



Role Play as Pedagogical Tool to Enhance Speaking Skills: Students' and Lecturer's Perception

Annisa Fitri Widyani¹, Abdul Ngafif², Basuki³

{annisafitriwidyani2002@gmail.com¹, abdulngafif@umpwr.ac.id², basuki@umpwr.ac.id³}

English Language Education, Universitas Muhammadiyah Purworejo, Indonesia¹²³

DOI: 10.37729/scripta.v12i2.6414

Abstract. The research aims to explore the students' perception and to know the lecturer's perception of role play as a pedagogical tool to enhance English speaking skills. Then, it explores the perceptions of the third-semester students and a Public Speaking course lecturer as its respondents. The use of role-play as a pedagogical tool to enhance English speaking skills in the Public Speaking course at Universitas Muhammadiyah Purworejo is the main topic of this research. Employing a qualitative descriptive design, data were collected through questionnaires and in-depth interviews involving 50 students and one lecturer. The results revealed that both students and the lecturer viewed role play positively, highlighting its effectiveness in improving speaking fluency, boosting confidence, and increasing engagement. Role play provided realistic and interactive contexts for students to apply language skills while reducing anxiety and promoting active participation. However, challenges such as nervousness and lack of preparation were noted, indicating the need for supportive learning environments. These findings suggest that role play should be integrated more frequently into speaking classes to foster communicative competence and real-life speaking readiness.

Keywords: Role play, Speaking skills, Perception

1. INTRODUCTION

Language is an essential tool for communication, enabling the exchange of information and emotions through spoken, written, and signed expressions in various contexts. It is an essential tool because it is the primary medium through which humans share ideas, convey emotions, and interact. Language is not only a means of communication but also a reflection of identity and community, shaping how individuals relate to one another and understand their world [1]. The study of language, known as linguistics, delves into its complexities, including syntax, semantics, and pragmatics, highlighting its essential role in human cognition and social organization [2], [3]. The four primary skills, namely listening, speaking, reading, and writing, are essential for effective communication in both academic and everyday contexts [4].

Speaking is one way that individuals engage with one another orally. Speaking is also perceived as an interactive process because it embodies the interaction between two or more interlocutors in certain situations [5], [6], [7]. So, it is believed that one of the most essential skills for learning English as a foreign language is speaking [8]. This language skill enables students to communicate in English appropriately [9].

Other than other English language skills, speaking is the most difficult skill students consider to master. It is considered one of the most challenging aspects of language learning, as many learners struggle to express their thoughts effectively due to psychological barriers or limited vocabulary [10]. Speaking anxiety is a frequent problem that students have while public speaking [11], [12]. In a study by Prasjo et al., students were found to have difficulty speaking English due to inadequate grammar, limited vocabulary, and improper pronunciation. These challenges, low motivation, and limited participation contributed to their speaking difficulties [13]. English proficiency is still a problem for many students [14]. This is because English is a foreign language in Indonesia, making it challenging for students to communicate verbally. Consequently, strategies for learning to speak as one of the important factors in speaking ability should be considered not only by students but also by educators [15].

Role play is a popular and effective technique in speaking classes to teach communicative skills. Role play, an interactive teaching strategy, encourages real-world communication by creating a scenario-based learning environment, which allows students to engage in active language use [16]. It is also essential in helping students understand real-life communication contexts by allowing them to act out scenarios or

take on different roles [17]. Students can imagine and recognize characters or objects that are being played by two or more people using roleplaying techniques. Role play can improve different abilities, such as emotional and social skills [18]. The ability to resist, manage, express, and control one's attractive attitudes, such as anxiety, anger, sadness, joy, and happiness, is referred to as having emotional abilities. These social and emotional abilities will be closely correlated with student engagement. Furthermore, the roleplay technique can significantly improve students' problems in speaking skills [19].

A number of studies have investigated the use of role-play in language classes. Lestari and Sridatun found that students could improve their speaking skills, particularly in pronunciation and vocabulary, through role-play activities [20]. Pinatih emphasized that role play helped reduce students' anxiety and increased their motivation, making them more confident in speaking English [21]. Idham et al. demonstrated that students taught through role-play techniques performed significantly better in speaking tasks compared to those taught through traditional methods, such as grammar translation [22]. Neupane also reported positive outcomes in using role play to foster communicative competence among secondary students, highlighting its alignment with 21st-century pedagogical goals [23]. Meanwhile, Anggrarini and Trianasari revealed that undergraduate students perceived role play as an effective and enjoyable technique that promotes self-confidence, encourages participation, and enhances their speaking ability in realistic and engaging classroom environments [24]. There are some strategies that hold by the teacher to manage students' ability in class. It was also call class management that must be exist [25], [26], [27]. These findings indicate that role-play is widely recognized as a beneficial strategy for developing students' speaking skills. Nonetheless, few studies have examined it from multiple perspectives within the same classroom setting, especially combining both student and lecturer points of view [28].

