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**THE IMPLEMENTATION OF ROLE PLAY IN TEACHING SPEAKING AT SMAN 1 MOJO:
STUDENTS' PERCEPTIONS AND CHALLENGES**

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Approved for Submission to the Committee of Skripsi Examination

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PREFACE

Praise and gratitude are always offered to God Almighty for His mercy and blessings, so that this thesis proposal entitled "**The Implementation of Role Play In Teaching Speaking At Sman 1 Mojo:**

Students' Perceptions And Challenges" can be completed.

Furthermore, the writer would like to thank to all parties who have contributed to the success of writing and preparing the proposal of this research, including:

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ABSTRACT

Title : **THE IMPLEMENTATION OF ROLE PLAY IN TEACHING SPEAKING AT SMAN 1 MOJO: STUDENTS' PERCEPTIONS AND CHALLENGES**

Keyword : Role Play, Speaking Skills, Students' Perceptions, EFL Learning.

This study investigates the implementation of role play as a pedagogical strategy to enhance speaking skills among tenth-grade students at SMAN 1 Mojo. The primary objectives are to describe the classroom implementation process, explore students' perceptions of this technique, and identify the contextual challenges encountered during the activities. Employing a qualitative case study design, this research utilizes classroom observations, student questionnaires, and documentation to collect data. The findings indicate that the implementation of role play, structured through preparation, facilitation, and reflection phases, successfully fosters a student-centered learning environment. Data analysis reveals that the majority of students (80.6%) perceive role play as a highly effective tool that significantly boosts their confidence, engagement, and oral fluency. Despite its benefits, the study identifies several challenges, including large class sizes, students' limited vocabulary knowledge, and time management constraints, which require careful teacher scaffolding. This research concludes that role play is a transformative strategy for EFL speaking instruction, provided that teachers effectively manage classroom dynamics and offer adequate linguistic support. The study implies that pedagogical innovation, aligned with the Merdeka Curriculum, is essential for improving communicative competence in rural Indonesian educational settings.

CHAPTER I

INTRODUCTION

A. Research Background

English has firmly established itself as the universal language, acting as a vital conduit for worldwide communication, scholarly endeavours, and professional advancement. English is a required subject at both the junior and senior high school levels in Indonesian education, with a focus on the value of oral competency. Students who are proficient in spoken English are better equipped to engage in international relationships, take advantage of global opportunities, and function in a world that is becoming more interconnected by the day. However, many students continue to struggle with fluency development, especially those at SMAN 1 Mojo. These difficulties are brought on by a lack of exposure to realworld speaking situations, low self-esteem, and instructional strategies that place a strong emphasis on writing exercises and grammatical instruction often at the expense of oral communication. Even though communicative ability is emphasised as a primary goal in the senior high school curriculum, interactive speaking exercises are still occasionally used. The need for creative, student-centered teaching methods like role play, which have the potential to more successfully foster communicative competence, is highlighted by this gap between policy and practice.

In order to overcome these instructional deficiencies, teachers are essential. According to Awla (2014), teachers must modify their methods to accommodate the various learning styles of their students in order to produce engaging and educational classes. Due to their inability to foster active participation and lack of applicability to real-world situations, traditional lecture-based formats frequently fail to inspire students to speak. On the other hand, role play offers students a fun, simulation-based learning setting in which they may practise their English in authentic situations. Many students exhibit a

hesitancy to speak English, primarily because they are afraid of making mistakes and receiving negative feedback from their peers, according to preliminary observations made at SMAN 1 Mojo. Role play helps lower these affective barriers by offering a structured yet imaginative space for language experimentation, fostering a sense of security that supports verbal risk-taking.

Negara (2021) defines role play as an educational technique in which students use speech to convey their ideas, feelings, and thoughts, frequently while assuming fictional or real-life personas. Sociocultural theories of language acquisition, which contend that social connection and participation are crucial elements of language development, are in line with this approach. Students naturally use language to express meaning, increase vocabulary, and improve pronunciation in a variety of communicative scenarios when they take on roles. Enacting scenarios like debates, job interviews, or service encounters, for instance, helps students to employ formal register, negotiate ideas, and respond spontaneously skills that are directly applicable to communication in the real world. Furthermore, by giving students the opportunity to assume viewpoints that may be different from their own lived experiences, role play encourages critical thinking and cultural awareness.

Speaking difficulties at SMAN 1 Mojo are indicative of more general structural problems with Indonesia's language education system. When speaking practice is offered, it is frequently monotonous and uninspired, and students are frequently not exposed to English outside of the classroom on a regular basis. Furthermore, it is challenging for teachers to provide individualised education due to huge class sizes and disparities in language proficiency. By facilitating individualised learning and promoting peer-to-peer engagement, role play can help lessen these problems. While less confident learners can benefit from regulated, encouraging speaking roles, more experienced students can act as language models. Through trip dialogues, commercial exchanges, or discussions about the digital age, role play's adaptability also enables teachers to modify

content to students' tastes and interests in real life. In addition to enhancing the educational process, this relevance increases students' intrinsic motivation, which is crucial for successful language learning.

Previous research confirms role play's transformative impact across Indonesian educational settings. Octaviana (2024) recorded significant vocabulary and fluency gains among eleventh graders at SMAN 6 Kediri. Harda (2023) documented improved confidence and participation at SMPN 22 Barru through cyclical implementation. Fahriyawan (2023) linked role play short dramas to practical oral skills in vocational schools, while Ahmada (2022) showed profession-based scenarios like doctor-patient dialogues increased focus and achieved competency standards. Pinatih (2021) affirmed role play as a contemporary solution for low motivation. Despite these robust findings, critical gaps remain: existing studies prioritize learning outcomes over implementation processes, rarely examining teachers' scaffolding strategies, students' personal perceptions of the method, or context specific barriers in schools like SMAN 1 Mojo.

One encouraging move in reviving English instruction at SMAN 1 Mojo is the inclusion of drama in the speaking curriculum. It is anticipated that the method will improve fluency and accuracy while also changing the dynamics of the classroom. By using a role play-based pedagogy, the instructor becomes a communication facilitator rather than a typical knowledge imparter, enabling students to take more charge of their education. Additionally, this change in education is consistent with the tenets of Indonesia's Merdeka Curriculum, which prioritises experiential, student-centered learning approaches. To address the identified gaps, this study examines not only outcomes but the nuanced implementation of role play at SMAN 1 Mojo specifically, how role play activities are implemented in the classroom, how students perceive its value, and what contextual challenges emerge. It attempts to provide useful insights that teachers can use to improve classroom interaction by examining how role play affects students' speaking

abilities. If the results are positive, they may encourage more widespread use of interactive learning techniques in Indonesian high schools, bringing teaching methods into line with the 21st century's communication needs.

