi, Rani, Rahman (2017), role play can be very beneficial in improving speaking ability among students as long as the teachers can avoid the difficulties of the students. From the result of observation, the improvements in students’ speaking skill can be seen each week.

In figure 4, there were 3 questions regarding the idea that role play can improve students’ speaking skill. More than 60% of the participants thought that through role play, they could enhance their speaking skill. However, only a few of the participants answered the opposite. They gave negative responses to these statements. First, role play can enhance speaking skills. Most of the participants gave a positive response to this statement, 66% strongly agreed and 32% agreed. Second, role play is the easiest ways to communicate in English. 33% of the
participants strongly agreed and 60% agreed to this statement. Third, role play can help to deliver ideas. 28% strongly agreed and 67% agreed. The following are comments from the participants:

What I gained from role play is that now I am able to speak more fluently in English. (Student 2)

I am able to speak in English with ease. (Student 11)

It helps me in conveying my ideas and helps prevent any feeling of panic. (Student 8)

The benefit from role play activities, I feel more fluent when I speak using English and I feel more confident when deliver my ideas in front of people. (Student 18)

The result from figure 4 above shows that through role play activities, students can improve their speaking skill.

4. Role Play can Promote Motivation

This section presents a figure showing that role play can promote students’ motivation to learn English. This result was based on the analysis from observation, questionnaire and interview data.

Figure 5. Role Play can Promote Motivation
If seen from the result of the questionnaire and interview, most of the participants believed that role play activities were very interesting for them. 78% of the participants agreed and 19% strongly agreed to this statement. There was only 3% of the participants who disagreed. The following are comments from the participants:

Yes, because I think role play is fun and interesting. (Student 3)

Yes, because I enjoy role play very much as this activity is interesting and helps me deepen my English speaking skills. (Student 11)

From role play activities I feel enjoyed because it is very fun and makes me motivated to learn English more. (Student 16)

The second question in this section indicates that the students did not need a lot of time to do role play activities. It’s very efficient. 69% of the participants gave a positive response to this statement. However, 31% of the participants believed that role play activities were time consuming.

In those statements, the students stated that during the process of the implementing role play activities, their interests in learning speaking in English increases. Role play is interesting and did not need a lot of time. It makes them enjoy the class when doing role play activities. This is similar to the study by Krebt (2017) showing that role play activities provide an interesting environment and does not threaten the students. As for the grade VII students of SMP Negeri 8 Salatiga, they enjoyed and had fun with the activities that the teacher gave. With the role play activities, their motivation to learn English has increased.
5. Challenges in Role Play

Figure 6 below, shows the challenges that students faced during role play activities. This result was based on the analysis from observation, questionnaire and interview data. The explanation has been written down below.

The analysis revealed some challenges faced by students during role play. There were 2 questions related to the challenges in role play activities. Based on the questionnaires results, some of the participants indicated that role play was difficult, 6% strongly agreed and 14% agreed. Based on observation and interview result, there were some challenges in role play. The first challenge they faced was they did not know how to speak in English correctly. Hence, this made them lose confidence in saying the words. The common problems were some of them felt shy and nervous when they were doing role play in front of class. Below are participant’s comments:

When I speak in English often times I do not know how to pronounce the words. (Student 8)
I faced difficulties when trying to pronounce the words because often times I do not understand and know how to pronounce the words. (Student 11)

I am often nervous when doing role play in front of the class. (Student 7)

Sometimes I am shy when asked to do role play in front of the class. (Student 13)

The third challenge they faced was sometimes there were words in Indonesian that they did not know the meaning in English. According to the observation result, when the students had no ideas on the role play itself, they stopped the conversation. Rather than to try it or ask the meaning of words they did not know to the teacher. The following are comments from the participants:

The difficulty that I faced is that it is hard for me to speak when I do not know the words in English. (Student 7)

I think the difficulty that I faced was when I want to deliver my ideas but I did not know the meaning in English correctly. (Student 16)

Role play is different from other activities. According to the observation result, the students preferred speaking activities like role play, rather than writing or listening activities. In role play, students are required to present their ideas fluently. The important one is they should have confidence. Most of the participants gave a positive response to this statement; 72% of them agreed and 10% strongly agreed. On the other hand, 16% of them disagreed and 1% strongly disagreed. For passive students, this might be one of the many challenges for them. As a result, they felt shy and afraid to talk in front of many people and they could not speak fluently. This makes them difficult to deliver their ideas through
role play. Brookins (2005) cited Zaidi, Rani, Rahman (2017) stated that role play seems so easy to do but it can be very difficult and dreary if it does not apply real-life situations and it can be harder if the students do not take it seriously. When the participants feel confident to speak in front of the class, it would be very easy for them to speak without stuttering. However, if their mind is in a state of pressure, causing them to feel shy or embarrassed, it causes a negative effect on them. Hence, they fail to present a good role play in front of the class. This study has found that role play activities gave good effects to grade VII students of SMP Negeri 8 Salatiga as indicated in the figures.