As described above, this study focuses on investigating students' and lecturers' perceptions of role-play as a pedagogical tool for enhancing English speaking skills at the university level. The findings are expected to improve teaching strategies by highlighting pedagogical and personal considerations in speaking classes. Furthermore, the results may serve as reflective input for English lecturers in evaluating and refining their classroom practices.

In line with this, the study aims to explore the perceptions of students and their lecturers regarding the implementation of role play, along with the challenges and benefits experienced in the learning process. The following research questions are addressed:

1. What is the students' perception of role play as a pedagogical tool to enhance English speaking skills?
2. How is the lecturer's perception of role play as a pedagogical tool to enhance English speaking skills?

2. METHOD

This section discusses the research methodology. Several methodologies are used in this research, including participants, instruments, procedures, and data analysis.

Participants

This study employed qualitative descriptive methods to explore students' and lecturer's perceptions regarding role-play in enhancing English speaking skills. The participants of this research were fifty third-semester students of the English Education Department at Universitas Muhammadiyah Purworejo who were enrolled in the Public Speaking course in the academic year 2024/2025. One lecturer who taught the course was also a participant. The research was conducted at Universitas Muhammadiyah Purworejo from April 11 to April 23, 2025. All participants had previously experienced role-play activities during speaking classes. The researcher collected data by distributing questionnaires through Google Forms and conducting in-depth interviews with selected students and the lecturer.

Instrument

According to Sugiyono, the researcher serves as the main instrument in qualitative research and is responsible for selecting participants and collecting data through interviews and questionnaires [29]. In this study, the researcher was the key instrument to explore participants' perceptions of role-play in speaking classes. Two additional instruments were used to support the data collection: a closed-ended questionnaire and an interview guide. The closed-ended questionnaire consisted of fifteen statements using a Likert scale format, divided into two parts: general statements related to students' speaking

experiences and specific statements related to role-play. The interview guide was used to gain deeper insights into role play’s challenges, benefits, and effectiveness in learning speaking skills.

Procedures

This research was conducted in two stages. First, the researcher distributed a questionnaire containing fifteen closed-ended statements to all student participants and lecturers using Google Forms. The students were asked to respond based on their experience with role-play during the Public Speaking course. The questionnaire aimed to measure their perceptions of confidence, fluency, and engagement. In the second stage, the researcher conducted in-depth interviews with ten selected students, consisting of five students from Class A and five students from Class B, as well as with the lecturer. The interviews were conducted to gather more detailed information about their experiences, challenges, and suggestions regarding the implementation of role play.

Data Analysis

The data obtained from questionnaires and interviews were analyzed using thematic analysis. The first step was data reduction, in which the researcher selected and focused on the most relevant information from the raw data. Then, the data were displayed as thematic categories to identify emerging patterns. The researcher conducted coding by grouping similar responses into related themes. After that, conclusions were drawn based on the themes and verified by rechecking the data to ensure consistency and reliability. This analysis allowed the researcher to interpret the student’s and lecturers’ perceptions of role play as a pedagogical tool for enhancing English speaking skills.

3. FINDINGS

The main objective of this study is to explore the perceptions of third-semester students and a lecturer regarding the use of role-play as a pedagogical tool to improve English speaking. Perception in this study refers to the cognitive process through which individuals interpret and give meaning to linguistic input shaped by experience and contextual understanding [30]. This study involved 50 students from the English Education Department at Universitas Muhammadiyah Purworejo who were enrolled in the Public Speaking course in the 2024/2025 academic year and the course lecturer.