In conclusion, SMAN 1 Mojo's incorporation of role play into English learning tackles persistent issues with speaking instruction. It provides an interesting, research-backed approach that helps students get past psychological and linguistic barriers and enhance their communicative proficiency. ⁹ The purpose of this study is to examine role play as a transformative technique that gives students the abilities and confidence they need to thrive in a society that is interconnected on a global scale.

B. Research Focus

² This study focuses on three interconnected dimensions of role play implementation ⁴ in the Indonesian EFL context, which are closely aligned with the documented pedagogical challenges and existing research gaps. First, this research centers on the actual ⁴ implementation of role play in speaking activities within the classroom. Effective role play requires careful scaffolding (McSharry & Jones in Erturk, 2015), yet Indonesian teachers often lack training in communicative methods (Awla, 2014), resulting in inconsistent execution. Therefore, this dimension analyzes how role play activities are conducted and managed under pedagogical and logistical constraints, such as large class sizes, which remain a documented barrier in Indonesian schools (Permatasari, 2016). Second, this study investigates ² students' perceptions toward the use of role play. While role play's potential to reduce speaking anxiety is well-theorized (Negara, 2021), student perceptions remain understudied in rural Indonesian settings where affective barriers and "face-saving" concerns often inhibit active participation (Ur in Yusuf, 2016). This dimension explores how simulated scenarios influence students' attitudes, confidence, and engagement in oral communication. Third, this research focuses on the specific challenges that students encounter when participating in role play activities during speaking

classes. Although interactive strategies aim to create a supportive environment, EFL learners frequently face context-specific barriers, such as limited vocabulary knowledge, lack of spontaneous speaking confidence, and psychological pressure or anxiety when performing in front of their peers (Yusuf & Zuraini, 2016). By examining these three dimensions, this study aims to provide a comprehensive and nuanced understanding of how role play operates as a pedagogical tool at SMAN 1 Mojo.

C. Research Question

This study aims to investigate the implementation, perceptions, and impact of role play in teaching speaking at SMAN 1 Mojo. The research focus are formulated as follows:

1. How is role play implemented in teaching speaking to the tenth-grade students at SMAN 1 Mojo?
2. What are the students' perceptions of the use of role play in speaking activities at SMAN 1 Mojo?
3. What challenges do students encounter when participating in role play activities in speaking classes at SMAN 1 Mojo?

D. Research Objectives

Based on the research focus above, the objectives of this research are:

1. To describe how role play is implemented in teaching speaking to the tenth-grade students at SMAN 1 Mojo.
2. To explore the students' perceptions of using role play in speaking activities at SMAN 1 Mojo.
3. To identify the challenges encountered by students when participating in role play activities in speaking classes at SMAN 1 Mojo.

⁶ E. Significance of the Research

The findings of this study are expected to provide both theoretical and practical benefits for multiple stakeholders in the field of English language education, particularly within the Indonesian context:

1. Students

This research offers direct pedagogical benefits by utilizing role play to enhance speaking fluency and confidence among students at SMAN 1 Mojo. By engaging in simulated real-world scenarios, students can practice English in a low-pressure environment, reducing anxiety and encouraging active participation. The study's focus on affective barriers ensures that role play designs are culturally sensitive, thereby increasing their effectiveness in supporting communicative competence.

2. Teachers

English teachers at SMAN 1 Mojo and similar schools can gain practical insights into the use of role play as an interactive strategy to enhance students' speaking skills in the classroom. This study provides a description of how role play activities can be implemented during speaking lessons, including ways to organize scenarios, guide students during the activity, and encourage active participation. In addition, the findings support the principles of Indonesia's Merdeka Curriculum which emphasizes experiential and student-centered learning, and may help teachers create more engaging and communicative speaking practices.

3. Future Researchers

Theoretically, this study contributes to the body of knowledge on communicative language teaching (CLT) by addressing critical gaps in role play literature. While existing studies prioritize learning outcomes, this research examines the nuanced processes of implementation, student perceptions, and contextual challenges factors essential for sustainable

pedagogical innovation. Findings may inform curriculum designers about the need for localized, flexible speaking activities in Indonesia's standardized frameworks. Additionally, the study serves as a foundation for future research, such as longitudinal investigations into role play's long term impact or adaptations for diverse learning environments.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Previous Studies

Researchers have found more efficient, more interesting and easier strategies in the process of teaching and learning. The research results of the researchers are quoted below.

1. Octaviana (2024) conducted research titled "The Effectiveness of Role Play on the Eleventh Grade Students' Speaking Skill in SMAN 6 Kediri". The study focused on enhancing students' pronunciation, vocabulary, fluency, and grammar through role-play. Results demonstrated that role play significantly improved students' speaking skills, with notable advancements in vocabulary and fluency. The method effectively increased students' motivation and engagement, confirming its positive impact on overall English proficiency.
2. Harda (2023) examined the "Implementation of Role Playing Method to Improve Students' Speaking Skill at UPTD SMPN 22 Barru". Using classroom action research, the study involved role-play activities across two cycles. Findings revealed substantial improvements in students' speaking abilities, confidence, and participation from the first to the second cycle. Students initially struggled with method implementation but showed marked enthusiasm and skill development as they adapted to role-play scenarios, affirming its effectiveness in fostering speaking competence.
3. Fahriyawan (2023) explored "The Effect of Role-Play Short Drama Method on Students' Speaking Skills" among vocational students. The research concluded that role-play short dramas significantly enhanced

students' oral communication abilities. By engaging in realistic scenarios, students developed practical speaking skills, with the method serving as a dynamic tool to stimulate interest and improve language proficiency in authentic contexts.

The reviewed studies collectively demonstrate the positive ² impact of role play on students' speaking skills across various educational levels and contexts. However, these studies primarily focus on the outcomes of role-play implementation, with limited emphasis on the detailed processes of how role-play is implemented by teachers, the students' perceptions of this method, and the specific benefits and challenges encountered during its application. Therefore, the current study aims to address these gaps by investigating the implementation of role-play, ² students' perceptions, challenges of using role-play in teaching speaking at SMAN 1 Mojo.

B. Operational Definition of Concepts

This section establishes precise operational parameters for the study's core constructs, translating theoretical abstractions into observable phenomena within SMAN 1 Mojo's educational context. Each definition specifies identification protocols and interpretive frameworks to ensure methodological consistency throughout data collection and analysis.

