THE IMPLEMENTATION OF ROLE PLAY STRATEGY IN TEACHING SPEAKING SKILLS AT THE THIRD GRADE OF JUNIOR HIGH SCHOOL BUKIT PRACHAUPATHAM THAILAND

THESIS

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OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
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Submitted to State University of Kiai Achmad Siddiq Jember
To fulfill the requirement of Bachelor Degree (S.Pd.)
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i

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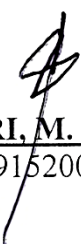
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ii

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THESIS

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Day: Wednesday
Date: 19th November, 2025

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iii

MOTTO

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ ٱصْبِرُوا۟ وَصَابِرُوا۟ وَرَابِطُوا۟ وَٱتَّقُوا۟ ٱللَّهَ لَعَلَّكُمْ تُفْلِحُونَ ۝

Meaning: O you who have believed, persevere and endure and remain stationed and fear Allah that you may be successful.* **(Ali 'Imran: 200)**

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* The Qur'an English Meaning, Saheeh International, Abul-Qosim Publishing House, Surat Ali 'Imran (3:200)

DEDICATION

With gratitude and respect, alhamdulillah, I am able to present this simple research paper to:

1. To Allah SWT, who has given me His mercy and guidance so that I could complete this research smoothly, and to You I give thanks for the peace You gave me when doubts plagued my mind, and to You I give thanks for the blessings You have bestowed upon me.

2. To my parents, Misli and Tijah, without your support I would not have been able to complete this modest work. Your prayers and blessings have always accompanied my struggles in every step I take, enabling me to remain standing even when storms rage. Not only that, my parents always remind me that laziness is an obstacle to achieving the desired results.

3. To my siblings who always advise me, Navisa and Nurul, they are the ones who always give me the sweetest smiles in times of joy and sorrow. And they provide a sense of togetherness that is second to none, which gives a sense of perfection because we complement each other.

4. And finally, to my friends who have always given me their support, thank you for helping me understand how to conduct this research. This has enabled me to work on this project to the best of my ability.

I hope this work will provide insight for others in the world of education and can be developed further so that these findings can provide even deeper insight.

v

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The author would like to express his deepest gratitude and praise to Allah SWT, who has guided us and given us His blessings, and to God Almighty, who has blessed me with the completion of my thesis entitled: "The Implementation of Role Play Strategy in Teaching Speaking Skills in the Third Grade of Bukit Prachaupatham Junior High School, Thailand." This thesis is one of the requirements for me to obtain my bachelor's degree.

May peace and blessings be upon our Prophet Muhammad SAW, who has brought us from the age of darkness to the age of light.

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ABSTRACT

Ahmad Ubaidilah, 2025: The Implementation of Role Play Strategy in Teaching Speaking Skills in the Third Grade of Bukit Prachaupatham Junior High School, Thailand.

Keywords: Speaking Skills, Role Play, Case Study.

In English language learning, speaking skills are one of the most important aspects of language proficiency. Therefore, this becomes a benchmark for assessing whether students can speak English or not. However, many students face challenges in mastering speaking skills, such as Thai students who experience fear and embarrassment when speaking English. Therefore, role-playing strategies offer a classroom environment that encourages students to be confident by providing knowledge related to pronunciation, fluency, intonation, and accuracy. This study explores the teaching of speaking skills using role-playing strategies at Bukit Prachaupatham School to determine the extent to which this strategy overcomes student challenges.

This study also aims to explore the application of role-playing strategies in speaking activities in third grade at Bukit Prachaupatham School, as there has been no previous research that explains this issue in depth. This study can help address the literacy gap in Thailand related to the application of role-playing in speaking skills, and this study also contains contextual gaps by looking at the characteristics, differences in values, and norms of students there. Therefore, the focus of this research is to describe the goals of teaching speaking skills through role play, identify the steps used, and investigate how teacher evaluate students in the third grade at Bukit Prachaupatham Junior High School, Thailand.

This study uses a qualitative case study approach conducted at Bukit Prachaupatham School, Thailand, using informants to obtain data sources, namely teacher and third-grade students. Data collection was carried out through observation, interviews, and document review, using the analysis techniques described by Miles, Huberman, and Saldana, including data condensation, data display, conclusion drawing, and verification. Finally, data validity was strengthened through source triangulation and technique triangulation. This study focused on third grade using purpose sampling to obtain one teacher and three student informants at Bukit Prachaupatham School in Thailand.

The first finding of this study is that through role-playing in teaching speaking skills, students become active, build confidence, and learn vocabulary related to correct pronunciation. Second, the teaching steps include the first stage, which is a five-minute introduction, where the teacher demonstrates how to practice dialogues, students practice role-playing with their groups, students come to the front to practice role-playing in front of their classmates, and provide feedback to students if there are errors or inaccuracies, and finally, a reflection session. Third, the teacher applies a formative approach in both test and non-test assessments. Therefore, this study provides evidence that role-playing strategies are highly effective, showing that students are more active and confident in speaking skill instruction, and adds to the literature on English language learning in Thai schools.

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDIX

CHAPTER 1

INTRODUCTION

This chapter presents the background of the research, its focus and objectives, significance, definitions of key terms, and a systematic discussion of the components of this research.

A. Research Background

Speaking is a core productive skill in second language learning. As emphasized in EFL research, speaking allows students to express ideas, build social interactions, and strengthen learning motivation and inspiration in English language learning.[1] In English as a Foreign Language (EFL) research, speaking allows students to express ideas, build social interactions and inspiration in English language learning.[2] Of the four skills, namely listening, speaking, reading, and writing, all are equally important to master when learning a language. However, the speaking skills in communication is very difficult to master.[3]

In addition, speaking skills also help students use English more fluently and confidently themselves. Through continuous speaking practice, students can improve their pronunciation, intonation and fluency. Speaking activities also allow them to add new vocabulary and know how to pronounce it. Thus, speaking

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[1] Chonlatee H., Chongrak L., Thai High School Students' Reflections on Role-Play Activity in Thai EFL Speaking Class, (Journal of Modern Learning Development, 6 July 2022), Vol. 7 No.

[2] Juairiah M., Mohd Afifi B., Norfadhilah N., Nor Asilah O., Mohamad Isa A., Nordiana A. , Speaking Skills A Survey on Malay Language Teachers in Malacca, Advances in Social Science, (Education and Humanities Research, 2020), Hlm. 368, 509.

[3] Gusti Ayu Dwi Pradnyandari Pinatih, Improving Students' Speaking Skill through Role-Play Technique in 21st Century, (Journal of Educational Study, 2021), Volume 1 Issue 2, DOI: 10.36663/joes.v1i2.159

ability is one of the main indicators of success in mastering a foreign language. [4]

Not only that, speaking is an important productive skill in communication.[5] This is because in our daily lives, we cannot escape interaction with other people. Therefore, speaking is part of being human, enabling us to convey our ideas or expressions verbally. This is in line with the explanation in the Qur'an in one of its verses related to human interaction, one of which is found in Surah Thaha verses (25-28):

قَالَ رَبِّ ٱشْرَحْ لِي صَدْرِي ۝ وَيَسِّرْ لِيٓ أَمْرِي ۝ وَٱحْلُلْ عُقْدَةً مِّن لِّسَانِي ۝ يَفْقَهُوا۟ قَوْلِي ۝

(25) [Moses] said, "My Lord, expand [i.e., relax] for me my breast [with assurance] (26) And ease for me my task (27) And untie the knot from my tongue (28) That they may understand my speech.[6]

This is the prayer of Prophet Moses when he was commanded to deliver the message to Pharaoh. This verse explains that our ability to speak must be clearly understood by others so that the message or information we want to convey can be accepted by our interlocutors. For this reason, speaking skills are very important in everyday life.

Many students still face real challenges in speaking. Speaking skills are very important in learning English. Students experience obstacles such as lack of confidence, embarrassment when speaking, anxiety about making mistakes, and

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[4] Valentina C., Susan S., Teaching English in Global Contexts: (Language Learners and Learning, 2023), Hlm. 478

[5] Lukitaning Nur Jayanti, Role Play for Fostering Young Learner's Soft Skill in Speaking English, (Journal of Language and Literature, 2022), Vol. 11 No. 2, http://dx.doi.org/10.25077/vj.11.2.127-131.2022

[6] The Qur'an English Meaning, Saheeh International, Abul-Qosim Publishing House, Surat Thaha (20:25-28).

limited vocabulary. A study at a school in Phitsanulok, Thailand, explains that students' difficulties are often related to limited vocabulary, poor pronunciation, incorrect use of grammatical structures, difficulty understanding English accents, and difficulty expressing themselves. As a result, students lack confidence when speaking.[7] Not only that, research conducted in junior high schools in Bandung also mentions that students there face the same obstacles as described above.[8] This illustrates that many Thai and Indonesian students experience the same challenges in speaking. Therefore, pedagogical intervention is needed to help motivate students to be more confident, active in speaking, and able to communicate using English.

One effective strategy for overcoming obstacles in speaking English is role play, which encourages students to imitate real-life conversation situations with their groups, giving them practice in speaking English and communicating. Therefore, this approach can be used by students to practice the vocabulary they have memorized and try out the new English grammar they have learned[9]. From here, students can build their motivation to speak English with confidence and courage, and can easily convey their ideas as creatively as possible. This strategy has also been researched, which shows that this method can contribute to overcoming the barriers faced by students so that they no longer feel afraid to

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[7] Anchunda Henry Yuh et Wareerat Kaewurai. An Investigation of Thai Students' English-speaking Problems and Needs and the Implementation Collaborative and Communicative Approaches to Enhance Students' English-speaking skills, *(Humanity and Social Science Journal, 2020)* Vol.27 no.2.

[8] Eva Meidi Kulsum et al. A Study on the difficulties in English Speaking for EFL Students, *(Journal on Education, 2025)* Vol 07, No. 02.

[9] Mark Chesler, Robert Fox, Role-Playing Methods in Classroom, Science Research Associates U.S.A

speak English. This allows students to increase their vocabulary, improve their fluency, and help them practice accents in English.[10]

This role-play strategy not only helps students with linguistic skills such as vocabulary, grammar, and pronunciation, but also encourages them to improve non-linguistic skills such as courage, a sense of responsibility in communication, and creativity. This strategy contributes to students' social and emotional development because they are encouraged to work with their groups, respect their friends' opinions, and become someone else in the real world when speaking English. Therefore, this method is a comprehensive approach to learning speaking skills that is effective in learning English[11].

In the third grade of Bukit Prachaupatham Junior High School, many students show anxiety in speaking. Which is influenced by the fear of being wrong, embarrassed in front of friends, lack of vocabulary, and reluctance to participate in English learning which results in them only answering minimally or not speaking at all. This condition causes classroom interaction to become passive and mechanical, students are reluctant to develop ideas, communication is limited to one direction, and learning motivation begins to decrease because their language experience is not meaningful.[12]

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[10] Cintassa Agni Renanda, Muhammad Yunus, et Siti Rachmawati. Improving Speaking Proficiency Via Role-Play: An Investigation from Indonesian Secondary Schools, *(EDUCASIA, 2025)* Vol.10 No.2 (s. d.). http://dx.doi.org/10.21462/educasia.v.i.id.

[11] Ridwin Purba et Cindy Nirvana Aritonang. The Effect Of Role Play Strategy On Students', (*JurnalPendidikan Bahasa Inggris*, 2022) *Vol.4 No.1* 4. https://doi.org/10.36985/jbl.v4i1.376.

[12] Daryelin Blackman, Alcojin Rios, Role-play as a Communicative Strategy for Students to Improve Their English as a Second Language Speaking Skills, (Revista Cientifica Especializada en Educacion y Ambiente, 2025), Vol. 4, Núm. 1.