Students’ Questionnaire Results

Fifty students were participants, and all of them completed the questionnaire. The closed-ended questionnaire comprised fifteen statements divided into two main aspects: general statements and students’ perceptions of role play as a pedagogical tool. To analyze the questionnaire results, the researcher used Google Form response diagrams to observe the frequency and percentage of each response. The findings from the students’ questionnaire are presented in Table 1 below:

Table 1. Students’ Questionnaire Results					
No.	Statement	Answer Options			
		Strongly Disagree	Disagree	Agree	Strongly Agree
General Statement					
1.	I feel confident when speaking English in class.	0	26%	62%	12%
2.	I enjoy learning English through interactive activities.	0	6%	78%	16%
3.	Speaking skills are the most challenging part of learning English for me.	0	4%	50%	46%
4.	Role play is an effective way to practice speaking in English.	0	4%	68%	28%
5.	I actively participate in classroom discussions and speaking activities.	0	32%	60%	8%
Role Play as a Pedagogical Tool					
6.	Role play helps me improve my English speaking fluency.	0	4%	76%	20%
7.	Role play boosts my confidence in using English in real-life situations.	2%	4%	74%	20%
8.	Role play helps me overcome my fear of	0	20%	64%	16%

	making mistakes when speaking English.				
9.	Role play encourages me to use English spontaneously without overthinking grammar.	0	22%	48%	30%
10.	I feel more engaged and motivated to learn English through role play.	0	12%	78%	10%
11.	Role play enhances my ability to express ideas clearly in English.	0	22%	70%	8%
12.	I believe role play should be used more frequently in speaking classes.	0	12%	70%	18%
13.	Role play provides a fun and supportive learning environment for speaking practice.	0	8%	68%	24%
14.	Role play helps me interact better with classmates in English conversations.	2%	16%	58%	24%
15.	My overall experience with role play in improving my speaking skills is positive.	0	6%	66%	28%

Table 1 shows that most students expressed positive perceptions toward using role-play to enhance their English speaking skills. This is evident in statement 6, where 76% of students agreed and 20% strongly agreed that role-play helps improve their fluency. Similarly, in statement 7, a total of 94% agreed or strongly agreed that role play boosts their confidence in using English in real-life situations. High agreement was also observed in statement 10 (78% agree, 10% strongly agree), indicating that students felt more engaged and motivated through role play. Only a small percentage of students disagreed with statements, such as 2% in statement 7 and 4% in statement 4. Overall, the data indicate that students generally view role play as an effective, engaging, and confidence-building activity in speaking classes.

Students' Interview Result

Ten students were selected for the interview, five of whom were from Class A and five from Class B. The interview was conducted to explore the students' perceptions of role play as a pedagogical tool to enhance English speaking skills more deeply. The questions focused on several aspects, including students' understanding of role play, its influence on confidence and fluency, the challenges they experienced, their thoughts during the activity, and suggestions for improvement. One example of the complete interview response from a student is presented below:

Researcher: How far do you understand the concept of role-play in the Public Speaking course?

Student A: At first, I thought role play was just a dialogue conducted by several people to discuss a theme or topic. However, after attending lectures, I understood that role play is an activity of playing roles. I myself have done it in the Public Speaking course by portraying a news anchor. From there, I realized that role play is very important. During that practice, I received various comments, both positive and negative, from friends that were very helpful for me to learn more. I learned many things, starting from how to understand gestures, material, and how to build confidence when speaking in public. I also learned to accept criticism and suggestions, as well as to improve pronunciation and articulation so that they are clearer and easier for the audience to understand.

Researcher: How does role play influence your confidence and fluency in speaking English?

Student A: I strongly agree that role play can boost confidence, because we are trained to speak in public, even on a small scale. From there, I learned to be more confident and able to express my opinions better. My experience as an MC at the university's PPKKMB event, specifically as the MC for UKM on Stage, was also greatly influenced by the practice I received through role play. I feel that role play not only boosts confidence in the classroom but also outside the classroom and in real-life situations. There was one specific moment when I role-played as a news anchor in class. At that time, I made a mistake in pronunciation, and then it was corrected by the lecturer and my classmates. From there, I became aware and remembered how to pronounce it

correctly. My gestures at that time were still stiff and looked shy, but I started to feel comfortable and eventually managed to perform better.

Researcher: What is on your mind when participating in role-play activities?

Student A: What is on my mind is the desire to give my best performance. Even though there is a feeling of nervousness and anxiety, I try to stay focused and think, "I have to be able to do this." I also thought about the material I would present so that my friends could understand it more easily. Coincidentally, the role play I am doing aligns with my passion, which is becoming a news anchor. So I am very excited to showcase my abilities. However, there is still a fear of making mistakes because this is my first experience doing role play in front of my friends.

Researcher: How do you deal with challenges when performing role-play in class?