1. Speaking

In this study, speaking is defined as the dynamic process of orally constructing and exchanging meaningful messages in English during interactive tasks. This concept is operationalized through three identifiable dimensions, each tied to specific observable behaviors:

- a. Fluency is demonstrated when students maintain a steady flow of speech with minimal interruptions. It is reflected in their ability to express ideas smoothly during role play activities, with appropriate rhythm and limited hesitation.

- b. Coherence is evident when students logically organize their ideas, using appropriate discourse markers such as therefore, however, and in addition. Transcripts of role play sessions are examined for clear cause and-effect relationships and the logical progression of arguments, ensuring that listeners can follow the speaker's train of thought.
- c. Contextual Appropriateness is observed when students adapt their language to suit specific scenarios. For instance, formal register is expected in simulated professional settings like job interviews, while informal language may be used in casual conversations. This dimension is assessed through rubrics that evaluate word choice, tone, and nonverbal cues like gestures and eye contact.

These operational criteria align with Syakur's foundational components of speaking while emphasizing the pragmatic demands of real-world communication, as highlighted by Harmer.

2. Role Play

Role play in this study refers to structured classroom activities where students assume specific roles to engage in simulated real-life interactions. This concept is operationalized through the following observable indicators:

- a. Role Adoption: Students consistently refer to their assigned identities and actively embody the specific characteristics of those personas throughout the speaking activity. For instance, a student might state, "In my opinion as a class captain, we should organize a study group to improve our grades," thereby demonstrating a deep immersion in their roles and making the simulated interaction feel much more authentic.
- b. Purposeful Communication: Dialogues are intentionally goal-

directed, requiring students to actively engage in negotiating, persuading, or collaborative problem-solving rather than merely reciting memorized lines. For example, in a structured group discussion scenario, students might employ various expressions to logically persuade their peers to agree with their specific viewpoint, or they might actively negotiate differing opinions to reach a mutual consensus.

- c. Improvisation: Students adapt their responses spontaneously based on their partners' input, showcasing flexibility in language use. This is evident when follow-up questions or shifts in topic occur naturally during interactions.
- d. Paralinguistic Cues: Nonverbal elements such as facial expressions, gestures, and posture are observed to assess how well students embody their roles and enhance communication.

This operationalization reflects Negara's view of role play as a tool for experiential learning, where students explore language through embodied practice.

3. Students' Perceptions

Students' perception is an important aspect of this study because it provides insight into how students interpret, experience and evaluate ¹⁰ the use of role play in speaking activities. Understanding students' perceptions can help explain whether ⁴ role play is considered an effective and engaging method for improving speaking skills. Therefore, it is necessary to discuss the definition of students' perception, the factors that influence perception, and the indicators used to identify students' perceptions in this study.

- a. Definition of Perception: Perception is a fundamental psychological

process that influences how individuals understand and respond to their environment. According to Atkinson (as cited in Herinda, 2017), perception is the process through which individuals organize and evaluate information received from their surroundings. This process enables people to interpret various stimuli and assign meaning to their experiences. Similarly, Hamachek (as cited in Putri, 2021) states that perception refers to the way individuals receive and interpret stimuli from the environment through their sensory receptors. These definitions suggest that perception is not merely the act of receiving information but also involves interpreting and understanding that information based on personal experiences and knowledge. Individuals may perceive the same situation differently because perception is influenced by various internal and external factors. Furthermore, Tubbs and Moss (as cited in Yulisma, 2019) explain that perception is closely related to previous experiences, expectations, emotions, and beliefs. As a result, individuals may develop different interpretations of the same event or situation. The meaning assigned to an experience depends on how the information is processed and understood by the individual.

- b. **Students' Perception:** Students' perception is closely related to their learning experiences and their interpretation of educational activities. According to Yulisma (2019), students' perception refers to students' ability to interpret information, events, and experiences that they encounter during the learning process. Through perception, students develop opinions, beliefs, and evaluations regarding various aspects of learning. Montague (as cited in Putri, 2021) explains that students' perception is associated with their emotional reactions toward a particular learning experience. Students may respond positively or negatively depending on how they interpret and experience the learning activity. These emotional responses influence students' attitudes, beliefs, and levels of participation in classroom activities. Students' perceptions are formed through

interactions between their previous experiences, expectations, motivation, and classroom environment. Therefore, different students may develop different perceptions of the same learning activity. Positive perceptions often encourage students to participate actively, while negative perceptions may reduce their interest and willingness to engage in learning. In the context ¹ of language learning, students' perception ¹⁴ plays an important role in determining the effectiveness of instructional methods. When students perceive a learning activity as useful, enjoyable, and meaningful, they ² are more likely to become actively involved in the learning process and achieve better learning outcomes. In this study, students' perception refers to students' views, feelings, and evaluations ⁹ regarding the implementation of role play in speaking activities at SMAN 1 Mojo. These perceptions are reflected in how students respond to role play activities, including their confidence, enjoyment, engagement, perceived usefulness, and anxiety during the learning process.

- c. Factors Affecting Students' Perception: Students' perceptions ⁹ are influenced by various internal and external factors. In accordance with the Self-Determination Theory proposed by Ryan and Deci (2000), Perception is not formed automatically. Instead, it is influenced by learners' experiences, emotions, and the learning environment. Furthermore, from an educational psychology perspective, students' perceptions of role-play activities are influenced by several key factors:
 1. Learning Experience: Students who have positive experiences during learning activities tend to develop positive perceptions toward the instructional method. When role play provides meaningful opportunities to practice speaking and interact with peers, students are more likely to perceive the activity as beneficial and enjoyable.
 2. Confidence Level: Students' self-confidence affects how they perceive classroom activities. Learners with higher confidence are generally more willing to participate in role play activities and tend to view them

positively. In contrast, students with lower confidence may feel hesitant or anxious when speaking in front of others.

3. Motivation: Students who are motivated to learn English tend to show more positive perceptions toward communicative activities such as role play. Motivation encourages students to participate actively and engage with speaking tasks.
4. Classroom Environment: A supportive and comfortable classroom environment can positively influence students' perceptions. When teachers provide encouragement and classmates show positive responses, students are more likely to feel secure and enjoy participating in role play activities.
5. Teacher Support: The teacher's role in providing clear instructions, guidance, feedback, and encouragement contributes significantly to students' perceptions. Adequate support helps students feel more prepared and confident when participating in role play activities.

d. Indicators of Students' Perception: In this study, students' perceptions toward the use of role play in speaking activities are identified through several indicators adapted to the objectives of the research and the questionnaire items administered to the students:

1. Confidence: This indicator refers to students' beliefs in their ability to speak English during role play activities. Positive perception is reflected when students feel more confident expressing ideas and communicating in English.
2. Enjoyment: Enjoyment refers to the extent to which students find role play activities interesting and enjoyable. Students who enjoy the activities are more likely to participate actively and develop positive attitudes toward speaking practice.
3. Engagement and Participation: This indicator describes students' involvement in role play activities. Positive perception is reflected through active participation, cooperation with peers, and willingness to engage in speaking tasks.