For this reason, the teacher has a strategic solution that is widely recommended, namely the use of role play, which is a simulation of communication in authentic situations such as shopping, ordering food, or interviews, which is considered capable of creating a more lively and relevant speaking context. Which this material is already in the student worksheet. Role-playing strategies have a clear impact on students' speaking skills development. They are encouraged to practice role play in those dialogs, and they are placed in real-world situations.[13]

Explaining that the role play strategy can also provide more effective English learning by giving students the opportunity to practice speaking, expanding vocabulary and reducing the fear of speaking because the speaking experience becomes more natural and can understand the situation in role play.[14] Role-playing strategies can also have a positive impact on pronunciation, vocabulary, fluency, and grammar.[15] This makes the strategy one of the choices the teacher can apply in language teaching and learning activities. Not only that, this strategy also enhances cooperation in the classroom so that students can collaborate with their groups.

From the interview data, students stated that they felt they had the opportunity to practice speaking in class and they could also practice it outside of

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[13] Nur Indah Fitriani Sofyan, The Effectiveness of Using Role-Play Method in Teaching Speaking Skill at The 8th Grade of MTSN 1 Palu, (2023), hlm 11-12.

[14] Chonlatee H., Chongrak L., Thai High School Students' Reflections on Role-Play Activity in Thai EFL Speaking Class, (Journal of Modern Learning Development, 6 July 2022), Vol. 7 No.

[15] Andien Aisyah Putri, Leil Badrah Zaki, Classroom Action Research: Improving Students Speaking Skills Through Role Play Technique, (Issues in Applied Linguistics & Language Teaching, 2025), Vol 07, Issue 01, https://doi.org/10.37253/iallteach.v7i1.10256

class with their friends. That in the context of the simulation given by the teacher makes them more motivated to try speaking in English.[16] Similar to previous studies, role play strategies are very effective in providing students with opportunities to practice language in the classroom. This allows students to become accustomed to exploring their ideas and increases their confidence in developing their speaking skills.[17]

The third-grade teacher also stated that the benefits of learning through role-playing are that it encourages interaction, develops students' courage, and makes the classroom atmosphere more interactive. Not only that, the use of this strategy encourages teacher to be more creative in preparing materials and managing time effectively during learning activities.[18] On the other hand, this strategy encourages students to use English in real contexts and use their own language to play roles in a dialog, which then requires students to be able to act out what they are playing. This allows students to develop their speaking skills.[19]

According to Brigette's (2024) research, role-playing ranks third in popularity (65.91%) among speaking methods among Thai EFL students, as it provides a relaxing and enjoyable practical experience. Not only that, this strategy

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[16] Muammar Kadafie, Students' Perception of Using Role Play in Faciliting English Speaking Skill, (Universitas Islam Negeri Walisongo, 2022).

[17] Kamila Faizatul Ni'mah, The Implementation of Role Play in Developing Students' English Speaking Skill : A Naturalistic Study at SMP Negeri 24 Surakarta, 2020.

[18] teacher, interviewed by researcher, Thailand, 09 Juni 2025

[19] Mutiara Wulandewi, Kusrin, Putri Kamalia Hakim, Student' Speaking Experience Toward the Use of Role Play Teachnique in Online-Medieted Learning, Jurnal Pendidikan Bahasa, Oktober 2021, Vol.8, No.2.

creates a relaxed learning atmosphere, encourages teamwork, and allows students to practice English directly in a variety of contexts.[20]

The results of Febriyanti (2023) show that role play helps students in the English learning process by bringing real social situations into the classroom and providing students with time to practice speaking. They are encouraged to work together with their group to practice the roles assigned by the teacher. This makes the learning process effective.[21] In addition, students are also very interested in role play, which is chosen by teacher to be used during learning so that students are more motivated and less afraid or shy when they want to practice using the language in front of the class or outside the classroom.[22]

The descriptive qualitative method was chosen for this study because it is able to explore and provide an in-depth description of the implementation of role-play strategies in the classroom. This study directly observed the process of how students interacted during the activity, how the teacher facilitated student learning, and how the context and classroom conditions influenced the dynamics of speaking practice.

Through observation, structured interviews, and documentation, researcher can collect narratives that describe moments that explain the situations and conditions of student learning activities when practicing speaking using role-

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[20] Brigette P. Beding, Exploring Thai EFL Learners' Preferences for Speaking Activities, Journal of Humanities & Social Sciences (JHUSOC), (2024), Vol. 22 No. 3

[21] Rita Febriyanti, Improving Students Speaking Ability Through Role Play Method, Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh, (2023)

[22] Michael Wijaya, Ika Handayani, Yusti Fargianti, Students' Perception Regarding to The Use of Role Play Technique in Learning Speaking Skills, Journal of English Teaching and Cultural Studies (JELTS, 2024), Vol. 7 No. 2, http://dx.doi.org/10.48181/jelts.v7i2.24283

playing strategies. This approach provides a thematic analysis of the data obtained with the possibility of the formation of courage, vocabulary usage strategies, peer collaboration, and classroom management. Thus, this study is expected to provide rich and in-depth information regarding students' learning experiences using role-play.

Although many studies have proven the benefits of using role-play methods in learning at various levels, there has not yet been any truly in-depth and comprehensive research on the experience of role-play in third grade junior high school, Thailand, particularly at Bukit Prachaupatham School. In addition, the junior high school phase brings high academic pressure, which can exacerbate speech anxiety, so it is important to explore how role play has a specific impact at this stage. Therefore, this study contributes to the literacy gap related to the application of role-play strategies in speaking skills. In addition, this study also contains context gaps that arise due to cultural differences between Indonesia and Thailand. These differences include values, communication norms, and the learning characteristics of Thai students in the process of learning speaking through role play. These conditions create a gap in understanding or context gap that provides knowledge related to the characteristics of students there.

This study is expected to provide practical insights for junior high school teachers in applying role strategies, both in the process of designing, developing, and implementing these strategies effectively. This study also contributes to improving academic literacy in the field of speaking activities in English language

learning, as well as broadening our understanding of the context gap described in this research.

B. Research Question

1. What are the goals of teaching speaking skills through role play at the third grade of Junior High School Bukit Prachaupatham, Thailand?

2. What are the steps of teaching speaking skills through role play at the third grade of Junior High School Bukit Prachaupatham, Thailand?

3. What is the evaluation of teaching speaking skills through role play at the third grade of Junior High School Bukit Prachaupatham, Thailand?

C. Research Objective

1. Describe the goals of teaching speaking skills through role play at the third grade of Junior High School Bukit Prachaupatham, Thailand.

2. Identify the steps used in teaching speaking skills through role play at the third grade of Junior High School Bukit Prachaupatham, Thailand.

3. Investigate how the teacher evaluates the students in teaching speaking skills through role play at the third grade of Junior High School Bukit Prachaupatham, Thailand.

D. Reseacrh Significance

This research is expected to provide important benefits both theoretically and practically, including:

1. Theoretical Significance

This study is expected to enrich knowledge in the field of English language learning, particularly in relation to improving speaking skills in

junior high schools by applying role-play strategies as an approach. Not only that, the results of this study can also be used as a reference for further studies related to communication learning methods in the context of English language teaching and learning activities.

2. Practical Significance

a. For students

The results of this study are expected to help students understand the benefits of using role-play strategies in speaking lessons. These findings should also motivate them to participate more actively in class and build their confidence when engaging in English speaking activities.

b. English Teachers

This study provides useful information and guidance on how to implement role-play strategies in teaching speaking skills, from selecting relevant materials, planning and implementing activities, to conducting appropriate evaluations. By utilizing these findings, teachers are expected to be able to design English lessons using role-play that are more interesting, interactive, and capable of boosting students' confidence in speaking English.

c. Schools and Institutions:

This research can be used as a reference for curriculum development in school management in integrating role-play activities into English language learning programs, thereby creating a more effective and student-centered learning environment.

E. **Definition of Keyterms**

The concept of key terms refers to important words or phrases that have significant meaning for researcher in a study. These terms help to make the content of the research easy to understand and avoid misunderstandings. Some important terms in this study are as follows:

1. Role Play

Role play is one of the strategies in English language learning that allows students to imaginatively act out a specific situation, as if they were in a real-life scenario. This strategy aims to improve students' speaking skills in a communicative and realistic context.[23] Through role play, students not only practice speaking but also develop their ability to interact and negotiate meaning. Role play can create a fun learning environment and encourage students to be more confident in using English.

2. Speaking Skills

Speaking skills are a person's ability to convey thoughts, feelings, and information verbally in the context of meaningful communication. In English language learning, these skills include the ability to pronounce words clearly, use intonation, and speak fluently and effectively. Speaking skills are one of the main indicators in assessing the extent to which students are able to actively use English in real-life situations.[24]

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[23] Nargiza Bahriyeva, Teaching a Language Through Role-Play, Linguistics and Culture Review

[24] Martin Bygate, Language Teaching, (Oxford University Prass, 2021).

3. Teaching Speaking Skills

Teaching speaking skills is a learning process designed to help students improve their ability to express themselves without fear or anxiety, and to perform better when using English. [25] This teaching includes exercises in pronunciation, fluency, vocabulary, grammar, and the ability to respond appropriately in conversation. Speaking skills are an important aspect of communication and serve as a measure of students' success in actively applying English.

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[25] Trudy Wallace, Winifred E. Sttariha, Herbert J. Walberg, Teaching Speaking, Listening and Writing, International Academy of Education (IAE, 2004).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

At this point, previous research related to the topic of this research is presented, as follows. topic of this research, as follows:

1. The first study was conducted by Mariana Oana Senda in 2023 [26]with the title "Role Play in Language Learning: An Innovative Path to Lifelong Linguistic Mastery."

   The purpose of this study is a conceptual article that explains how role play revolutionizes language learning, connects role play with learning theory, provides examples of role play applications that can be used by teachers, and proves that role play strategies can contribute to lifelong language learning. This is done by analyzing previous research on speaking, dialogue skills, communicative competence, and problem-solving.

   Conceptual data was obtained from academic literature in the form of international journals, educational theory, research on role play, and the concepts of CLT, constructivism, and sociocultural theory. Meanwhile, the data analysis used theoretical thematic analysis by grouping theories according to their major concepts. Theme one is constructivism, theme two is CLT, and theme three is sociocultural theory, comparing these three theories which show that they complement and support each other and

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[26] Mariana Oana Senda, Role Play in Language Learning: An Innovative Path to Lifelong Linguistic Mastery, (2023), Vol. 19, 1

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provide a scientific basis for learning. Thus, role play in lifelong learning can improve critical thinking, autonomy, cultural awareness, and prepare students for the global era.

The results of this study indicate that role-playing can help students engage in contextual and cultural learning, as well as strengthen student learning activities. Not only does it increase student independence in learning, but it also develops effective communication skills and the ability to respond to and solve problems in a cross-cultural context to expand language skills while supporting learning development outside the classroom. Therefore, role-playing strategies make an important contribution to students in long-term language learning.

2. The second study was conducted by Nargiza Bahriyeva in 2021[27], entitled "Teaching a Language Through Role-Play."

This research method uses a qualitative literature review by collecting research and theories related to role play, analyzing the benefits, challenges, and steps for implementing role play strategies, and combining various experts to produce guidelines for using this strategy. The aim is to describe the benefits of language learning through role play, explain the steps involved, and identify four factors for the success of role play strategies, such as relevant topics, methods of correction, language feed-in by teachers, and the role of teachers as facilitators.

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[27] Nargiza Bahriyeva, Teaching a Language Through Role-Play, Linguistics and Culture Review, 5(S1), (2021), 1582-1587. https://doi.org/10.21744/lingcure.v5nS1.1745

The data collection used books and scientific journals by analyzing the data using thematic analysis that grouped literature data such as the definition of role play, benefits, challenges, steps, and tips for teachers. The findings in this study explain that role play strategies can improve the quality of language learning in terms of motivation, positive atmosphere, and making learning interesting. The researcher emphasize that these four factors are key to the successful implementation of role play.

3. The third study, The research entitled "Improving the Speaking Skills of Junior High School Students Through the Role Play Method" was written by Aulia Ikhsan and Nur Rifai Akhsan from Ahmad Dahlan University.[28]

The purpose of this study was to determine whether role play could improve students' speaking skills. Therefore, this study used classroom action research with participants consisting of eighth-grade students from Manisrenggo Junior High School, Klaten. Data collection was conducted through initial observation, pre-test, observation through two cycles, and post-test.