Student A: My main challenge is being nervous. Although I have studied the material, sometimes the delivery is not optimal due to that nervousness. In addition, I also feel that I lack practice, which can affect my performance when presenting. Another challenge is when the audience is not paying attention. That makes me feel unappreciated and eventually my performance declines. When I took on the role of news anchor, the challenge was in using scripts and aids like the teleprompter. Actually, it's not too much of a problem, but if the audience is not focused, I start to feel less confident. To address it, I try to engage the audience by inviting discussions or presenting something more interesting to get them involved and interested. I also try to be more cheerful to make the atmosphere livelier.

Researcher: How should role play be improved to maximize its benefits in Public Speaking courses?

Student A: So far, role play has been conducted in groups. In my opinion, it would be better if in the future it could be done individually so that each student can directly experience how to speak in public as a whole. I also want to change the classroom atmosphere during role play. Sometimes there are still those who read the script or haven't maximized their delivery. I want to be able to give comments or suggestions to my friends so that they present the material as well as they have learned. If the classroom atmosphere can be more conducive and the audience appreciates the presenters more, I am confident that role play can provide much greater benefits for all students.

The interview result shows that students viewed role play as a valuable method for improving their confidence and fluency in speaking English. They acknowledged its role in preparing them for real-life communication and public speaking. However, challenges such as nervousness, limited preparation, and lack of audience engagement were noted. Several students recommended conducting role play individually and fostering a more supportive classroom environment to maximize its benefits.

Lecturer's Questionnaire Results

There was one lecturer as a participant who taught the Public Speaking course. The lecturer completed a closed-ended questionnaire comprising fifteen statements divided into two main aspects: general statements and perceptions of role play as a pedagogical tool to enhance students' speaking skills. The researcher used the response data collected through Google Forms to analyze the results. The findings from the lecturer's questionnaire are presented in Table 2 below:

Table 2. Lecturer's Questionnaire Results					
No.	Statement	Answer Options			
		Strongly Disagree	Disagree	Agree	Strongly Agree
General Statement					
1.	Speaking is one of the most challenging skills for students to master.	0	0	100%	0
2.	Interactive methods, such as role play, are beneficial for teaching English speaking skills.	0	0	0	100%
3.	Students tend to focus more on grammar accuracy rather than communication when speaking English.	0	100%	0	0

4.	Role play can effectively enhance students' confidence in speaking English.	0	0	100%	
5.	Engagement in speaking activities is crucial for students' language development.	0	0	0	100%
Role Play as a Pedagogical Tool					
6.	Role play is an effective method for improving students' speaking fluency.	0	0	100%	0
7.	Role play encourages students to communicate in English without excessive concern for grammatical mistakes.	0	0	100%	0
8.	Students show increased participation when role play is implemented in class.	0	0	0	100%
9.	Role play helps students develop better real-life communication skills in English.	0	0	100%	0
10.	Students tend to be more motivated and engaged in speaking activities when using role play.	0	0	100%	0
11.	Role play creates a supportive and interactive learning environment for speaking practice.	0	0	0	100%
12.	I believe that role play should be integrated more frequently in speaking courses.	0	0	100%	0
13.	Role play allows students to apply their speaking skills in various situational contexts.	0	0	0	100%
14.	Assessing students' speaking skills through role play is an effective approach.	0	0	100%	0
15.	My overall experience using role play in teaching speaking skills is positive.	0	0	100%	0

Table 2 shows that the lecturer expressed a consistently positive perception toward using role-play in teaching English speaking skills. This is evident in statement 1, where the lecturer agreed that speaking is one of the most challenging skills for students. In statements 2 and 5, the lecturer strongly agreed that interactive methods like role play are beneficial and that engagement in speaking activities is crucial. Moreover, high agreement was shown in statements 6 and 7, indicating that role play is considered effective in improving fluency and encouraging students to communicate without excessive concern for grammar. Several responses were marked as strongly agree, such as statements 3, 8, 11, and 13, emphasizing strong support for role play's role in increasing participation, creating a supportive learning environment, and applying speaking skills in real-life contexts. All answers fell into the "agree" or "strongly agree" categories, indicating the lecturer's highly favorable perception of role play as a pedagogical tool in speaking classes.

Lecturer's Interview Results

One lecturer who taught the public speaking course was selected for the interview. The interview was conducted to gain deeper insight into the lecturer's perception of role play as a pedagogical tool to enhance students' English speaking skills. The questions focused on several key aspects, including role play, its impact on students' confidence and fluency, the evaluation process, challenges in teaching, and suggestions for instructional improvement. The complete interview response from the lecturer is presented below:

Researcher: What do you think about role play as a pedagogical tool in teaching public speaking?