CONCLUSION

From the result of the analysis of this research, it is clear that role play activities work well and was well liked by the students of SMP Negeri 8 Salatiga. The result of the research has answered the research questions in regards to the students’ perceptions toward role play activities. The use of role play has a good impact on students’ speaking skills. It can improve students’ confidence in speaking, their vocabulary and promote their motivation to learn English. Through role play activities, learning speaking would be fun, enjoyable and interesting. Role play can also make shy students more confident and fluent to speak in front of their teachers and friends.

This study also discovered that role play can make students not feel panicky in present role play. The results suggest that working with their partners increase their confidence. In addition, these findings provide additional
information regarding the problems of role play that was faced by the students. The majority of the difficulties that students faced were lack of confidence and lack of vocabulary.

In spite of the result described above, this study also has a limitation. To investigate the students’ perceptions, this study involves only one junior high school because one out of two junior high school did not allow the researcher to conduct the research in that school. Therefore, a future and deeper research could possibly be planned to also discover the perceptions of teachers through role play activities. The next researchers may also use more schools to compare the role play activities and the perceptions from teachers and students.
ACKNOWLEDGEMENT

First of all, I would like to express my gratefulness to Allah SWT for His mercy and blessing my study in every second. I would also express my deepest gratefulness to parents, Erfin Widji Mastuti and Farid Susanto and also my sister Onik Rachmawati. They have always been there for me and support me emotionally and financially. This gratitude also goes to my thesis supervisor, Prof. Dr. Gusti Astika, M.A. who has been guiding me through hard time. I would like to also express my sincere gratitude to my second reader Frances Lorraine Sinanu S.Pd. M.A. for your kindness, patience and humble acceptance to my thesis.

To my number one supporter, Mohamad Hanif Badarudin, I would like to thank you with all my heart for always being there every second of every day and support me every step of the way. To all my friends that I could not mention one by one, thank you so much. Thank you to all those who have involved directly or indirectly in conducting this study.
REFERENCES


Kilgour, P. W., Reynaud, D., Northcote, M. T., & Shields, M. (2015). Role-playing as a tool to facilitate learning, self reflection and social


APPENDIXES

Appendix A

Observation Checklist

Class :
School :
Topic :
Date :
Activities | Materials | What the teacher does | What the students do
-------------|-----------|-----------------------|-----------------------

Appendix B

Questionnaire Form

Nama saya Rizky Aulia, saya mahasiswa dari progdi Pendidikan Bahasa Inggris. Saat ini saya sedang melakukan penelitian untuk tesis saya tentang role play (bermain peran) dalam belajar Bahasa Inggris untuk siswa Sekolah Menengah Pertama. Role play adalah suatu model pembelajaran yang melaksanakan suatu peran sesuai dengan skenario yang telah disusun (Fatmawati, 2015). Tujuan dari penelitian ini adalah untuk memperoleh pendapat siswa terhadap role play (bermain peran) dalam belajar Bahasa Inggris.

Isi kuisioner ini dengan jawaban yang jujur.

Sekolah : SMP N 8 Salatiga
Kelas/ No Absen :

Isilah pernyataan dengan mencentang (✔) di kotak yang telah disediakan.

(SS = sangat setuju, S = setuju, TS = tidak setuju, dan STS = sangat tidak setuju).
<table>
<thead>
<tr>
<th>Pertanyaan</th>
<th>SS</th>
<th>S</th>
<th>TD</th>
<th>STS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Role play (bermain peran) itu menarik</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Role play (bermain peran) itu sulit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Role play (bermain peran) membantu meningkatkan kemampuan saya berbicara Bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Role play (bermain peran) adalah cara yang mudah untuk berkomunikasi dalam Bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Role play (bermain peran) membantu saya untuk mengatasi rasa panik.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Role play (bermain peran) itu berbeda dengan kegiatan yang lain dalam Bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Role play (bermain peran) member kesempatan untuk menunjukkan pikiran secara bebas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Dalam melakukan role play (bermain peran) saya tidak membutuhkan banyak waktu.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Role play (bermain peran) membantu meningkatkan kosa kata Bahasa Inggris saya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Role play (bermain peran) bisa membantu menyampaikan ide.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Jika anda berkenan untuk diwawancarai, silahkan mengisi data dibawah ini:
Nama :  
No HP :  

Appendix C

Interview Questions

1. Apakah kamu menikmati kegiatan role play? Jika iya, kenapa? Jika tidak, kenapa?
2. Kesulitan apa yang kamu hadapi ketika melakukan kegiatan role play?
3. Manfaat apa yang kamu dapatkan setelah melakukan kegiatan role play?
4. Bagaimana pendapatmu/ perasaanmu ketika diminta untuk melakukan role play di depan kelas?
5. Apakah role play dapat membuatmu menjadi lebih percaya diri dalam menyampaikan sesuatu? Jika iya, kenapa? Jika tidak, kenapa?