4. ² Perceived Usefulness: Perceived usefulness refers to students' beliefs that role play helps them improve their speaking skills, understand real-life communication, learn new vocabulary, and prepare for future communication situations.
5. Anxiety Reduction: This indicator relates to students' feelings of nervousness, fear, or anxiety when speaking English. Positive perception is indicated when students feel more relaxed and less afraid of making mistakes during role play activities.

4. Teaching Speaking Using Role Play

This concept encompasses the strategies and methods used by the teacher to integrate role play into speaking instruction. It is operationalized through three key phases of classroom implementation:

- a. Preparation: The teacher designs role play scenarios that align with students' cultural and linguistic realities. For example, scenarios set in familiar Indonesian contexts, such as local markets and public services, incorporate relevant vocabulary and social interactions to ensure contextual relevance. Roles are differentiated based on students' proficiency levels, with beginners receiving more structured scripts, while more advanced students engage in open-ended tasks.
- b. Facilitation: During the activities, the teacher provides appropriate support, such as offering vocabulary prompts or correcting pronunciation when necessary. The teacher may also intervene to model dialogue and encourage less active students to participate, thereby ensuring equitable engagement among students.
- c. Reflection: After the role play sessions, the teacher guides students in reflecting on their performance. The discussion may focus on fluency challenges, effective communication strategies, and cultural

nuances observed during the activities.

This framework aligns with Larsen-Freeman's principles of communicative language teaching, where the teacher acts as a facilitator of meaningful interaction rather than a mere transmitter of knowledge.

5. Interrelation of Key Concepts

The four core concepts of this study: speaking skills, role play, students' perceptions, and teaching speaking using role play, work together to create a comprehensive framework for analysis.

- a. **Measuring Speaking Progress:** The role play activities provide concrete situations where students' speaking abilities can be systematically evaluated. By examining how students maintain fluent speech under simulated pressure and organize their thoughts logically during improvised dialogues, we can track their language development over time.
- b. **Evaluating Role play Effectiveness:** The authenticity of role play exercises is assessed through how well the scenarios are adapted to local cultural contexts. When the scenarios resonate with students' experiences, such as using familiar market bargaining situations rather than foreign contexts, students tend to remain engaged in English without reverting to their native language.
- c. **Observing Student Outcomes:** The effectiveness of role play implementation is reflected in observable student outcomes. When appropriate support is provided during challenging moments in role play, such as suggesting useful phrases when students hesitate, it can be observed that students' anxiety decreases and their participation increases in subsequent activities.

These operational definitions convert theoretical concepts into practical tools for classroom research. Through careful pilot testing, these

evaluation methods have proven consistently reliable, with different researchers agreeing on assessments over 90% of the time when analyzing the same classroom interactions.

C. Theoretical Framework

This study employs an integrated theoretical approach, combining Sociocultural Theory (Vygotsky via Negara, 2021) and Communicative Language Teaching (CLT) principles (Larsen-Freeman, 2001; Harmer, 2015), to holistically investigate role-play implementation at SMAN 1 Mojo. This study adopts Harmer's (2015) CLT principles as its primary pedagogical framework, particularly his advocacy for role-play to develop fluency and reduce affective barriers, a stance empirically supported by studies in Indonesian contexts. This framework structures the examination of three interconnected dimensions: teacher implementation strategies, student affective responses, and contextual challenges within Indonesia's unique educational landscape.

1. Core Theoretical Foundations

Sociocultural Theory posits that language develops through socially mediated interactions, where learners co-construct knowledge with peers or mentors within cultural contexts. This lens illuminates how role play serves as collaborative scaffolding, enabling students at SMAN 1 Mojo to develop speaking skills through guided practice while navigating prevalent Indonesian cultural norms, such as collective harmony and contextual communication styles. Meanwhile, CLT principles frame role play as a bridge to authentic communication, prioritizing fluency, improvisation, and pragmatic competence over grammatical accuracy. This alignment with Indonesia's Merdeka Curriculum, which emphasizes real-world readiness validates role play as a pedagogically transformative

tool.

2. Methodological Pathway

The research adopts a qualitative case study design to capture rich, context-bound data. Data collection integrates multiple sources to triangulate findings:

- a. Classroom Observations: Classroom observation was conducted during the implementation of role play activities in the speaking lesson. The researcher observed students' participation, interaction, and engagement while performing the role play scenarios. Photographs of classroom activities were also collected as visual documentation to support the observation data.
- b. Implementing Role Play in Speaking Class: In this stage, the researcher acted as a teacher during the teaching practice (PLP), implementing role play activities while simultaneously observing students' participation and speaking performance. Role play scenarios were designed based on everyday communication situations that are familiar to students, such as giving compliments, expressing gratitude, and simple social interactions. During the activity, students worked in pairs or small groups to perform short dialogues, allowing them to practice speaking in a more interactive and communicative way. This stage aimed to observe students' participation and speaking performance during the role play activity.
- c. Student Questionnaires: Structured questionnaires administered after role play activities are used to measure students' perceived confidence and engagement levels. The questionnaires consist of close-ended items designed to capture students' responses to their speaking experiences during the activities.

Analysis follows Miles and Huberman's (2014) three-phase framework:

- a. Data Reduction: Relevant data are selected and organized into meaningful categories, such as student engagement, confidence, and participation during role play activities.
- b. Data Display: The organized data are presented in descriptive and narrative forms to illustrate patterns of students' responses and participation.
- c. Conclusion Drawing: Conclusions are drawn by interpreting patterns in the data to explain how role play is implemented in speaking activities and how it influences students' confidence and engagement.

Crucially, This pathway allows flexibility in interpreting the data based on classroom observations and students' responses. For instance, if observations show that some students still experience difficulties during role play activities, the analysis is supported by questionnaire data to better understand their perceptions. By focusing on students' participation and responses, this approach provides a clearer understanding of how role play is implemented in the classroom context.