Lecturer: Role play is an engaging platform to provide students with experience through the Public Speaking course, which is about the professional world related to English, and communication methods that incorporate all acceptable and easily understandable language elements. The interactive method in role play helps students

decide on ideas and communicate them in a concept according to their roles. Role play is effective in improving students' speaking skills. Some students have improved their speaking skills.

Researcher: How does role play impact students' confidence and fluency in speaking English?

Lecturer: Because in the role play, students have received theoretical knowledge about the roles studied before practice, they are expected to understand the concepts and content of communication that need to be portrayed. This gives them the opportunity to practice before performing, so they can master the material, and ultimately it will build their confidence and fluency in performance and speaking. This depends on the seriousness of each student in practicing.

Researcher: What is on your mind when assessing students' performance in role-play activities?

Lecturer: I conclude that preparation, thorough practice, and consistency are the keys to success in the Public Speaking course for students. With good preparation, students will master the material, thus becoming confident in their performance. This is important because in Public Speaking, not only fluency is evaluated, but also the embodiment of the material. The assessment indicators include: pronunciation, content, improvisation, and fluency.

Researcher: How do you handle challenges implementing role play in Public Speaking classes?

Lecturer: The main challenge is the students' motivation to appear confident. With confidence, everything that has been mastered can be expressed to the fullest. The solution is to motivate students' confidence through intrinsic elements, namely building students' mental and personality, and extrinsic elements, namely creating a harmonious and conducive classroom atmosphere.

Researcher: How should role play be developed to enhance its effectiveness in teaching speaking skills?

Lecturer: In applying role play, it is advisable to choose topics that align with the students' world, age, interests, and needs. Usually, the topics we choose are the result of discussions between the lecturer and the students. If the students are already interested in the topic, it is hoped that they will be trained and perform with joy, and this greatly affects the final result, which is fluent speaking, confidence, and full of improvisation. I modified it with mutual comments among students to evaluate their friend's performance to get the proper revision for the following performance.

The interview results show that the lecturer viewed role-playing as an effective pedagogical tool to improve students' English speaking skills. Important factors such as thorough preparation, student confidence, and the relevance of chosen topics were emphasized as key to successful implementation. The lecturer also highlighted the importance of internal motivation, a supportive classroom atmosphere, and constructive peer feedback in enhancing student performance.

4. DISCUSSION

The results of this study reveal a positive perception from both students and the lecturer regarding the use of role-play as a pedagogical tool to enhance English speaking skills. Based on the findings from questionnaires and interviews, role-play was perceived as an effective strategy that helps students improve their fluency, confidence, and engagement in speaking classes.

Students' responses indicate that role play contributes significantly to improving speaking fluency. In the questionnaire, 76% agreed, and 20% strongly agreed that role-play helps enhance their fluency. This was further supported by interview results, where students explained how role play allowed them to practice in realistic scenarios, receive feedback, and gradually feel more confident in public speaking. As one student mentioned, role plays boosted their classroom performance and helped in real-life events, such as becoming an MC in a university event.

This finding is supported by previous research showing that role-play in classroom settings offers various advantages. It not only brings variety and enjoyment into the lesson but also fosters fluency, encourages interaction among students, boosts motivation, and enhances the overall learning experience [31]. It adds variety to a lesson, which can be fun and entertaining and could increase students' confidence [32]. The interactive nature of role-play was noted to reduce speaking anxiety, improve

pronunciation, and foster spontaneous communication without overthinking grammatical accuracy. The lecturer also highlighted that through role-play, students could connect theory with practice, increasing their self-assurance and performance.

It is proven that role-play techniques are highly recommended for students in speaking classes [33]. Furthermore, the results showed a significant improvement in the experimental group's speaking skills, and the two groups were significantly different in terms of using role-play techniques [34].

Moreover, the lecturer and students emphasized that role-play creates an enjoyable and realistic speaking environment, encouraging collaboration and meaningful interaction. The lecturer explained that role-play helps simulate professional situations, such as being a news anchor or talk show host, which aligns with real-world applications of English. Role-playing games are beneficial and can help students to root their knowledge and learn a foreign language for professional purposes [35], [36]. This concept is supported by several experts who say that role-play is a communicative activity that requires students to speak well with others in the target language [37], [38], [39]. Role-play also serves as a positive complement to the English-speaking development of EFL learners to function appropriately in real-life situations [40].