The findings from this study indicate that role play can significantly improve students' speaking skills, from a pre-test score of 57.3 to a 14% increase in cycle one and a 12.7% increase in cycle two. Meanwhile, role play also increases students' courage in speaking, reduces

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[28] Aulia Ikhsan et Nur Rifai Akhsan. Improving the Speaking Skills of Junior High School Students Through the Role Play Method, *International Social Sciences and Humanities* 2, nº 1 (9 août 2022) : 343-50. https://doi.org/10.32528/issh.v2i1.211.

their shyness in performing, makes them enjoy learning more, and makes them more creative in creating dialogues and performing role plays.

4. The fourth study was conducted by Novitasari in 2023 with the title Improving Students' Speaking Skill Using Role Play Method in English Learning. [29]

The method used was classroom action research (CAR), which aimed to determine whether the role play method could improve the abilities of seventh grade students at Jember Junior High School and provide references for research related to active learning methods. This study collected data through observation and pre-test post-test with quantitative data analysis related to pronunciation, vocabulary, pauses, and hesitations. It also used descriptive analysis to explain student behavior during cycles one and two and interpret the increase in student activity.

The findings from this study indicate that role play can improve students' speaking skills, with significant increases in pronunciation (28.85%), vocabulary (36.54%), pauses (30.19%), and hesitation (25.93%). The observation table also shows that students are more active in the learning process and more confident in speaking.

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[29] Novitasari, Improving Students' Speaking Skill Using Role Play Method in English Learning, (Linguapedia, 2024), 8(2).

5. The study entitled "The Effectiveness of Role Play in Improving Speaking Skill of EFL Students" conducted by Alfina Dwiyanti & Yuri Lolita (2023).[30]

The purpose of this study was to determine the effect of role-play techniques on speaking skills using a quasi-experimental design with two groups, namely the experimental group consisting of students in class VIII A and the control group consisting of students in class VIII B. Both groups were given pre-tests and post-tests to compare the improvement in their speaking skills. Data were collected using pre-tests, treatment, and post-tests. Data analysis was conducted using Normality Test, Homogeneity Test, and Independent Sample T-Test.

The findings of this study show that the pre-test results for the experimental group were 76.97 and for the control group were 71.25, while the post-test results showed that the experimental group scored 87.64 and the control group scored 81.08. It can therefore be concluded that role play can significantly improve speaking skills, with the improvement in the experimental group being higher than that in the control group, as well as making students more creative, confident, and improving their grammar, vocabulary, pronunciation, and fluency.

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[30] Alfina Dwiyanti et Yuri Lolita. The Effectiveness of Role Play in Improving Speaking Skill of EFL Students, *Prosodi* 17, nᵒ 2 (1 octobre 2023) : 138-48. https://doi.org/10.21107/prosodi.v17i2.17064.

Table 2.1
Similarities and Differences between the Previous Research and Current Research

No	Research Title	Similarities	Differences
1	Mariana Oana Senda, (2023), with title Role Play in Language Learning: An Innovative Path to Lifelong Linguistic Mastery.	a. Both studies used role play in English language learning. b. Both aim to provide knowledge related to role play in speaking skills learning. c. Both showed that role play can boost students' confidence in speaking.	a. This study focuses on the learning experiences of three junior high school students in Thailand (Bukit Prachaupatham School) who experience anxiety when speaking and how role-playing strategies help them. b. Meanwhile, previous studies explain that role play is a conceptual strategy, linking role play with theory, providing examples of its application, and proving that this strategy contributes to learning.
2	Nargiza Bahriyeva, 2021, Teaching a Language Through Role-Play.	a. Both use a descriptive approach. b. Both state that role play can increase student engagement and provide a real-world context.	a. This study shows how teachers in Thailand can provide practical support and contribute to academic literacy in the context of research. b. Meanwhile, previous researchers provided results from a qualitative literature review of previous studies and theories related to role-playing to demonstrate the benefits of role-play strategies.
3	Aulia Ikhsan & Nur Rifai Akhsan, 2020, Improving the Speaking Skills of Junior High School Students Through the Role Play Method.	a. Both aim to provide knowledge related to role play in speaking skills learning. b. Emphasize results from linguistic and psychological aspects	a. This study uses qualitative descriptive research conducted in Thailand b. Previous research used Cycle-Based Classroom Action Research (CAR). The research subjects were eighth-grade students at SMP Negeri 1 Manisrenggo.
4	Novitasari, 2023,	a. Both aim to provide	a. Novitasari's research used

	Improving Students' Speaking Skill Using Role Play Method in English Learning.	knowledge related to role play in speaking skills learning.	CAR in two cycles consisting of four stages, namely planning, action, observation, and reflection. b. The subjects were 21 seventh-grade students at Sunan Kalijaga Islamic Junior High School in Jember. c. The focus of this research was on student progress based on test scores obtained in the two cycles.
5	Alfina Dwiyanti & Yuri Lolita, 2023, The Effectiveness of Role Play in Improving Speaking Skill of EFL Students.	a. This study explains that role play is very effective in learning speaking skills and has a positive impact.	a. The research by Alfina Dwiyanti & Yuri Lolita used a quasi-experimental design with statistical analysis (independent samples test). Meanwhile, this research used descriptive qualitative methods. b. This research used experimental and control classes to explore a strategy, while the current research only focused on the naturalistic behavior of third-grade junior high school students. c. This study compares test results, while the current study emphasizes the experiences, perceptions, and interactions of students in the classroom.

From previous studies, similarities and differences can be identified, where the similarities lie in the application of role-playing strategies to improve students' speaking skills. The differences lie in the research approach, where the current study uses a qualitative descriptive approach to gain a deeper understanding of the improvement in students' speaking skills through role-

play strategies at Bukit Prachaupatham School in Thailand. Based on previous studies, it can be concluded that the use of role-play strategies greatly helps students improve their speaking skills. Almost all studies show the effectiveness of this strategy in creating a pleasant learning atmosphere, increasing student participation in class, building self-confidence, and providing a realistic context for students.

However, this study is unique in terms of its methodology because the application of role-playing strategies in teaching speaking skills in third grade at Bukit Prchauptham School, Thailand, differs from previous studies in terms of approach, methods used, and subject characteristics, which can be referred to as contextual gaps and literacy gaps that have not yet discussed role-playing strategies in depth. Therefore, this study provides insights into students' experiences in learning to speak using role-playing strategies, offering a new perspective.

B. Theoretical Framework

    1. Role Play

        a. Definition of Role Play

In the book Role Play written by Gillian Porter Ladousse[31] explains that role play is an activity in which students take on a role, either as themselves or as someone else, in a real-life context. This allows students to directly develop their interpersonal skills. The use of role play strategies makes teaching and learning activities feel natural

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[31] Gillian Porter Ladousse, Role Play, (Oxford University Press, 1987), hlm 5-6

because students feel comfortable communicating with their groups, which is a social activity in the real world. Therefore, this encourages students to be more confident in practicing the language they are learning. Not only that, Gillian also explains that role play is a strategy that provides space for individual freedom to develop because this strategy can provide a deep meaning related to students' experiences in socializing.

Role play is a strategy that provides activities for students in the classroom, allowing them to participate in certain situations and providing realistic conditions in accordance with the roles they play. In this strategy, students play roles in small groups or pairs to encourage them to communicate during conversations. This motivates students to become someone else for a moment. [32] Meanwhile, according to Mulyono, role play is a learning strategy aimed at solving problems related to human interaction in everyday life. In this strategy, students are encouraged to actively collaborate with friends, communicate, and interpret events. Through this, students can explore attitudes, values, and feelings related to human beings. [33]

For this reason, role-play is a strategy that encourages students to play a role in a conversation that puts them in a real-life situation. By pretending to be someone else, they practice using English. This

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[32] Sri Wahyuni, M.Pd., *Speaking Skill Teory and Comparative Studias, (*Penerbit Adab, 2022), hlm. 23-28

[33] Mulyono, M.A. Strategi Pembelajaran Menuju Efektivitas Pembelajaran di Abad Global, (UIN-Maliki Press, 2011). hlm. 44-45

allows them to interact with their groups and become actors in the conversation, embodying the feelings, behaviors, and attitudes that students in their roles must experience.

b. Why Use Role Play?

Training students to be able to communicate in the real world or encouraging students to improve their skills in interacting with others is essential preparation for everyday life.[34] In line with this, Livingstone also explains the reasons for using role-play strategies in language learning in terms of their benefits.[35] Therefore, there are several reasons for using role play in learning, including the following:

1) Encouraging students to be more active

Role-playing strategies can also introduce language functions, vocabulary, and sentence structure to students. They can also encourage students, either in groups or pairs, to play a role through interaction in order to practice their speaking skills.

2) Building students' confidence

Role-playing is very helpful for students to build confidence because many students are still shy about speaking, especially in public. This strategy encourages students to practice expressing themselves by playing the role of someone else without involving their own personality.

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[34] Mulyono, Strategi Pembelajaran, 44-45.
[35] Carol Livingstone, (1983). *Role Play in Language Learning*. Longman. hlm. 6–10.

3) Preparing students to be ready for anything

Students are encouraged to deal with real-life situations in various conditions. This aims to train students to become accustomed to experimenting while interacting and enable them to express themselves when facing certain situations.

4) Providing comfort in the learning process

Role-playing strategies that provide realistic experiences leave a lasting impression on students during the learning process. These experiences are very close to the real world, so students feel safe and comfortable when practicing and can enjoy expressing themselves using the language they are learning.

c. **Relation Between Role Play and Communicative Language Teaching (CLT)**

The Communicative Language Teaching (CLT) approach to language learning focuses on students' abilities in real-life communication contexts, emphasizing the main goal of language learning, which is to achieve communication competence through meaningful interaction in realistic situations.[36] Role play is one of the core activities in CLT because it provides opportunities for students to use language directly in everyday contexts. Students can actively engage in using language with partners or groups, which provides

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[36] Richards, J. C., & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching (2nd ed.). Cambridge University Press. Hlm. 153-154.

opportunities for negotiating meaning, two-way interaction, and speaking initiative, which are key features of communicative activities.

In addition, Brown emphasizes that in the communicative approach, fluency must be developed first before accuracy is gradually improved, just as CLT places fluency as the main factor in learning to speak. For this reason, the role-play strategy supports this principle because it encourages students to speak naturally and spontaneously without pressure.[37] Therefore, the role-play strategy is not only in line with CLT principles, but also an effective strategy for functional, authentic language use and communication in the classroom.

d. **Advantages of Role Play**

Role play has several advantages in effective speaking skills learning. According to Sri Wahyuni, role play is a strategy that provides a broader learning experience compared to strategies applied in other classes. This strategy encourages students to improve their communication skills and provides a realistic space for everyday conversation.[38] There are several advantages to using role-play strategies, including the following:

1) Role play provides students with opportunities to communicate by encouraging them to practice using language in various social contexts while exploring different roles and communication styles.

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[37] Brown, H. D. Language Assessment: Principles and Classroom Practices. (Pearson Education. 2004), hlm. 270-272.

[38] Sri Wahyuni, *Speaking Skill Teory and Comparative Studias, (*Penerbit Adab, 2022), hlm. 23-28.

Ladousse explains that role play is a flexible strategy that creates authentic experiences, making it easier for students to interact in simulated real-life situations.[39]

2) Role-playing encourages students to improve their speaking skills in various social situations. Students communicate actively, respond to their conversation partners, and take initiative in dynamic interactions.

3) According to Wahyuni, this role play strategy allows students to practice speaking spontaneously and reduces their shyness when interacting, thereby building their confidence naturally.[40]

4) Role-play strategies prepare students to deal with specific public services by making them participants in conversations to train them to face the real world, such as negotiating, requesting information, offering assistance, or preparing students for various communication functions that can be applied in society. This enables them to develop functional communication skills.