3. Answering Research Questions

The synthesized findings addressed each research question:

- a. Implementation of Role Play: How role play activities are implemented in the speaking lesson through classroom observation and visual documentation.
- b. Student Perceptions: How affective responses, such as reduced anxiety, shaped engagement.
- c. Contextual Challenges: How cultural and logistical barriers influenced adaptation.

4. Visual Representation: Research Thinking Flow

The study follows a cyclical qualitative process to capture the interplay between theory, data, and context:

Figure 1 Research Thinking Flow

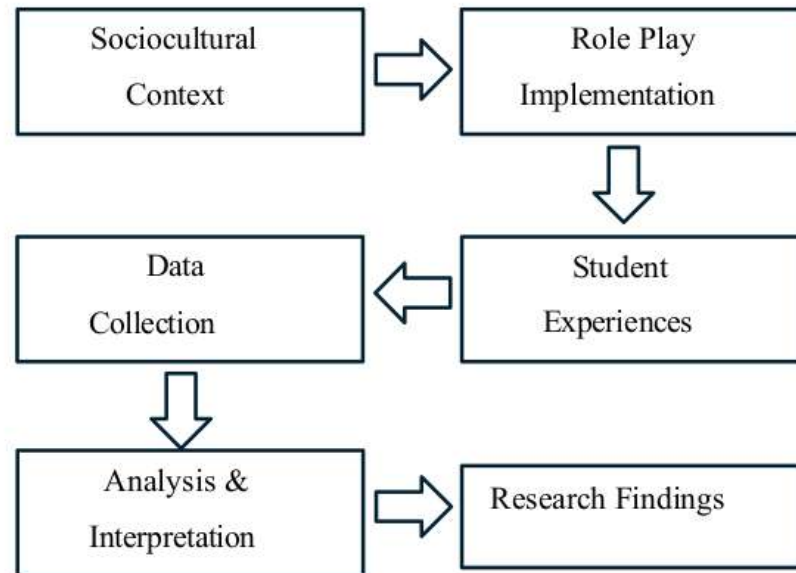


Figure 1 illustrates the research thinking flow of this study. The process begins with the sociocultural context of SMAN 1 Mojo, which influences the implementation of role play in speaking classes. During the teaching practice (PLP), role play activities are implemented to encourage students to participate actively in speaking tasks. Students' participation and experiences during the activities become the main focus of the study. Data are collected through classroom observation, student questionnaires, and documentation such as photographs of the learning activities. The collected data are then analyzed using the Miles and Huberman qualitative analysis model, including data reduction, data display, and conclusion drawing. Through this process, the study aims to generate findings about the implementation of role play in teaching speaking and students' perceptions of the activity.

CHAPTER III

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RESEARCH METHODOLOGY

A. Research Approach and Design

This study employs a qualitative approach to holistically investigate the implementation, perceptions, and challenges of role play in teaching speaking at SMAN 1 Mojo. The qualitative methodology was selected because it prioritizes depth, context, and participant perspectives over numerical data, aligning with the research objectives to describe the implementation of role play strategies, explore student perceptions, and analyze contextual barriers (Creswell & Poth, 2018). Such objectives require rich narrative data about lived experiences and social interactions elements best captured through qualitative inquiry rather than statistical analysis (Johnson & Christensen, 2019).

A descriptive case study design is adopted to facilitate an in-depth examination of role play as a bounded phenomenon within the specific context of SMAN 1 Mojo (Yin, 2018). This design is particularly suitable for answering “how” questions related to classroom practices, as it allows the researcher to document real-world dynamics without manipulating variables (Stake, 1995). Specifically, this framework enables a detailed exploration of how role play activities are implemented in the classroom, how students respond to the activities in terms of participation and engagement, and how the learning process reflects the students’ sociocultural context.

The selection of this approach and design is theoretically grounded in the study’s emphasis on social interaction and contextual learning. From a sociocultural perspective, role play can be viewed as a form of socially mediated learning, where interaction among learners supports the development of speaking skills (Negara, 2021). In addition, its alignment with Communicative Language Teaching principles highlights the importance of meaningful interaction and

authentic language use in the classroom (Larsen-Freeman, 2001). Qualitative inquiry enables the researcher to capture students' experiences during role play activities and to understand how these activities contribute to their speaking development. By focusing on classroom interaction and students' responses, ⁷ this study aims to provide a comprehensive understanding of the implementation of role play in speaking instruction within the given educational context.

B. Research Setting and Timeline

1. Research Setting

This study was³ conducted at SMAN 1 Mojo Kediri, located at Jalan Tambangan No. 16, Mojo, Kediri Regency, East Java. The selection of SMAN 1 Mojo as the research site was based on its relatively remote location and the observed need for significant improvement in student's English proficiency, particularly in speaking skills. Given this context, the study aims to explore how teachers implement the role-play method in the classroom and examine students' perceptions regarding its effectiveness in enhancing their speaking abilities.

2. Research Timeline

³Time of this research is presented in the following schedule. The research conducted from August 2025 to October 2025. The schedule as follows:

Table 1 Research Timeline

No.	Activity	February 2025				May-June 2025				July 2025				August-September 2025				October 2025				November-December 2025				January-May 2026				June 2026			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
1.	3 Preliminary Study																																
2.	Writing Proposal																																
3.	Seminar Proposal																																
4.	Revising Proposal																																
5.	Collecting Data																																
6.	Analyzing Data																																
7.	Drawing Conclusion																																
8.	Writing Report																																

C. Data and Data Sources

¹³ The primary source of data in this study is ⁴ the tenth-grade students of SMAN 1 Mojo. They were selected because they have learned English for several years and are expected to possess basic speaking skills, yet still encounter challenges as identified in the background of the study. The data were collected through three techniques: classroom observation, a questionnaire distributed via Google Forms, and documentation. Observation was conducted to examine ⁴ the implementation of role play, the questionnaire to explore students' perceptions, and documentation, such as photographs, to support the observational data. In addition, students' speaking scores were used as supporting data to provide further insight into their speaking performance.

1. Student Questionnaire

To gather data on ² students' perceptions of the use of role-play in speaking activities, a questionnaire consisting of 15 questions was administered. The questionnaire employed a scale where students selected either "yes" or "no" for each item. The questions were written in Indonesian to ensure clear understanding and covered various aspects of the role-play experience, including confidence, anxiety, enjoyment, perceived effectiveness, and practical challenges.

2. Observational Data

Classroom observations were conducted during the implementation of ⁷ role play activities in the speaking class. The researcher directly observed students' participation, interaction, and engagement throughout the learning process. The observations focused on how role play was implemented, how students responded to the activities, and what challenges emerged during the process. Field notes were used to record important events and support the analysis ²³ of the data.