In addition, the role-play activities in this study provided a more relaxed environment where students felt motivated and less anxious. This aligns with the idea that role-play activities can provide a stress-free learning environment where students enjoy using the language. Role-play activities will enable students to gain self-confidence, and consequently, they will stand a better chance of promoting their speaking skills. Students are motivated to use the language effectively through role-play activities [41]. Similarly, it has been concluded that role play can improve students' speaking skills [42], [43].

Despite these advantages, the study also uncovered several challenges. Students cited nervousness, limited preparation time, and lack of audience attentiveness as key barriers. The lecturer mentioned that students' motivation and confidence must be continuously built up through intrinsic and extrinsic support. Some students also suggested using individual role plays and a more appreciative classroom environment to enhance the effectiveness of this method.

In conclusion, the findings suggest that role-play is not only a beneficial tool for improving students' English speaking skills but also a method that promotes active learning, creativity, and emotional engagement. The strong alignment between student and lecturer perceptions reinforces the value of integrating role-play in speaking courses with thoughtful design and continuous improvement to address challenges and maximize learning outcomes.

5. CONCLUSION

Based on the research findings, it is evident that role play serves as an effective pedagogical tool in enhancing students' English speaking skills. Both students and the lecturer perceived role play positively, highlighting its ability to improve speaking fluency, boost confidence, and foster engagement in class. The activity allowed students to practice language in realistic and meaningful contexts, helping them connect theory with practice. Students also appreciated role play's fun and interactive nature, which created a more relaxed learning environment and reduced anxiety. Despite its effectiveness, challenges such as nervousness, limited preparation, and inattentive audiences were noted, showing that successful implementation requires internal motivation and a supportive classroom atmosphere. These findings suggest that role-play should be integrated more systematically in speaking courses, with careful planning and continuous improvement. Educators are encouraged to design role-play scenarios relevant to student's interests and future professional contexts to increase motivation and performance. Additionally, providing constructive feedback and encouraging peer support can further enhance the benefits of role-play in speaking classes. Future research may investigate the long-term impact of role-play on speaking proficiency or explore its application through digital and hybrid learning environments.

6. REFERENCES

- [1] S. A. M. Alshehri, 'The Relationship between Language and Identity', Jul. 2023, doi: 10.32996/ijllt.2023.6.7.14.
- [2] R. Futrell and M. Hahn, 'Linguistic Structure from a Bottleneck on Sequential Information Processing', Oct. 09, 2024, *arXiv*: arXiv:2405.12109. doi: 10.48550/arXiv.2405.12109.
- [3] E Sunjayanto Masykuri, 'the Use of Code-Switching in Javanese Art Performance Done by Students of SMPN 1 Kesesi Kabupaten Pekalongan', 2017.