2. **Speaking Skills**

   a. **The Definition of Speaking**

   Speaking skills encompass stress patterns, appropriate intonation, and speaking in the context of speech. When these aspects are fulfilled, students can be said to be able to speak English fluently.

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[39] Gillie Paquette Ladousse. (1987). *Role Play*. Oxford University Press. hlm. 5.
[40] Sri Wahyuni. (2022). *Speaking Skill Theory and Comparative Studies*. Adab Press. pp. 23–28.

However, it is not enough to just learn how to speak. We must also know or understand different genres and situations, be able to use various conversation strategies and conversational repair, and be able to engage in general functional exchanges in everyday life. The book on speaking skills written by La Ode Muhammad defines speaking as the human ability to communicate using spoken language. Speaking skills are very important.[41]

Speaking skills are the ability to express our thoughts, convey ideas and feelings in our minds, and articulate words and sounds. Therefore, the essence of speaking is our mind's ability to convey an idea or thought verbally to our conversation partner, making speaking skills a productive skill.[42] Meanwhile, according to Asep, speaking skills are more flexible than writing skills because speaking skills are very broad, making it easier and more efficient for us to convey ideas to others in order to influence them, either through direct or indirect interaction, using persuasion, and we get feedback from communicating with our conversation partners.[43] Therefore, the purpose of speaking is to convey a message to our conversation partner

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[41] La Ode Muhammad Idris Hamid B., S.Pd., M.Pd., Lina Anisah, S.S., M.Pd., Wulan Oktavia, Skill of Speaking, (CV. Eureka Media Aksara, 2023).

[42] Lib Marzuqi, M.Pd., Keterampilan Berbicara, (CV Istana, 2019).

[43] Asep Supriyana, ―Hakikat Berbicara,‖ Journal of Chemical Information and Modeling 53, no. 9 (2013): 1689–99.

through communication, to express ourselves verbally through a process that depends on the context and is dynamic in nature.[44]

From the above definition, it can be concluded that speaking is a practical form of communication with the aim of conveying the message we want to give to our interlocutor, whether it is related to feelings or the delivery of information. Not only that, but in speaking we can also forge bonds between fellow human beings through meaningful social interaction.

b. **Different Speaking Events**

In speaking skills, we can describe various oral genres, which have two types of functions. The first function is transactional, which focuses on providing information or exchanging goods/services, while the second function is interpersonal, which aims to maintain good relationships with others[45].

Additionally, we can distinguish speaking activities based on participation, namely interactive and non-interactive, or what can also be referred to as direct or indirect conversation. From this, we can understand that conversation can occur in various contexts, such as job interviews, based on specific objectives, or even spontaneously.

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[44] Ghafar and Raheem, ―Factors Affecting Speaking Proficiency in English Language Learning: A General Overview of the Speaking Skill.
[45] Harmer, *The Practice of English Language Teaching*, 343-345

c. **Components of Speaking**

In speaking ability, we can see the progress or measure the results obtained by students. In speaking skills, there are several aspects that we can distinguish and measure the extent to which students have developed[46]. These include fluency, Pronounciation, Intonation, and Accuracy

1) Fluency

In terms of fluency, it has a general and complex meaning because fluency encompasses several features such as hesitation in pronunciation, pauses when speaking, and speed of speech. This is included in the listener's assessment. It is said to be complex because in a situation where someone is giving a speech, there are features where a person must use pauses while speaking, but excessive pauses are based on the initial assessment, namely the listener's assessment.

2) Pronounciation

From the aspect of pronunciation, we can determine how easily speech is understood by listeners, which is not only related to the correct pronunciation of sounds, but also includes clarity of articulation and word stress. Therefore, this aspect is very

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[46] Sari Luoma, Assesing Speaking, (Cambridge University Press, 2004), hlm 87-93.

important for students to learn so that they can understand the

pronunciation of a word in order to be understood by listeners.

3) Intonation

Intonation is also an important part of assessing speaking skills

because it refers to the rising and falling patterns of voice tone in

speech. Intonation patterns help listeners understand the words or

intentions of the speaker, distinguish between questions and

statements, convey expressions or emotions, and indicate emphasis.

Therefore, mastery of intonation helps students speak in a way that

is understandable to listeners.

4) Accuracy

Accuracy refers to the correct use of language structures

related to grammar, vocabulary, and other linguistic aspects. From

this, students can be assessed in terms of their use of language

structures, their choice of appropriate vocabulary, and their ability

to produce correct and understandable sentences. Thus, accuracy is

part of fluency in producing complete speaking performance.

d. Functional Language, Adjacency Pairs and Fixed Phrases

In speaking skills, we must introduce students to fixed

expressions, functional sequences, and speech pairs. By doing so, we

teach functional exchanges, use film clips, and ask students to study

transcripts of common exchanges in language use.[47]

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[47] Harmer, *The Practice of English Language Teaching*, 343-345

3. **Teaching Speaking Skill**

a. **The Definition of Teaching Speaking Skill**

Teaching speaking skills is a learning process that aims to help improve students' speaking abilities in the classroom effectively, in terms of pronunciation, fluency, and confidence. According to H. Douglas (2001), from a communicative and pragmatic perspective in the language classroom, there are two interrelated components, namely listening and speaking skills. In teaching speaking, students are not limited in terms of attention to the whole picture. Here are some reviews related to teaching oral communication.

1) Conversational Discourse

In language teaching, the benchmark for success is interactive discourse. Meanwhile, language teaching employs various techniques and objectives, depending on the students, teachers, and learning context. On the other hand, speaking instruction must be adapted to sociolinguistics, speaking style, nonverbal communication, and conversational routines. This is to observe, both directly and indirectly, the lexical, phonological, and syntactic characteristics.[48]

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[48] Harmer, *The Practice of English Language Teaching*, 343-345

2) Teaching Pronunciation

Pronunciation also plays an important role in learning to speak. This is because without accent, the context of language mastery has no meaning.

3) Acccurasy and Fluency

These two aspects relate to performance in language. Accuracy includes clarity, articulation, grammatical correctness, and phonological correctness, while fluency is an aspect that relates to flowing and natural speech. Fluency is the main goal in language learning, but accuracy is also important in terms of understanding the sentences or words we say.

4) Affective Factor

Speaking is always related to language ego, so we can say things that are stupid, wrong, or incomprehensible. For this reason, as teachers, we must present and strive to provide effective classes by encouraging students to speak actively.

5) The Interaction Effect

Language has a diversity of sounds, words, phrases, and discourse forms that are unique to each language. Of all these, the greatest difficulty in learning a language is the interactivity of most communication. This is because in collaborative conversation, there is a process of negotiating meaning, what to say, and when to speak.

b. Types of Teaching Speaking

1. Imitative Speaking

The most basic speaking skill is imitation. Imitation is a stage that focuses on the accuracy of pronunciation, such as word stress, intonation, and the pronunciation of sounds in a word. At this stage, students only repeat or imitate the sounds they hear without having to know their meaning.[49]

At this stage, students are in a phase where they only imitate or repeat words or sentences given by the teacher. For example, the teacher says "Good morning," and the students repeat the sentence. This is to familiarize students with what the teacher says by accustoming them to the sound and rhythm or intonation of a sentence's pronunciation.

Therefore, the imitative stage is a fundamental stage for students to learn sounds or rhythms in words or sentences so that they become accustomed to them. To that end, they only practice repetition in phonology or grammar based on models before entering the responsive, interactive, and extensive speaking phase, all of which involve them in situations where communication becomes more complex.

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[49] Brown, H. D. Language Assessment, hlm 269-270

2. Intensive Speaking

   Intensive speaking practice is a stage where students pronounce a series of words or sentences in pronunciation exercises that are not merely imitations or repetitions as in the basic level. In this phase, students focus on pronunciation, vocabulary, and grammar, which they must pay more attention to in order to be correct and accurate when using the language in pronouncing a series of words or sentences.[50]

   The objective of this exercise is to train students in using accurate and correct language, where students engage in reading aloud, practicing short dialogues, or repeating sentences spoken by the teacher. Here, students can learn the meaning of a word or sentence and focus on stress, correct sentence structure, and word stress.

   Therefore, it can be concluded that intensive speaking practice is an activity for students to improve their habit of repeating words in order to familiarize themselves with intonation and language accuracy so that they can speak spontaneously. This is very beneficial for students in the language learning process.

3. Responsive Speaking

   The next level is responsive speaking, where students begin to give short, direct answers to questions or feedback to their

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[50] Brown, Language Assessment, 269-270

conversation partners. Here, They communicate spontaneously in simple contexts rather than just repeating sentences prepared in advance[51].

Students respond with short answers such as yes or no, nodding, providing brief information, or asking questions in return. This allows students to respond spontaneously when interacting with their conversation partners through their ability to understand the meaning of a conversation.

This responsive stage plays a very important role even though students are at a level where their responses are simple. However, they practice interacting directly in real situations to develop their ability to understand language in communication. Thus, students have the opportunity to practice their language skills through interaction, rather than just learning language theoretically.

4. Transactional Speaking

In this stage, students are encouraged to convey or exchange information through longer conversations, unlike responsive speaking, which only involves brief responses in conversations. In this case, students can learn to negotiate meaning or even explain something.

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[51] Brown, Language Assessment, 269-270

5. Interactive Speaking

Interactive speaking is a conversation between two or more people in which students practice language in the form of communication, not only to convey facts or information but also to maintain social relationships. Interactive speaking also emphasizes the use of language that involves several factors, including the use of casual registers, slang, emotional language, sarcasm, humor, and hidden agendas.

6. Extensive Speaking

Extensive speaking is a higher level of speaking skill in which students use language to freely express ideas, opinions, and thoughts in the form of monologues or presentations. Students are encouraged to speak for longer periods of time and to express ideas logically or in a complex manner.[52]

c. **Simulation and Role Play**

In learning communication skills, role-playing strategies can be used, including:[53]

1) Preparation

During the lesson, the teacher explains the learning objectives, which are to provide an understanding of the direction of the

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[52] Brown, Language Assessment, 269-270
[53] Jeremy Harmer, *The Practice of English Language Teaching*, 5th ed. (Harlow: Pearson Education Limited, 2015), hlm. 352-353.

current lesson and to create a comfortable atmosphere for students during speaking lessons.

2) Role Assignment

At this stage, the teacher gives clear instructions regarding the division of roles so that students can imagine the situations they are acting out, allowing them to feel the roles and easily play them while practicing speaking well.

3) Modelling

The teacher demonstrates simple conversations related to everyday topics and reads the conversation texts aloud so that students can understand the expressions and correct way of speaking. This helps students participate in conversations with their groups after being given these examples.

4) Practice in Pairs or Groups

At this stage, students can practice their roles with their groups and build confidence in speaking so that they are more courageous when the teacher asks them to practice in front of the class. Here, the teacher monitors the students and acts as a facilitator if any students have questions or difficulties.

5) Performance

After that, students were asked to come to the front of the class to practice the conversations they had understood and practiced with

their groups earlier. They practiced again and demonstrated their

speaking skills.

6) Feedback and Discussion

Teachers provide immediate feedback to students who make

mistakes or are inaccurate in their speech, whether in terms of

vocabulary, pronunciation, structure, or fluency. This enables

students to speak English well and with greater confidence.

7) Reflection

At the end of the session, the teacher explains the students'

experiences during the role play from start to finish. This helps

students remember what they have learned.

d. What Makes Speaking Difficult

Spoken language has several characteristics that make listening

skills difficult to master. The same characteristics must also be

considered in learning to speak, as they play a role in language

production. In this case, the characteristics of spoken language can be

both a support and a challenge in students' oral performance.

1) Chustering

Fluency in speaking can be measured in this way because

fluent speech is not about pronouncing words one by one but

rather in the form of organized phrases, both cognitively and

physically.

2) Redundancy

Redundancy is a repetition to clarify information so that listeners can understand the meaning of what we say. This provides an opportunity for speakers to emphasize the message being conveyed so that listeners can understand the sentence as a whole.