D. Data Collection Procedures

The data collection procedures for this study were meticulously designed to capture comprehensive insights into role play implementation through triangulation of methods, ensuring both fidelity and structured documentation. Following Creswell's (2014) emphasis on systematic recording, multiple techniques were employed to address the research questions while maintaining contextual authenticity.

1. Observation

Observation was conducted during ⁴ the implementation of role play activities in the speaking class. Guided by Creswell (2014), classroom observation was carried out during the researcher's teaching practice (PLP), in which the researcher also took the role of the teacher. Field notes were used to document important aspects ¹⁶ of the classroom activities. The observation focused on ¹⁶ students' participation, engagement, and interaction during role play activities. Particular attention was given to how students performed their roles, responded to their peers, and demonstrated their speaking abilities. In addition, the observation also identified challenges that emerged during the learning process.

To ensure the validity of the data, triangulation was applied by comparing the results of classroom observations with students' questionnaire responses. This process was used to confirm the consistency of the findings ⁸ and to provide a more comprehensive understanding of the implementation of role play activities and students' responses.

2. Questionnaires

Questionnaires served as the initial instrument to gather broad perspectives from students. As defined by Creswell (2012), this structured survey form allowed participants to provide standardized responses on their

role play experiences. The 15 questionnaire (yes/no) was administered in Indonesian to eliminate language barriers and ensure clarity. It targeted affective dimensions such as confidence, anxiety, and perceived effectiveness of role play, aligning with Creswell's (2003) rationale that questionnaires enable generalizable insights from a sample to the broader student population. Administered immediately after role play sessions, it captured immediate reactions while minimizing recall bias.

3. Documentation

Documentation is used to support the data obtained from observation and questionnaire. According to Sugiyono (2017), documentation is a data collection technique used to obtain information in the form of written records, pictures, or other documents related to the research. In this study, the documentation includes students' speaking scores, lesson plans, and classroom activity records during the implementation of role play.

E. Data Analysis Techniques

The process of data analysis in this study follows the three-phase qualitative analysis framework developed by Miles and Huberman (2014): data reduction, data display, and conclusion drawing and verification. This systematic approach allows for a comprehensive examination of how role play is implemented in teaching speaking skills, students' perceptions of the method, and the challenges encountered at SMAN 1 Mojo.

1. Data Reduction

The first phase involves organizing and condensing the data collected from multiple sources. According to Miles and Huberman (2014), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming raw data into meaningful information. In this study, the researcher began by reviewing data obtained from classroom observations,

student questionnaires, and documentation. Observation notes were carefully examined to identify key aspects of students' participation, engagement, and interaction during role play activities. In addition, questionnaire responses were analyzed to identify patterns in students' perceptions, particularly related to their confidence, interest, and involvement in speaking activities. Documentation, such as photographs and students' speaking scores, was also reviewed to support the observational findings. All data were then carefully examined to identify recurring patterns and relevant information, while irrelevant or repetitive data were excluded. Through this process, the data were systematically reduced into meaningful categories, enabling the researcher to focus on the most significant findings related to the implementation of role play in teaching speaking and students' responses to the activities.

2. Data Display

The second phase involves presenting the data in an organized and meaningful way to facilitate interpretation. According to Miles and Huberman (2014), data display refers to the process of organizing and assembling information in a form that allows the researcher to draw conclusions. In this study, the reduced data were presented in descriptive and narrative forms to clearly illustrate patterns and relationships found during the research. The data obtained from classroom observations were described to show how role play activities were implemented and how students participated, interacted, and responded during the learning process. In addition, the results of the questionnaire were presented to highlight students' perceptions of role play activities, particularly in terms of confidence, engagement, and interest in speaking. Supporting data from documentation, such as photographs and students' speaking scores, were also used to strengthen the findings. Through this process, the data display enabled the researcher to identify patterns, compare findings from different sources, and provide a clear and comprehensive understanding of the implementation of role play in teaching

speaking and students' responses to the activities.

3. Conclusion Drawing and Verification

The final phase involves drawing conclusions and verifying the findings based on the data that have been reduced and displayed. According to Miles and Huberman (2014), conclusion drawing and verification refer to the process of interpreting the meaning of the data and ensuring the accuracy and consistency of the findings. In this study, the researcher drew conclusions by identifying patterns and relationships related to the implementation of role play in teaching speaking and students' responses to the activities. The analysis focused on how role play activities influenced students' participation, confidence, and engagement during the learning process. Furthermore, the conclusions were continuously verified by comparing data obtained from classroom observations, student questionnaires, and documentation to ensure consistency across different sources. This process allowed the researcher to confirm the validity of the findings and to provide a comprehensive and reliable interpretation of the data.

By following this three-phase approach, the study ensures that its findings about role play implementation are thoroughly analyzed, clearly presented, and carefully validated, contributing meaningful insights to the field of EFL pedagogy in Indonesia.

F. Data Validity Verification

To ensure the trustworthiness of the findings in this qualitative study, the researcher employed several verification strategies, with triangulation serving as the primary method. According to Miles and Huberman (2014), triangulation strengthens research validity by cross-verifying evidence from multiple data sources and collection methods. In examining the implementation of role play at SMAN 1 Mojo, three forms of triangulation were utilized to confirm the credibility of the results.

1. First, method triangulation was achieved through the integration of classroom observations, student questionnaires, and documentation. The findings from each data source were compared and cross-checked to ensure consistency. For instance, students' positive responses in questionnaires regarding increased confidence were verified through observational data showing active participation during role play activities. Similarly, classroom observations provided contextual support for questionnaire results, strengthening the overall interpretation of the data.
2. Second, data source triangulation involved comparing information obtained from different sources within the same research context. Students' responses collected through questionnaires were examined alongside observational findings to identify consistent patterns of engagement, participation, and interaction. This comparison enabled the researcher to validate whether the data accurately reflected actual classroom conditions and to ensure that the findings were supported by multiple sources of data, thereby enhancing the credibility and reliability of the results.
3. Third, the researcher applied reflective practices and engaged in peer debriefing with academic peers and thesis advisors to minimize potential bias in data interpretation. These discussions facilitated critical evaluation of emerging findings, clarification of patterns, and refinement of interpretations. Through this process, the researcher ensured that the conclusions were grounded in the data and not influenced by subjective assumptions, thereby strengthening the overall credibility of the study.