- [4] 'The Importance of the Four English Language Skills: Reading, Writing, Speaking, and Listening in Teaching Iraqi Learners', *HNSJ*, vol. 3, no. 2, Feb. 2022, doi: 10.53796/hnsj3210.
- [5] B. Guebba, 'The Nature of Speaking in the Classroom: An Overview', *Middle East Res J Linguist Lit*, vol. 1, no. 1, pp. 9–12, Dec. 2021, doi: 10.36348/merjll.2021.v01i01.002.
- [6] E. Masykuri, 'Optimizing Video in Zoom Meetings to Improve EFL Students' Speaking Performance', *Premise: Journal of English Education*, vol. 12, p. 31, Feb. 2023, doi: 10.24127/pj.v12i1.4878.
- [7] M. U. Fakhruddin, E. S. Masykuri, K. Sholeh, and U. Faizah, 'Analysis Varied Style of Conversation by Phone in Indonesian Teaching Learning', 2020.
- [8] D. Oktavia and R. Lestari, 'Students' Perception on Learning Speaking English by Using English Domino Games: The Case of a Private University', *IRJE*, vol. 6, no. 1, pp. 28–42, Feb. 2022, doi: 10.22437/irje.v6i1.15327.
- [9] Wayan Maba, 'Speaking Competence of University Students', *IJSS*, vol. 2, no. 3, pp. 1779–1782, Jan. 2023, doi: 10.53625/ijss.v2i3.4646.
- [10] L.-M. Leong, School of Educational Studies, Universiti Sains Malaysia, Malaysia, S. M. Ahmadi, and University of Guilan, Rasht, Iran, 'An Analysis of Factors Influencing Learners' English Speaking Skill', *IJREE*, vol. 2, no. 1, pp. 34–41, Mar. 2017, doi: 10.18869/acadpub.ijree.2.1.34.
- [11] F. N. Annadawy, 'AN ANALYSIS OF SPEAKING ANXIETY IN PUBLIC SPEAKING PERFORMANCE', vol. 10, no. 02, 2022.
- [12] P. Paramarti, T. Tusino, S. Widodo, and E. Masykuri, 'The Students' Writing Anxiety at The Fourth Semester Students in Academic Writing Class', *Edulitics (Education, Literature, and Linguistics) Journal*, vol. 8, pp. 19–26, Jun. 2023, doi: 10.52166/edulitics.v8i1.4099.
- [13] B. A. Prasajo, A. Ngafif, A. N. Johan, and E. S. Masykuri, 'THE ANALYSIS OF DIFFICULTIES IN SPEAKING ENGLISH ENCOUNTERED BY NON ENGLISH STUDENTS', vol. 2, no. 2, 2023.
- [14] I. Aristy, R. Hadiansyah, and Y. Apsari, 'USING THREE STEP-INTERVIEW TO IMPROVE STUDENT'S SPEAKING ABILITY', *J. PRJ*, vol. 2, no. 2, p. 175, Mar. 2019, doi: 10.22460/project.v2i2.p175-180.
- [15] L. Noviyenty, 'Strategies in Learning and Techniques in Teaching English Speaking', *Engl. Franca acad. j. of Engl. lang. and educ.*, vol. 2, no. 1, p. 35, Jun. 2018, doi: 10.29240/ef.v2i1.454.
- [16] S. Sarifudin and W. H. Setyawan, 'THE EFFECT OF USING ROLE-PLAY METHOD IN IMPROVING SPEAKING SKILLS OF BASIC LEVEL STUDENTS AT CENTRAL COURSE', *Pri.Mag.:J.I.K.*, vol. 6, no. 1, pp. 29–35, Jan. 2025, doi: 10.37478/jpm.v6i1.5190.
- [17] I. Maulana and Y. Lolita, 'The Effectiveness of Role-Play To Improve Student's Speaking Achievement', *International Journal of Education*, vol. 3, 2023.
- [18] Ruslan, 'Students' Perception on the Use of Role Play by the Teacher in EFL Classroom', vol. Vol. 4 No. 1, p. June 2020, doi: 10.37058/tlemc.v4i1.1797.
- [19] A. Ahmada and L. Munawaroh, 'Use of Role Play Method to Improve Speaking Skills', *DEJ*, vol. 2, no. 1, pp. 55–82, Jul. 2022, doi: 10.30739/dej.v2i1.1506.
- [20] F. Lestari, 'AN ANALYSIS OF STUDENT SPEAKING SKILL USING ROLE PLAY METHOD', *J. PRJ*, vol. 3, no. 1, p. 114, Jan. 2020, doi: 10.22460/project.v3i1.p114-119.
- [21] I. G. A. D. P. Pinatih, 'Improving Students' Speaking Skill through Role-Play Technique in 21st Century', *JoES*, vol. 1, no. 2, pp. 95–100, Jun. 2021, doi: 10.36663/joes.v1i2.159.
- [22] S. Y. Idham, I. Subramaniam, A. B. M. A. Khan, and S. K. Mugair, 'The Effect of Role-Playing Techniques on the Speaking Skills of Students at University', *tpls*, vol. 12, no. 8, pp. 1622–1629, Aug. 2022, doi: 10.17507/tpls.1208.19.
- [23] Binod Neupane, 'Effectiveness of Role Play in Improving Speaking Skill', *Journal of NELTA Gandaki*, pp. 11–18, doi: 10.3126/jong.v1i0.24454.
- [24] N. Anggrarini and I. Trianasari, 'Undergraduate Students' Perception on The Use of Role-Play In Speaking Class', *NaCoLET*, vol. 2, no. 1, pp. 57–67, Mar. 2023, doi: 10.32534/nacolet.v2i1.3685.
- [25] S. Shintiani, S. Sukarni, and E. S. Masykuri, 'Teacher's Strategies of English Online Learning during COVID-19 Pandemic in SMA N 8 Purworejo', *scripta*, vol. 9, no. 2, pp. 172–181, Oct. 2022, doi: 10.37729/scripta.v9i2.1470.
- [26] I. H. Saputra, T. Ermayani, and E. S. Masykuri, 'Model of School Management Based on Islamic Education', *scripta*, vol. 7, no. 2, pp. 42–50, Sep. 2020, doi: 10.37729/scripta.v7i2.830.
- [27] N. A. Nurhidayah, T. Tusino, and E. S. Masykuri, 'Students' Perception toward EFL College Teacher Pedagogical Competence in Teaching Writing', *scripta*, vol. 9, no. 2, pp. 209–216, Oct. 2022, doi: 10.37729/scripta.v9i2.1475.
- [28] M. S. Bella, J. Triana, and E. S. Masykuri, 'The Effectiveness of Interactive Learning Method toward Students' Speaking Ability', *Scripta: English Department Journal*, vol. 12, no. 1, 2025.
- [29] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2016.
- [30] OU Qiong, 'A Brief Introduction to Perception', vol. 15, pp. 18–28, 2017, doi: 10.3968/10055.
- [31] F. Fadilah, 'TEACHING SPEAKING BY ROLE-PLAY ACTIVITY', *OKARA JURNAL BAHASA DAN SASTRA*, vol. 10, no. 2, p. 209, Nov. 2016, doi: 10.19105/ojbs.v10i2.980.
- [32] N. Yusof and Y. Alas, 'Benefits and Students' Perception on Role-Play Teaching Technique: Progressive & Fun Learning Experiences in Brunei', *ijolae*, pp. 225–234, Sep. 2021, doi: 10.23917/ijolae.v3i3.12364.