3) Reduced Forms

Contractions, sound producers, and reduced vowels are abbreviated forms that often pose difficulties, resulting in stiff and overly formal speech that sounds unnatural and awkward to listeners.

4) Performance Variable

When speaking, there is a simultaneous thought process that allows the speaker to pause or correct what they have said. This usually causes hesitation, resulting in the use of words such as "uh," "um," "well," and the like, which is a distinguishing feature between native and non-native speakers.

5) Colloquial Language

When learning a language, it is important to have a good understanding of the vocabulary, idioms, and phrases used in colloquial language, and to have the opportunity to practice using them in everyday conversation.

6) Rate of Delivery

Teaching speaking skills should help students achieve an acceptable speaking speed, as well as fluency, intonation, and clarity when speaking.

7) Stress, Rhythm, and Intonation

Pressure, rhythm, and intonation are important aspects of speaking that can give language a rhythm that focuses on pressure and intonation patterns that can convey precise meaning.

8) Interaction

Without someone to talk to, communication cannot exist. Therefore, learning to string words together or practicing sentences requires someone to talk to. In conversation, there is negotiation of meaning and understanding of the sentences that are spoken.[54]

e. **Evaluation of Teaching Speaking**

Learning evaluation is an action to determine the results of teaching or matters related to education in order to produce measurable values. In evaluation, there are tools used, namely five general categories in examinations, namely competency examinations, placement examinations, diagnostic examinations, achievement examinations, and formative examinations.[55]

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[54] Brown, Language Assessment, 271.
[55] Iskandarwassid, Sunendar, M.Hum, Strategi Pembelajaran Bahasa, 179-184.

a. Proficiency

This test is designed to measure our general abilities without considering how much we have learned at an institution or without following a specific curriculum. It is a standardized test used to determine a person's overall level of proficiency. The test can be in the form of a test or non-test. Tests include multiple choice, reading comprehension, and others, while non-tests include observation of communication skills or portfolios.

b. Placement

This test is used to assess students' abilities and place them at a level that matches their abilities, so that they are placed in groups with students who have similar scores. That way, students can be placed at the appropriate level or class according to their abilities, ensuring that they are at the right level of learning. The test can focus on specific skills such as listening, reading, speaking, and writing.

c. Diagnostic

Diagnostic tests to identify students' strengths and weaknesses so that adjustments can be made according to their needs. This ensures that the learning activities received by students are appropriate and effective. These tests are usually conducted at the beginning of the meeting so that teachers can identify and adjust teaching methods according to students' needs. The tests are

usually related to the teaching skills that teachers apply in their teaching.

d. Achievement

This exam aims to determine the extent to which students understand the material taught by the teacher. Tests directly related to the curriculum allow teachers to see the extent of students' understanding of the lessons that have been taught or delivered. The exams can be midterm and final tests, or they can also be chapter tests or similar.

e. Formative Evaluation

This assessment is conducted during the learning process to monitor student progress on an ongoing basis, whereby teachers provide immediate feedback to students as they practice specific lessons. This is done to identify gaps in knowledge or mistakes made by students and to improve their skills directly. This assessment can take the form of tests, such as short oral tests, practice questions, or quick tests. Non-tests usually take the form of teacher observations of students or self-assessments and the like.[56]

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[56] Zahratul Maujudatul Mufidah, "The Impact of Oral Corrective Feedback on the Level of Language Anxiety," in Proceedings of the International Conference on English Language Teaching (ICONELT 2017) (Atlantis Press, 2017), 219–227, https://doi.org/10.2991/iconelt-17.2018.48

f. Advantages in Teaching Speaking

Speaking skills are very important in social life. Although sometimes there are people who think that speaking skills are underestimated because everyone believes that humans can do it spontaneously. However, if we examine speaking skills more deeply, we find that they are very complex because in our world of social solidarity, our business world, and the determination of our social status, good and proper speaking skills are necessary.[57] Therefore, in teaching speaking skills, it is very important to pay more attention to them.

There are several reasons why learning to speak is very important, including the following:

1) Speaking is a medium for communication.

2) Speaking is a bridge in our business world.

3) Speaking is the main assessment of our language skills.

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[57] Martin Bygate, Speaking, Oxford University Press, (1987).

CHAPTER III

RESEARCH METHOD

This chapter explains the research methodology used in this study, including the research approach and design, research context, participants involved, data collection techniques, analysis methods, strategies to ensure data validity, and procedural steps followed during the research process.

A. **Research Design**

This study uses a qualitative approach known as the naturalistic approach, which provides a comprehensive, complex, and meaningful understanding of social reality. This allows researcher to understand how the learning process occurs naturally in the field in relation to the application of role play in speaking skills learning. The researcher acts as the primary tool in conducting exploratory observations using observation and interaction methods, as well as data collection and analysis through triangulation based on field findings.[58]

This study uses a case study as its research design, which aims to achieve the focus of this study. With this, the researcher focused on one class, namely the third-grade class at Bukit Prachaupatham Junior High School, Thailand, by collecting various evidence to obtain accurate answers to the research questions, using several informants such as one teacher and three students in that class. This was done so that this study could provide a contextual and comprehensive understanding. The purpose of this study is to

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[58] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D,* (Bandung: Alfabeta, 2015), hlm. 8.

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describe systematically and objectively what happens during the learning process. This study focuses on one class that applies role-playing strategies in teaching speaking skills, prioritizing a qualitative descriptive approach to examine the phenomena that occur.

For this reason, using case studies is considered appropriate for the focus of this research and can enable in-depth research and reporting to describe the use of role-play strategies in teaching speaking skills at Bukit Prachaupatham School, third grade junior high school.

B. The Research Setting

This research was conducted at Bukit Prachaupatham School, Dusun 10, Bukit Village, Cho-airong District, Narathiwat Province, 96130, Thailand. The first reason for choosing this location was because it was in line with the research topic, which was learning context for speaking skills using role-play strategies. Therefore, this location was the right place to explore this topic in greater depth.

The second reason is the availability of adequate learning facilities and a supportive academic environment, which facilitates the smooth implementation of the research. The third reason is that the researcher has obtained permission and support from the school to conduct the research and has enjoyed good cooperation throughout the process.

The fourth reason is the use of role-play strategies to improve speaking skills in accordance with the needs and learning characteristics of students at Bukit Prachaupatham School. This strategy is used to increase student

participation in speaking in front of the class. The fifth reason is that the researcher had easy access when collecting data. The final reason is that Bukit Prachaupatham School has its own social culture, which makes the research findings more contextual in English language learning in Indonesia.

C. Research Participants

The participants of this study were 31 third-grade students at Bukit Prachaupatham School, consisting of 6 boys and 25 girls. The subjects were deliberately selected as informants in order to obtain the data sources needed for this study, making them a key aspect of data collection for achieving the research objectives.[59]

This study used semi-structured interviews with third-grade English students and teacher so that the researcher could obtain the necessary information. The researcher deliberately selected informants, or planned sampling, with three students and one teacher from the third grade to participate in interviews to gain insight into the application of role strategies in teaching speaking skills. They voluntarily agreed to be informants in this study by signing a consent form for this study, and they were allowed to withdraw from the research process at any time if they needed to attend to other activities.

Research participants were selected by the researcher in accordance with the objectives to be achieved. Informants were deliberately selected for qualitative research because it allows participants to be selected based on

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[59] Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2017), hlm. 132.

relevant criteria. Informants are very useful for understanding the main phenomena being studied because they provide insights into the individuals and contexts identified. Therefore, the research participants were deliberately selected because they were in line with the objectives of this study.

1. Third grade English teacher at Bukit Prachaupatham School

   For the interview, the researcher interviewed a third-grade English teacher at Bukit Prachaupatham School, Thailand, who was selected to participate in this study. The aim was to collect data relevant to speaking learning using role-playing as a strategy, by formulating learning objectives, preparing materials, and establishing assessment criteria used during the learning process.

2. Third-grade students at Bukit Prachaupatham School

   There were 31 students in the third grade of junior high school who participated in the study, and three students participated in the interviews. In the first observation, there were 23 students participating, in the second observation there were 25 students, and in the third observation there were 27 students participating. The interviews conducted by the researcher used a semi-structured interview method and involved active participation selected by purpose sampling to gain insight into the effectiveness of role strategies in teaching speaking in the third grade at Bukit Prachaupatham School, Thailand.

D. Data Collection Technique

The researcher used the following data collection techniques:[60]

1. Observation

Observation is one of the data collection techniques in qualitative research. Therefore, here the researcher observes what happens at the research location as it is and records the behavior of teacher or students in order to obtain observational data. The researcher does not interfere in the learning process in the classroom, but only observes from behind and remains silent so as not to disturb the teacher or students in the learning process with the presence of the researcher there. Therefore, this technique is very important in helping researcher understand the social situation in a realistic and in-depth manner.

For this reason, this study uses non-participatory observation as an outside observer without active involvement. The role of researcher in non-participatory qualitative observation is very helpful in researching real events. Therefore, researcher use non-participatory methods to obtain observations in the third grade of Bukit Prachaupatham School in accordance with what happens in the process of learning speaking skills through role-playing strategies. Observations were conducted in the classroom during three meetings, each lasting forty-five minutes.

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[60] John C. Creswell, Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research 4th edition (Boston: Pearson Education, 2012), hlm. 212-224.

2. Interview

This study used semi-structured interviews, in which the researcher prepared a list of questions for both the English teacher and third-grade students, who were interviewed alternately. This allowed the researcher to obtain objective that could be easily compared between informan on the research topic.

During the interview process, the researcher first greets the respondent politely and friendly. Second, the researcher asks questions that have been prepared in advance. Third, respondents provided answers to the questions asked by the researcher and asked again if the answers were still incomplete. Fourth, the researcher carefully records the respondent's answers. Finally, the interview ended with an expression of gratitude for the respondent's participation and time. From this interview, the researcher was able to obtain the necessary information relevant to the research topic.

3. Documents Review

Document analysis refers to documents such as newspapers, official reports, and meeting minutes, which are referred to as public documents. Private documents include diaries, letters, and emails. This method can reinforce or support information from observations or interviews, and document analysis provides validity to the data collected and additional context.[61]

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[61] Edwards and Holland, *What is Qualitative Interviewing?*, 29-30.

In conducting this research, after obtaining documents related to the focus of the study, the researcher immediately selected the documents in accordance with the research objectives and based on the authenticity, accuracy, and reliability of the document sources to ensure that these documents can provide answers related to the overall research objectives.

The documents selected by the researcher were then compiled according to their sections and organized neatly so that it was easy to extract the points contained within them. The researcher also searches for other sources to compare the information obtained to ensure its accuracy. The final step is to review all of the selected documents in order to reinforce the conclusions found in this study.

In this research, the data obtained to the documents were:

a. The profile of Bukit Prachaupatham School.

b. The vision, mission, and educational goal of Bukit Prachaupatham School.

c. The data of students at third grade of Bukit Prachaupatham School.

d. The data of teachers and staff

e. The lesson plan.

E. Data Analysis

The data analysis here uses the qualitative data analysis concept from Miles, Huberman, and Saldaña, which states that there are three activity streams that occur simultaneously. The three activity streams are as follows.[62]

1. Data Condensation

Data condensation involves selecting, focusing, simplifying, and transforming data from field notes, interviews, documents, and so on. This process is carried out before data collection, during data collection, and when summarizing findings to obtain summaries, paraphrases, or groupings into larger patterns. In this study, after simplifying the data, the researcher wrote a summary to be used in presenting data related to the objectives, materials, steps, and evaluation in the implementation of role play Strategy in teaching speaking skill at Bukit Prachaupatham School, Thailand.

2. Data Display

Data Display is the presentation of data in a concise and organized manner in the form of matrices, graphs, charts, and networks, which helps researcher see what is happening, take action, and draw conclusions. Data Display can also be referred to as the creation of visual displays. In this study, the data collected was organized and grouped descriptively based on research topics. It was then explained in detail to facilitate the analysis process and obtain verifiable conclusions.[63]

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[62] Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, Qualitative Data Analysis: a methods sourcebook; third edition (London: Sage Publications), 2014.
[63] Matthew, Miles, Huberman and Saldaña, Qualitative Data Analysis

3. Conclusion Drawing and Verification

In this case, the researcher has been collecting data from the outset by interpreting meanings such as looking for patterns, explanations, cause-and-effect relationships, and propositional formulations, whereby the initial conclusions are provisional and then tested through verification by rechecking field notes, triangulating data, and discussing with colleagues or participants to obtain validity, feasibility, and strength of meaning.