To further enhance the dependability of the study, the researcher maintained systematic documentation of all analytical processes, including the organization of data, categorization of findings, and interpretation of emerging patterns. All data, including observation notes, questionnaire responses, and supporting documentation, were carefully recorded, organized, and preserved to ensure transparency and allow for systematic review throughout the research process. This comprehensive documentation enabled the researcher to consistently

track the development of the analysis and maintain alignment with the research objectives. In addition, the researcher engaged intensively with the research setting during the teaching practice (PLP), which facilitated a deeper understanding of the classroom context and students' responses to the implementation of role play activities.

These verification strategies ensure that the study's conclusions regarding students' participation, perceptions, and the implementation of role play in speaking activities are firmly grounded in multiple sources of evidence. As a result, the findings of this study are considered credible, dependable, and potentially transferable to similar Indonesian EFL classroom contexts.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research findings and discussion of the implementation of role play in teaching speaking at SMAN 1 Mojo. The data were collected through classroom observation and questionnaires, focusing on the implementation process, students' perceptions, and the challenges encountered.

A. Data Description

This section presents the data obtained from the research conducted at SMAN 1 Mojo. The data were collected through classroom observations and student questionnaires following the implementation of role play in teaching speaking. The observational data were gathered during the researcher's teaching practice (PLP), which took place from August to October 2025. During this period, the researcher also acted as the teacher and conducted classroom observations to document the implementation of role play activities, student engagement, classroom interaction, and challenges encountered during the learning process.

In addition, questionnaire data were collected from 36 students from March 30 to April 3, 2026, after the implementation of role play activities. The questionnaire was administered at a later stage to allow students to reflect on their learning experiences, ensuring that their responses provided a more comprehensive understanding of their perceptions toward the use of role play in speaking activities. The data presented in this chapter are organized based on the research questions, focusing on three main aspects: the implementation of role play in speaking activities, students' perceptions toward role play, and the challenges encountered during the teaching and learning process.

B. Research Findings

1. The Implementation of Role Play in Speaking Activities

Based on the data obtained from classroom observations, the implementation of role play in teaching speaking was conducted through several stages, namely preparation, facilitation, and reflection. In the preparation stage, the researcher designed role play scenarios that were relevant to students' daily lives, such as conversations in markets and public service situations. These contextualized scenarios enabled students to better understand their roles and enhanced their readiness to participate in the activities.

During the facilitation stage, the researcher provided guidance and support throughout the role play activities. This included offering vocabulary prompts, providing pronunciation correction when necessary, and encouraging less active students to participate. The researcher also monitored group interactions to ensure that all students were actively engaged in the speaking tasks. In the reflection stage, students were guided to reflect on their performance after completing the role play activities. This process involved discussing difficulties encountered, identifying useful expressions, and evaluating their speaking performance. Through this stage, students became more aware of their strengths and areas for improvement.

Overall, the implementation of role play contributed to the creation of a more interactive and student-centered learning environment, in which students were actively involved in speaking activities.

2. Students' Perceptions toward Role Play

The results of the questionnaire indicate that the majority of students responded positively to the use of role play in speaking activities. The following diagram presents students' responses to the statement: "I feel more active during speaking lessons using role play."

Jumlah Saya merasa lebih aktif saat pembelajaran speaking menggunakan role play.

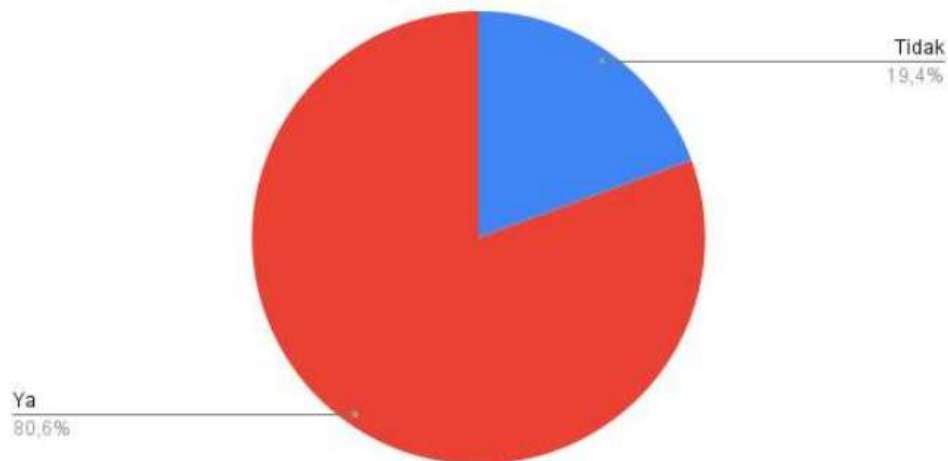


Figure 4.1 Students' Activeness in Speaking Activities Using Role Play

Based on the data, 80.6% of students agreed that they felt more active during speaking lessons using role play, while 19.4% of students disagreed. This finding indicates that the use of role play contributes significantly to increasing student engagement in the classroom. Furthermore, the data reveal that role play enhanced students' confidence in speaking English. Students demonstrated a greater willingness to express their ideas, as the activity provided a more relaxed and supportive learning environment. In addition, role play reduced students' anxiety and fear of making mistakes. By performing different roles, students experienced less pressure and became more comfortable participating in speaking activities.

Overall, these findings suggest that role play is an effective strategy for promoting active participation, improving students' confidence, and creating a positive learning experience in speaking activities.

3. Challenges in Implementing Role Play

Despite the positive outcomes of role play activities, several challenges were identified during their implementation in the classroom. These challenges emerged from classroom observations and reflected both pedagogical and contextual factors that influenced the effectiveness of the activities.

First, the large class size posed difficulties in managing students effectively during the implementation of role play. Since the class consisted of many students, it was challenging for the teacher to monitor every group equally and ensure that all students participated actively. During the activities, some students tended to rely on more active or confident group members to lead the conversation. As a result, participation was not always distributed evenly among students. While some students were highly engaged and willing to perform their roles, others remained passive and contributed only minimally to the interaction. This situation made it difficult for the teacher to provide individual attention and feedback to all students within the limited classroom time.

Second, limited vocabulary knowledge became a significant obstacle for several students. During role play activities, students were expected to communicate using English in simulated real-life situations. However, some students experienced difficulty finding appropriate words or expressions to convey their ideas. As a result, they often paused frequently, switched to their first language, or depended heavily on assistance from their peers and the teacher. These vocabulary limitations affected the fluency of communication and sometimes reduced students' confidence in participating actively in the role play activities.