- [33] R. Henisah, M. Margana, R. Y. Putri, and H. S. Khan, 'Role Play Technique to Improve Students' Speaking Skills', *IJ-CSE*, vol. 2, no. 3, pp. 176–182, Nov. 2023, doi: 10.56855/ijcse.v2i3.618.
- [34] D. M. Krebt, 'The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students', *JLTR*, vol. 8, no. 5, p. 863, Sep. 2017, doi: 10.17507/jltr.0805.04.
- [35] N. R. Irkinovich, 'THE IMPORTANCE OF ROLE-PLAYING GAME IN TEACHING ENGLISH IN A NON-LINGUISTIC UNIVERSITY', vol. 02, no. 09.
- [36] I. G. Ayu P.P., I. Mammadova, and E. Sunjayanto Masykuri, 'Cooperative Learning by Jigsaw to Improve Learning Outcomes for Eight-Grade-Students', *scripta*, vol. 8, no. 2, pp. 45–54, Dec. 2021, doi: 10.37729/scripta.v8i2.1599.
- [37] R. A. Ampatuan and A. E. S. Jose, 'Role Play As An Approach In Developing Students Communicative Competence', *Int J Innov Educ Res*, vol. 4, no. 1, pp. 18–24, Jan. 2016, doi: 10.31686/ijier.vol4.iss1.503.
- [38] A. T. Wulandari, B. W. Pratolo, and R. Junianti, 'Students' perception on the use of role-play to improve students' communicative competence', *UAD TEFL Int. Conf.*, vol. 2, p. 137, Jan. 2021, doi: 10.12928/utic.v2.5748.2019.
- [39] N. A. Rusgiani, 'The Students' Perception Toward the Implementation of Role Play Technique in Online-Based Speaking Learning', *Journal of English Teaching and Linguistics Studies (JET Li)*, vol. 4, no. 2, pp. 68–73, Aug. 2022, doi: 10.55215/jetli.v4i2.5823.
- [40] M. A. Rojas and J. Villafuerte, 'The Influence of Implementing Role-play as an Educational Technique on EFL Speaking Development', *TPLS*, vol. 8, no. 7, p. 726, Jul. 2018, doi: 10.17507/tpls.0807.02.
- [41] C. Mart, 'International Journal of Social Sciences & Educational Studies ISSN 2409-1294 (Print), June 2015, Vol.1, No.4', *International Journal of Social Sciences*, 2015.
- [42] J. Cj, 'IMPROVING THE STUDENTS' SPEAKING ABILITY THROUGH ROLE PLAY METHOD'.
- [43] W. Wulandari, D. O. Ayuningtias, and Y. Yana, 'THE USE OF ROLE PLAY TO IMPROVE STUDENTS' SPEAKING SKILL', *J. PRJ*, vol. 2, no. 3, p. 416, May 2019, doi: 10.22460/project.v2i3.p416-420.