To that end, researcher draw conclusions at the outset once data has been collected, then look for patterns, relationships, and meanings related to the research topic. After that, the data is presented and understood, and verified through a process of concluding the objectives, materials, steps, and evaluation in learning speaking skills through role play.

F. **Data Validity**

This study uses data validity to ensure that the findings truly reflect the reality in the field through triangulation techniques, which consist of two methods, namely source triangulation and method triangulation. Here, in source triangulation, the researcher uses several informants who are deliberately selected to compare the data obtained, while method triangulation combines interview data, observations, and documents so that this study can ensure consistency of results and strengthen overall validity.

After collecting data through non-participatory observation, semi-structured interviews with teacher and students, and document review, the researcher conducted member checks to ensure the validity of the data

obtained, to show teacher whether the data obtained by the researcher was truly in accordance with the experiences, intentions, and original views of the informants, and to request approval regarding the data obtained by the researcher. This strengthens the validity of the data and enhances the credibility of the researcher's findings.

G. Research Procedure

In this study, the research procedure was carried out from the outset to guide researcher through a systematic process from start to finish, including the preparation of the final report. This stage is very important in providing researchers with an initial overview so that they can identify research gaps, formulate research questions, and determine the topic of study, thereby providing a foundation for future findings.

To that end, there are several stages in this study, which are described as follows:[64]

1. Pre-field stage

   a. Develop a research design

      Researcher develop research designs by determining the design through the research title, research rationale, research focus, research objectives, research benefits, research subjects, and strategies used.

   b. choose a field of research

      In this study, the researcher chose the English department at Bukit Prachaupatham School, Thailand.

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[64] Matthew, Miles, Huberman and Saldaña, Qualitative Data Analysis

c. Permit processing

In this case, the researcher requested permission from the principal of Bukit Prachaupatham School, Thailand, so that the researcher can carry out the necessary stages of the research.

d. assess field conditions

After obtaining permission from the principal, the researcher investigated the background of the research subjects in greater depth to facilitate data collection in the future.

e. Prepare research instruments.

After that, the researcher prepared the tools at the final stage to make it easier for the researcher before conducting the research.

2. Stage of field work

In this stage, the data of this research was carried out. In carrying out the data, the researcher collected the data by three methods, they were observation, interviews and document review.

3. Data analysis stage

After the data was obtained through observation, interviews, and document review, the next step was to analyze the data using the model developed by Miles, Huberman, and Saldana. The results of the analysis were then compiled into a research report and discussed with the supervising lecturer. After the guidance process was completed, this research went through an examination stage and underwent final revisions based on input from the examiners.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Presentation and Analysis.

This study uses a strategy described in Chapter 3 to develop data and draw conclusions. This strategy presents data that was actually obtained through observations, interviews, and supporting documents. This is in line with the data collection strategy in the study, which consists of observations, interviews, and document review techniques. The data obtained is organized according to categories based on the research topic and is explained in the presentation and analysis of the data.

The collected data was then analyzed from interviews, observations, and document review, which were then linked to the research focus, namely goals, steps, and evaluation of Teaching Speaking Skills Through Role Play at the third grade of junior high school Bukit Prachaupatham, Thailand. The results are as follows:

1. The Goals of Teaching Speaking Skills Through Role Play at The Third Grade of Junior High School Bukit Prachaupatham, Thailand

In an interview with a third-grade English teacher, it was revealed that teacher view role play positively in speaking lessons, particularly in relation to vocabulary related to pronunciation. The teacher explained that the purpose of this strategy is to help students understand word forms and

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learn the correct and appropriate pronunciation of words. The teacher said:[65]

> "The purpose of teaching pronunciation through role play is for students to Learn pronunciation-related vocabulary correctly.. They not only learn about the sounds of words, but also about intonation and word stress in real communication situations….."[66]

This statement is also supported by student 2, who explains that:

> "I think role play is beneficial because I can practice speaking in a real way....." [67]

From the statements of the teacher and student 2, it can be seen that role play is an effective means of developing speaking skills in terms of vocabulary pronunciation. Students can understand how to pronounce words correctly. which show that the teacher consistently provides examples of pronunciation in a dialogue that the students will then imitate in turn. Not only that, but the teacher also provides feedback to students who practice in front of the class if there are students whose pronunciation is inaccurate or incorrect. For this reason, observation show that the role play strategy in speaking skills provides space for students to use pronunciation-related vocabulary directly, so that their pronunciation develops more naturally. [68]

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[65] Teacher, interviewed by Ahmad Ubaidilah, Thailand, June 18, 2025
[66] Student 1, interviewed by Ahmad Ubaidilah, Thailand, June 24, 2025
[67] Student 2, interviewed by Ahmad Ubaidilah, Thailand, June 24, 2025
[68] Observation in third grade at Bukit Prachaupatham School, Thailand. Juni, 17th 2025.

Figure 4.1.1. Observation Process of the Learning Process in Grade Three

Not only that, the lesson plan also shows that teacher design speaking skills lessons with the aim of recognizing the correct and appropriate pronunciation of vocabulary. [69] In addition, teacher also provide steps in the form of vocabulary introduction, pronunciation exercises, and role-play practice, which become a session to help students practice pronunciation-related vocabulary correctly.

Therefore, based on the results of interviews, observation, and document review, it can be stated that the role-play strategy in speaking skills learning in the third grade at Bukit Prachaupatham School, Thailand, enables students to learn pronunciation-related vocabulary correctly.

In an interview with the teacher, it was also explained that this strategy makes students more confident in speaking through dialogues practiced with their group. Moreover, the teacher had previously faced challenges where students tended to have difficulty speaking due to

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[69] Document Review of lesson Module documents, appendix 4, June, 9th 2025.

various psychological and linguistic factors. This was demonstrated in an interview with the teacher, [70] who stated:

> "…..Students often experience difficulties in speaking due to a lack of confidence, fear of making pronunciation mistakes, and limited vocabulary and grammar."

In this case, student 1 also explained that the role play strategy helped him become more confident in speaking English. With the statement:

> "…..and because role play I feel more confident to speak" [71]

The results of this interview show that this strategy helps teacher make students more confident in speaking English. It also reduces their anxiety when practicing, allowing students to speak naturally and interactively, whether practicing with their group or in front of the class.

Not only that, the results of the observation also show that students seem to find it easy to follow the learning process in speaking skills through the role play strategy. [72] This strategy creates a classroom atmosphere that is more acceptable to students for speaking without pressure. Students can also practice with their group using a dialogue that has been exemplified by the teacher, so that students can practice again with their group mates without hesitation and give each other advice if their friends are still hesitant in speaking. Therefore, from these observation, it can be concluded that the role-play strategy provides a safe

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[70] Teacher, interviewed by Ahmad Ubaidilah, Thailand, June 18, 2025
[71] Student 1, interviewed by Ahmad Ubaidilah, Thailand, June 24, 2025
[72] Observation in third grade at Bukit Prachaupatham School, Thailand. Juni, 17th 2025.

and comfortable atmosphere that allows students to be more confident in speaking English.

This is also supported by the lesson play created by the teacher, [73] which explains that the purpose of learning speaking skills through role play is to make students more confident in speaking in a communicative context. Not only that, but the teacher also gives students time to practice in front of the class so that they have the courage to speak, as well as providing scenarios that are relevant to everyday life.

Thus, the results of interviews, observation, and document review explain that the role play strategy in learning speaking skills helps students become more confident in speaking English.

After explaining the two objectives above, the teacher also explained that the role play strategy in teaching speaking skills greatly contributes to encouraging students to participate more actively during the learning process. The teacher stated that:

"…..In addition, the aim is to make students more active in class in terms of speaking skills." [74]

The results of teacher interview were supported by statements from student 1, a third-year junior high school student at Bukit Prachaupatham, who stated that:

"Role play is interesting and makes me more active,...."

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[73] Document Review of lesson Module documents, appendix 4, June, 9th 2025.
[74] Teacher, interviewed by Ahmad Ubaidilah, Thailand, June 18, 2025

From the two statements above, both teacher and students stated that role play is a strategy that can help students avoid being passive in class by involving them in real communication dialogues with their groups. Not only that, but students find it easier to practice simple dialogues without pressure from anyone, making the classroom atmosphere more enjoyable.

The results of the observation also confirm this, [75] namely that role-playing in the learning process can create a more effective classroom atmosphere by involving all students in practicing English with their respective groups. This makes learning lively because each student is given a role in a daily conversation to practice with their group and can discuss or exchange opinions related to vocabulary pronunciation and practice dialogues repeatedly. Therefore, role-play provides ample opportunity for students to be more active in speaking English through the role-play strategy.

Figure 4.1.2. Observation Process of the Learning Process in Grade Three

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[75] Observation in third grade at Bukit Prachaupatham School, Thailand. Juni, 17th 2025.

The interview with student 1 and student 2 found that they preferred the role play strategy. This indicates that the goals of implementing role play strategy in teaching speaking had an impact on students by encouraging them to actively use English. They stated that learning through role play gave them the opportunity to speak in front of their classmates and made the classroom atmosphere more natural. In addition, this strategy also had a positive impact on their confidence in using English, as it allowed them to practice speaking in real-life contexts, such as at the restaurant, a hotel, and a hospital.

Not only interviews and observation, but also document review in the form of lesson plans show that teacher do aim to make it easier for students to be more actively involved in the learning process.[76] By providing group discussion sessions and presentations in front of the class, students find it easier to communicate with their group and are encouraged to participate in the learning process. Thus, the findings of the document review show that the role play strategy in teaching speaking skills is useful for encouraging students to be more actively involved in the learning process.

Figure 4.1.3. Observation Process of the Learning Process in Grade Three

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[76] Document Review of lesson Module documents, appendix 4, June, 9th 2025.

Therefore, based on the results of interviews, observation, and document review above, it can be concluded that the learning goals of speaking skills through role-playing in third grade at Bukit Prachaupatham School, Thailand, are as follows: 1) Making Students active, where students have the opportunity to practice their speaking skills through role play. 2) Building confidence in speaking skills, helping students to have the courage to practice their speaking skills through role-playing with topics from everyday life. 3) Learning pronunciation-related vocabulary correctly, with the teacher providing situations that are realistic and acceptable to students.

2. **The Steps of Teaching Speaking Skills Through Role Play at The Third Grade of Junior High School Bukit Prachaupatham, Thailand**

In answering the researcher's second question, the teacher explained that in teaching speaking skills through the role play strategy, the teacher began with greetings and brief interactions to create a warm atmosphere for the students. This was demonstrated by the teacher in his statement that:[77]

"First, I will begin the lesson by greeting the students,….

supported by student 1's statement that:[78]

"After starting the lesson, the teacher teaches us the conversation, voice practice….."

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[77] Teacher, interviewed by Ahmad Ubaidilah, Thailand, June, 18, 2025
[78] Student 1, interviewed by Ahmad Ubaidilah, Thailand, June 24, 2025

Not only that, student 2 also said that:

"In class, the teacher greeted us…"[79]

The results of this interview show that teacher do use greetings as a starting point in teaching speaking skills through role play.

Not only the interview results, but the observation results also showed that the opening of the lesson began with greeting the students, taking attendance, and ensuring that they were ready to participate in the lesson. In this case, it made for a very lively opening with the students enthusiastically greeting the teacher back. [80]

Figure 4.2.1. Observation Process of the Learning Process in Grade Three

The document review results also show that teacher allocate five minutes for the session to greet students and check student attendance in class. [81] For this reason, the results of interviews, observation, and document review show that teacher actually conduct the opening session by greeting students and checking student attendance. This session lasts five minutes, which is before the lesson begins.