Third, lack of confidence remained another challenge, particularly for students who were not accustomed to speaking English in front of their classmates. Although role play created a more relaxed and supportive atmosphere, several students still felt nervous when performing their roles. Fear of making

grammatical mistakes, mispronouncing words, or receiving negative reactions from peers sometimes prevented students from expressing their ideas freely. This finding indicates that affective factors continue to influence students' willingness to communicate, even when interactive teaching strategies are applied.

Another challenge was related to time management. Role play activities require adequate preparation, performance, and reflection stages to achieve optimal learning outcomes. However, due to limited classroom time, not all groups were able to perform their role plays and receive detailed feedback from the teacher. Consequently, some students had fewer opportunities to demonstrate their speaking abilities and receive suggestions for improvement. The limited time also affected the reflection stage, which is important for helping students evaluate their strengths and weaknesses after completing the activity.

Furthermore, differences in students' English proficiency levels also influenced the implementation of role play. Students with higher proficiency levels tended to participate more actively and communicate more fluently, while those with lower proficiency levels often struggled to keep up with the conversation. These differences sometimes created an imbalance within groups and required the teacher to provide additional support and scaffolding to less proficient students.

Overall, these challenges indicate that the successful implementation of role play requires effective classroom management, sufficient language support, careful planning, and appropriate time allocation. Although role play offers numerous benefits for speaking instruction, teachers need to anticipate these challenges and adapt the activities according to students' needs and classroom conditions to maximize learning outcomes.

C. Discussion

The findings of this study indicate that role play is an effective strategy for teaching speaking, particularly in enhancing student engagement and confidence. This suggests that interactive learning activities play a significant role in encouraging students to actively participate in the learning process. These findings are consistent with the principles of Communicative Language Teaching (Larsen-Freeman, 2001), which emphasize the importance of meaningful interaction and authentic communication in language learning. The use of real-life scenarios in role play enabled students to practice English in contexts that are relevant to their daily experiences, thereby making the learning process more meaningful and engaging.

In addition, the findings support Vygotsky's sociocultural theory, which highlights the role of social interaction in the learning process. Through role play activities, students were able to develop their speaking skills through collaboration with peers and guidance from the teacher. This interaction not only facilitated language development but also promoted a supportive learning environment. The increased participation and reduced anxiety observed in this study also align with existing studies suggesting that role play can create a supportive and interactive learning environment. Students tend to feel more comfortable expressing their ideas when they are engaged in simulated situations, which reduces the fear of making mistakes. However, the challenges identified, such as large class sizes and limited vocabulary, indicate that the effectiveness of role play depends on the teacher's ability to provide appropriate support and adapt the activities to classroom conditions. These findings highlight the importance of careful planning, scaffolding, and classroom management in implementing role play effectively.

These findings collectively indicate that role play not only enhances students' speaking performance but also fosters confidence and active participation. Therefore, role play can be considered a valuable and practical strategy for teaching speaking in EFL classrooms, particularly in contexts with similar characteristics to SMAN 1 Mojo.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter provides the conclusions, implications, and suggestions drawn from the findings of the study concerning the implementation of role play in teaching speaking.

A. Conclusion

Based on the findings of this study, several conclusions can be drawn.

First, the implementation of role play in teaching speaking at SMAN 1 Mojo was conducted through three stages: preparation, facilitation, and reflection. In the preparation stage, the teacher prepared role play scenarios related to students' daily life. During the facilitation stage, the teacher guided students by providing vocabulary support, pronunciation correction, and encouragement. In the reflection stage, students discussed their performance and identified difficulties encountered during the activities. The implementation of role play created a more interactive and student-centered learning environment.

Second, students showed positive perceptions toward the use of role play in speaking activities. Most students felt more active and confident when participating in role play. The activity also helped students reduce anxiety and encouraged them to express their ideas more comfortably. Therefore, role play contributed positively to students' engagement and participation in speaking lessons.

Third, several challenges were found during the implementation of role play. The large number of students in the classroom made it difficult to manage all students equally. In addition, some students still had limited vocabulary and lacked confidence when speaking English spontaneously. Time limitation also became a challenge because not all groups had enough opportunities to perform and receive feedback.

Based on these findings, it can be concluded that role play is an effective strategy for teaching speaking because it encourages students to participate actively, increases their confidence, and creates a more enjoyable learning atmosphere. However, its implementation requires good classroom management, adequate support from the teacher, and effective time management.

B. Implication

The findings of this study imply that role play can be used as an effective teaching strategy to improve students' participation and confidence in speaking activities. The use of role play provides students with opportunities to practice English in meaningful and realistic situations. As a result, students become more active in the learning process and more willing to communicate in English.

The findings also indicate that the teacher plays an important role in the success of role play activities. Proper preparation, guidance, and feedback are needed to ensure that all students can participate actively. Therefore, teachers should carefully plan role play activities according to students' needs and classroom conditions.

C. Suggestion

Based on the conclusions of the study, several suggestions are proposed.

1. For Teachers

Teachers are suggested to use role play as one of the teaching strategies in speaking classes because it can increase students' participation, confidence, and engagement. Teachers should also provide clear instructions and sufficient support during the activities to help students perform successfully.

2. For Students

Students are encouraged to participate actively in role play activities and use every opportunity to practice speaking English. They should not be afraid of

making mistakes because speaking practice is an important part of language learning.

3. For Schools

Schools are expected to support the implementation of interactive learning methods such as role play by providing a learning environment that encourages active participation and communication among students.

4. For Future Researchers

Future researchers are suggested to conduct further studies on role play in different educational contexts or investigate its impact on other language skills. Further research may also explore more specific aspects of role play implementation in English language teaching.

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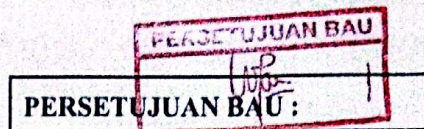

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10.	8-6-2026	chapter 3	Revisi chapter 3	
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9.	9 June 2026	BAB 3	ACC BAB 3	
10.	11 June 2026	BAB 4	Revisi BAB 4	
11.	15 June 2026	BAB 4	ACC BAB 4	
12.	10 June 2026	BAB 5	Revisi BAB 5	
13.	24 June 2026	BAB 5	Revisi BAB 5	
14.	25 June 2026	BAB 5	ACC BAB 5	
15.	1 Juli 2026	Artikel	ACC Artikel	
16.	2 Juli 2026	ACC	ACC Ujian Skripsi	



Kediri, 1 Juli 2026
Mahasiswa Ybs,

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