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[79] Student 2, interviewed by Ahmad Ubaidilah, Thailand, June 24, 2025
[80] Observation in third grade at Bukit Prachaupatham School, Thailand. June, 24th 2025
[81] Document Review of lesson Module documents, appendix 4, June, 9th 2025.

In addition, the subsequent interview also explained that after the lesson began, the teacher provided examples of dialogues that the students had to follow in turn. This was to practice understanding the pronunciation of vocabulary in a dialogue. This was confirmed in the teacher's statement that: [82]

"…then I will ask them to understand a short dialogue text and practice pronouncing the words listed in their workbooks."

This statement is also supported by student 1 who said:

"…..and examples of how to speak" [83]

Then student 2 also stated that: [84]

"….And explained the current material, then demonstrated how to practice a dialogue"

From interviews with the teacher, student 1, and student 2, it can be concluded that the teacher conducts sessions to provide examples of dialogue pronunciation for students to understand together so that students can understand pronunciation in a dialogue.

The observation results also show that teacher do conduct sessions where they give examples of pronunciation in dialogues for students to follow in turn. [85] Teacher also explain the intonation, both rising and falling, according to the vocabulary. This makes it easy for students to understand the teacher's explanations. Teacher also explain the roles in the

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[82] Teacher, interviewed by Ahmad Ubaidilah, Thailand, June, 18, 2025
[83] Student 1, interviewed by Ahmad Ubaidilah, Thailand, June 24, 2025
[84] Student 2, interviewed by Ahmad Ubaidilah, Thailand, June 24, 2025
[85] Observation in third grade at Bukit Prachaupatham School, Thailand. June, 24th 2025

dialogue while demonstrating appropriate facial expressions and body movements so that students can better understand how the dialogue should be delivered naturally.

Figure 4.2.1. Observation Process of the Learning Process in Grade Three

In addition, the lesson plan also shows that the stage of demonstrating how to practice the dialogue has been designed systematically. [86] This ensures that the learning process runs smoothly. Thus, the findings from the document can strengthen the link between teacher planning in the lesson plan and the implementation of learning in the third grade.

The data presented from interviews, observation, and document review showed consistency, indicating that third-grade teacher conducted sessions demonstrating how to practice the dialogue.

After the teacher demonstrated pronunciation in a dialogue, the teacher then divided the students into small groups to practice a dialogue and they played a role in the dialogue so that they could easily practice

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[86] Document Review of lesson Module documents, appendix 4, June, 9th 2025.

speaking English through this role-play strategy. The teacher explained that:[87]

> "I implement role-playing by providing real situations in everyday dialogues. Students are asked to play roles according to the characters assigned and practice dialogues in pairs or groups."

This statement is also supported by student 2, who states:

> "….which I practiced with my friend."[88]

The above interview shows that students in this session must practice speaking with their group in a dialogue provided by the teacher with an authentic context to facilitate students' understanding in role play naturally during the learning process. This shows that the mechanism applied by the teacher can be understood by them.

The results of the observation show that the teacher divided the students into groups according to the topics being role-played, namely the first in a restaurant, where students played the roles of waiters, customer 1, and customer 2; the second in a hotel, where students played the roles of receptionists and guests; and the third in a hospital, where students played the roles of nurses, patients, and doctors. After forming the groups, the teacher asked the students to practice according to the dialogues provided. This shows that the role-play strategy in teaching speaking skills provides comfort in the learning process.[89]

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[87] Teacher, interviewed by Ahmad Ubaidilah, Thailand, June, 18, 2025
[88] Student 2, interviewed by Ahmad Ubaidilah, Thailand, June 24, 2025
[89] Observation in third grade at Bukit Prachaupatham School, Thailand. June, 24th 2025

In addition to observation, the lesson plan also shows that there are group sessions based on character and provide opportunities for students to practice speaking through dialogue in their groups. [90] This has been designed by the teacher in the lesson plan to facilitate the teacher in carrying out activities during the learning process.

This shows consistency in the data collected by the researcher from interviews, observation, and document review, which states that teacher conduct discussions with their groups to practice speaking through role-play by assigning them a character.

Based on the interview results, the teacher also explained that after the group practice activity, students would be appointed to practice in front of the class. This was done to encourage students to get used to speaking in front of their classmates and to be able to use English in real-life communication situations. In accordance with the teacher's statement that:[91]

> "Students are also asked to practice role play with their groups, and I will immediately assess their speaking skills and provide corrections if they make mistakes."

This statement is also supported by student 1, who explains that:[92]

> "We are also asked to speak in front of our classmates."

and the above statement is reinforced by a statement from student 2 that:[93]

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[90] Document Review of lesson Module documents, appendix 4, June, 9th 2025.

[91] Teacher, interviewed by Ahmad Ubaidilah, Thailand, June, 18, 2025

[92] Student 1, interviewed by Ahmad Ubaidilah, Thailand, June 24, 2025

"Then I practice in front of the class, …."

From the statements of the teacher and the two students above, it can be seen that after the discussion session with their group, the students were asked to practice in front of the class. The teacher designed the learning process from the beginning, by organizing a presentation or performance session in front of their friends and providing feedback to students who had incorrect pronunciation of certain words. This helped the students to understand the correct pronunciation.

The observation also showed that students were given the opportunity to practice role-playing in front of the class after discussing with their groups.[94] Students were paired up with their groups and assigned roles within their groups. The teacher would select two or three groups to come to the front of the class, while the other groups would listen and pay attention to their pronunciation, intonation, and fluency in dialogue. Students who performed role plays in front of the class tried to act out the dialogues they had learned, and the positive responses from their friends who watched them perform showed that the class was indeed very active. This observation data shows that the teacher provides space for students to perform in front of the class to practice speaking through role-play strategies and create active interaction in the classroom. It also provides direct understanding for students who are not quite accurate in their pronunciation of a word.

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[93] Student 2, interviewed by Ahmad Ubaidilah, Thailand, June 24, 2025
[94] Observation in third grade at Bukit Prachaupatham School, Thailand. June, 24th 2025

Figure 4.2.3. Observation Process of the Learning Process in Grade Three

In addition to the results of the interviews and observation above, document review data in the form of lesson plans also shows this step. Teacher do give students time to practice role-playing in speaking lessons through simple dialogues.[95] They also provide immediate feedback when students perform in front of their classmates. This allows the other students in the class to understand and learn from it as well.

The three data collection techniques above, namely interviews, observation, and document review, show that in the third grade, teacher provide opportunities for students to perform in front of the class to implement role-play with their groupmates, and teacher provide feedback when students' pronunciation is not correct. This also provides understanding for students who listen to their friends perform in front of them.

And finally, the statement from the third-grade teacher shows the activity at the end of the meeting by reflecting on learning through role-play. In this session, the teacher explained the lesson from beginning to

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[95] Document Review of lesson Module documents, appendix 4, June, 9th 2025.

end and provided an understanding of the mistakes the students had made. This was explained by the teacher's statement that:[96]

> "…..and providing reflections on the learning process from start to finish."

The teacher's statement above is also supported by student 2, who said:

> "And the teacher gives feedback when I mispronounce a word."

The above question confirms that reflection sessions are indeed conducted by teacher and are an important activity in learning as a way of understanding the areas they need to improve in their teaching.

The above is also supported by the findings of observation showing that teacher conduct reflections at the end of the meeting.[97] Teacher invite students to discuss their experiences during the learning process. Teacher convey what has been done and explain the mistakes made by some students so that they can repeat them and remember what they need to improve, whether in terms of pronunciation, expression, or intonation.

In addition, the review document also describes this step, in which teacher reflect for five minutes before going home.[98] The inclusion of a reflection stage in the lesson plan proves that the reflection session is part of the teacher's plan during speaking lessons using the role-play strategy.

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[96] Teacher, interviewed by Ahmad Ubaidilah, Thailand, June, 18, 2025
[97] Observation in third grade at Bukit Prachaupatham School, Thailand. June, 24th 2025
[98] Document Review of lesson Module documents, appendix 4, June, 9th 2025.

From all the findings of interviews, observation, and document review, it shows an understanding of how speaking skills are taught through role-play strategies in third grade at Bukit Prachaupatham School, Thailand. The learning steps during the learning process are as follows: 1) giving a five-minute introduction, 2) demonstrating how to practice the dialog, 3) forming groups of students and giving them specific roles such as waiter, customer 1, customer 2, and so on during the role-play speaking practice, 4) asking students come to the front to role play the dialog in front of their classmates, and providing feedback if there are mistakes or inaccuracies, and 5) providing reflections on the learning process from start to finish.

3. **The Evaluation of Teaching Speaking Skills Through Role Play at The Third Grade of Junior High School Bukit Prachaupatham, Thailand**

In evaluating the use of role play for speaking skills learning, the extent to which students can practice speaking skills and achieve learning objectives is assessed. Teacher evaluate students during learning activities when they perform in front of the class to assess their speaking skills through role play activities. Here, teacher state that assessment is important in speaking skills, especially pronunciation. Teacher explain that:[99]

> "Assessment is based on clarity of pronunciation, fluency of speech, appropriate use of intonation, and the ability to convey messages. I use a simple rubric to assess these aspects objectively."

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[99] Teacher, interviewed by Ahmad Ubaidilah, Thailand, June, 18, 2025

This statement is also supported by student 3 who said: [100]

> "I can notice my mistakes and try to fix them. And I learned to pronounce harder words and speak more smoothly."

In addition, student 1 also stated that:

> "Yes, it helps me speak better. And I can say words more clearly and know where to stress."

The above excerpt shows that teacher conduct measurable assessments by referring to evaluations that are directly related to clarity of pronunciation, intonation, and facial expressions, which are important components of speaking skills. This assessment is also very effective in making students immediately aware of their mistakes during role-play activities in front of the class and helps them to better understand word stress articulation. It also allows for immediate correction.

Based on observation, teacher conduct direct evaluations of students by providing feedback when students mispronounce a word.[101] Teacher pay special attention to students who perform in front of the class and correct them if they make mistakes. They also provide examples of correct intonation. This activity shows that assessment is conducted formatively, not only by giving grades, but also by helping students improve their performance directly.

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[100] Student 3, interviewed by Ahmad Ubaidilah, Thailand, July 01, 2025

[101] Observation in third grade at Bukit Prachaupatham School, Thailand. July, 1 2025

Figure 4.3.1. Observation Process of the Learning Process in Grade Three

The review document in the lesson plan shows that the assessment of role play in teaching speaking skills has been systematically designed in relation to the evaluation components in accordance with the findings of both interviews and observation. [102] It states that teacher conduct assessments directly when students perform in front of the class. Thus, it can be concluded that the assessment test is carried out in a structured, objective manner, and focuses on improving students' speaking skills.

Therefore, the findings from the interviews, observation, and document review show consistency in relation to teacher conducting formative assessments related to performance in front of the class to correct students' mistakes directly. This is a test conducted by teacher to determine the extent of students' English speaking. This allows students to understand their incorrect pronunciation and correct it directly by following the teacher's example.

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[102] Document Review of lesson Module documents, appendix 4, June, 9th 2025.

In addition to assessment tests, teacher also stated that they not only assess performance in front of the class but also conduct non-test assessments through observation during the learning process, stating:[103]

"In addition, I also assess students directly on their activity during the learning process through role-playing."

This is also in line with the researchers' observation that teacher have assessment sheets related to activities during the learning process. Teacher observe students' involvement throughout the role-play session. This also shows that teacher does not only assess the final results, but also the process of how students prepare dialogues, practice roles, and work together with their groups. Thus, teacher can assess both the results and the learning process using formative assessment principles.[104]

Figure 4.3.2. Observation Process of the Learning Process in Grade Three

Not only that, the review documents also show that teacher use non-test assessments in learning to determine student performance during the learning process, both in terms of honesty, discipline, responsibility,

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[103] Teacher, interviewed by Ahmad Ubaidilah, Thailand, June, 18, 2025
[104] Observation in third grade at Bukit Prachaupatham School, Thailand. July, 1 2025

cooperation, respect, and self-confidence. This shows that non-test assessments are structured by teacher in line with learning goals.[105]

Therefore, it can be concluded from the results of interviews, observation, and document review. It was found that the third-grade class at Bukit Prachaupatham School, Thailand, applied role-playing strategies in teaching speaking skills by using speaking assessments in terms of pronunciation, intonation, fluency, and accuracy with teacher observation. Teacher also provided immediate feedback to students who performed role-playing activities in front of the class as a form of formative assessment, especially when they made mistakes or showed inaccuracies in their speaking. This allowed their classmates to notice these mistakes, thus becoming a shared learning experience. In addition, teacher also assessed students' attitudes during the learning process.

Tabel 4.1
Data Presentation and Analysis

No	Focus	Findings
1	2	3
1	The Goals of Teaching Speaking Skills Through Role Play at The Third Grade of Junior High School Bukit Prachaupatham, Thailand.	In applying role play in speaking skills learning at Bukit Prachaupatham School, based on the results of interviews, observation, and document review, the researcher can conclude that 1) Making Students active, where students have the opportunity to

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[105] Document Review of lesson Module documents, appendix 4, June, 9th 2025.

		practice their speaking skills through role play. 2) Building confidence in speaking skills, helping students to have the courage to practice their speaking skills through role-playing with topics from everyday life. 3) Learning pronunciation-related vocabulary correctly, with the teacher providing situations that are realistic and acceptable to students.
2	The Steps of Teaching Speaking Skills Through Role Play at The Third Grade of Junior High School Bukit Prachaupatham, Thailand.	Data obtained from observation, interviews, and document review show that the steps for learning speaking skills through role play in the third-grade at Bukit Prachaupatham School, Thailand, are as follows: 1) giving a five-minute introduction, 2) demonstrating how to practice the dialog, 3) forming groups of students and giving them specific roles such as waiter, customer 1, customer 2, and so on during the role-play speaking practice, 4) asking students come to the front to role play the dialog in front of their classmates, and providing feedback if there are mistakes or inaccuracies, and 5) providing

		reflections on the learning process from start to finish.
3	The Evaluation of Teaching Speaking Skills Through Role Play at The Third Grade of Junior High School Bukit Prachaupatham, Thailand.	In evaluating role play in speaking lessons in third-grade, the teacher use formative approaches and both test and non-test assessments. The assessment here takes the form of a presentation in front of the class, which is used to measure students' fluency and confidence in speaking. This is to provide direct feedback to students so that they are no longer afraid of making mistakes in pronunciation and to encourage them to be more confident. In addition, the teacher provides questions that are printed on the answer sheet to gain a deeper understanding of the context of the dialog so that the context can be applied well in real life.

B. Discussion

In this section, the researcher presents the findings of the current study in relation to previous studies, in which the researcher examined the goals, steps, and evaluation related to the implementation of the role-play strategy in teaching speaking skills at Bukit Prachaupatham School, Thailand, in the third-grade of junior high school.

1. **The Goals of Teaching Speaking Skills Through Role Play at The Third Grade of Junior High School Bukit Prachaupatham, Thailand.**

Based on interviews, observation, and document review, the objectives of teaching speaking skills through role-playing in the third grade at Bukit Prachaupatham Junior High School, Thailand, are, first, to make students more active, where students have the opportunity to practice speaking skills through role-playing in class with a sense of comfort because the topics are about everyday life. Second, it builds confidence in speaking skills, helping students have the courage to practice speaking skills through role-playing with their groupmates who practice conversations without fear, and the teacher gives students the opportunity to practice in front of the class. The goals of the role-play strategy here are in accordance with Mulyono's theory,[106] which explains that role-playing can encourage students to speak in real contexts by playing roles so that students are more actively involved in the learning process in the classroom. In addition, students also feel comfortable practicing speaking through role-playing because it is similar to everyday life, so this strategy can build students' confidence when speaking in English.

The final goal of this research is to study vocabulary related to correct pronunciation, with teacher providing realistic situations that are acceptable to students and giving feedback to students regarding incorrect

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[106] Mulyono, M.A. Strategi Pembelajaran, 44-45

pronunciation so that students can learn the correct pronunciation as instructed by the teacher. In this way, teacher give students the opportunity to correct their pronunciation so that they can practice speaking according to the correct pronunciation. This goal is in line with Harmer's theory,[107] which states that accuracy in terms of clarity and articulation is important for language performance. Accuracy is also an aspect of pronunciation that allows us to be understood by our conversation partners.

Bahriyeva also stated that role play can help students be more active in class[108], with an increase in reviewing several pieces of literature that describe an increase in motivation, a positive learning atmosphere, and more interesting and enjoyable learning. Not only that, previous research written by Novitasari shows that there was a change from students initially feeling shy in the learning process after the first and second cycles,[109] to an increase in student confidence through this role-play strategy. Research found by Dwiyanti explains that in a quasi-experimental design,[110] it shows that there was a significant increase in students' grammar, vocabulary, pronunciation, and fluency in the process of learning to speak through the role-play strategy.

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[107] Harmer, *The Practice of English Language Teaching*, 343-345

[108] Bahriyeva, Teaching a Language.

[109] Novitasari, Improving Students' Speaking Skill.

[110] Dwiyanti and Lolita. The Effectiveness of Role Play.

2. **The Steps of Teaching Speaking Skills Through Role Play at The Third Grade of Junior High School Bukit Prachaupatham, Thailand**

Based on interviews, observation, and document review, it appears that the steps for teaching speaking skills through role-playing in the third grade at Bukit Prachaupatham Junior High School, Thailand, follow a systematic learning process. This is in line with Harmer's theory, which states that contextual and systematic learning steps, such as starting the lesson with a greeting, checking attendance, and explaining learning goals that are relevant to everyday life and involve students, make it easier for students to understand the material being taught.[111] It also involves designing lesson plans that include preparation, role assignment, demonstration, group practice, performance, feedback and discussion, and reflection.

Therefore, the teacher of the third grade at Bukit Prachaupatham School provides the steps in the classroom by starting with greeting the students to create a comfortable atmosphere, followed by checking the students' attendance. After explaining today's material and learning goals, the teacher asked students to open their workbooks, which contained dialogs on everyday topics such as at the restaurant, at the hotel, and at the hospital. This was intended to bring students into real-life communication situations. Next, the teacher practices the dialog so that all the students could follow along and learn the pronunciation of the words in the reading. The teacher

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[111] Harmer, *The Practice of English Language Teaching*, 352-353

also provided additional intonation or emphasis in the pronunciation so that students can understand and practice it directly.

Subsequently, students were paired with their classmates so that they could practice role play with their groups. This trained students to speak English appropriately, as demonstrated by the teacher earlier. The teacher supervised the students as they carried out the activity for five minutes and acted as a facilitator if any of the students are confused. The teacher also assessed the students' participation in the class directly to ensure that the learning process was effective.

After the practice activity with their groups is complete, the teacher asked one group to practice their roles in front of the class. The students came to the front of the class and began speaking according to the dialog text on their worksheets. This made it easier for the teacher to assess students' speaking skills. This is a formative assessment to provide immediate feedback to students if there are errors or inaccuracies in the pronunciation of intonation or stress in a reading. All of the learning activities implemented by this third-grade teacher aim to provide students with more opportunities to speak English. In addition, they aim to make students feel more comfortable and confident when speaking. As a result, students no longer feel afraid of making mistakes when speaking and do not feel embarrassed when speaking English.

Previous studies have also explained that role-playing strategies are effective in teaching speaking skills. Among these studies, Bahriyeva's

work explains the steps involved in applying role-playing in English language learning in the classroom, allowing students to take part in communication exercises.[112] A literature review-based study shows that this strategy can improve the quality of learning. In addition, Ikhsan also presents findings in her research that this strategy can significantly improve students' speaking skills because students are encouraged to get used to discussing in groups while also explaining the process of implementing role play strategies in learning.[113]

3. **The Evaluation of Teaching Speaking Skills Through Role Play at The Third Grade of Junior High School Bukit Prachaupatham, Thailand.**

   The evaluation process used by third-grade teacher in applying role play in speaking lessons uses a formative approach, where teacher focus on student progress in terms of fluency, confidence, and communication skills. Students are encouraged to practice role play in real-life contexts. With this evaluation, teacher can assess students through their presentations as they come to the front of the class to practice speaking English. At that time, teacher provide feedback to students if they make mistakes in pronunciation, such as intonation or stress. This gives students the opportunity to correct their mistakes and build confidence in using English. Not only that, teacher observe the learning process using this technique to identify students who actively participate in class so that the learning

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[112] Bahriyeva, Teaching a Language.
[113] Ikhsan and Akhsan. Improving the Speaking Skills

process can be monitored properly by teacher. This provides comfort and engagement for students during the learning process.

to make teaching and learning activities more focused and effective.

The above is in accordance with Iskandarwassid's evaluation theory, which states that in order to improve speaking skills, evaluation must be conducted to measure students' abilities in learning and to help the teacher determine the extent of students' needs in the learning process.[114] The use of formative evaluation also helps the teacher continuously monitor students so they can understand the mistakes they make when practicing speaking in front of the class. Alternatively, students' personalities can be assessed through observation. This aims to make teaching and learning activities more focused and effective.

This study is in line with research written by Renanda, in which role-playing is used in speaking lessons using formative evaluation for assessment during the learning process by observing performance, reflecting, and providing direct feedback on student learning outcomes.[115] This is useful for preventing repeated mistakes, reducing anxiety, and improving accuracy in pronunciation. Marsella also explains that direct assessment is carried out when students perform well in improving their pronunciation and intonation before, during, and after role-play so that they

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[114] Iskandarwassid, Sunendar, M.Hum, Strategi Pembelajaran Bahasa, 179-184.

[115] Renanda, Yunus, and Rachmawati, "*Improving Speaking Proficiency Via Role-Play: An Investigation from Indonesian Secondary Schools*," *Educasia: Journal of Education Research*, 2025.

not only practice speaking but also improve their linguistic and affective aspects.[116]

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[116] Marsella Maulana Piscesa and Mahendra Puji Permana Aji, "*The Use of Role Play to Improve Students' Speaking Skill*," *ELTT (English Language Teaching and Technology) Journal*, 2024.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter summarizes the findings presented in Chapter 4 and provides the following recommendations:

The goals of implementing role play in speaking lessons in the third-grade of Bukit Prachaupatham Junior High School, Thailand, are as follows: making Students active, where students have the opportunity to practice their speaking skills through role play, building confidence in speaking skills, helping students to have the courage to practice their speaking skills through role-playing with topics from everyday life, and learning pronunciation-related vocabulary correctly, with the teacher providing situations that are realistic and acceptable to students.

In the steps for implementing role play in speaking skills, the activity begins with giving a five-minute introduction, demonstrating how to practice the dialog, forming groups of students and giving them specific roles such as waiter, customer 1, customer 2, and so on during the role-play speaking practice, asking students come to the front to role play the dialog in front of their classmates, and providing feedback if there are mistakes or inaccuracies, and providing reflections on the learning process from start to finish.

Evaluation in the implementation of role play strategies in teaching speaking skills. The teacher at Prachaupatham School in Thailand use formative assessment, which includes tests and non-tests. Tests take the form

84

of performance assessments of each student as they come to the front of the class to perform a role, while non-tests use direct observation to see how active students are in the learning process.

B. Suggestion

1. For Teacher

Teachers are encouraged to be more creative in implementing speaking lessons through role play so that students will be more interested in participating in the learning process, thereby reducing their fear of making mistakes when speaking English. It is also important to use role-play strategies for longer periods of time in the learning process so that all students can practice in front of the class to communicate in real contexts using dialogs that are already in the student answer sheets. Teachers must also create an atmosphere that encourages students to be more open and discuss with their groups.

2. For Future Researcher

Future research is expected to develop this study more comprehensively and in greater depth, enabling new insights to be discovered through more sophisticated investigation and approaches, thereby making a significant contribution to the development of role play strategies in English language learning.

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Appendix 1

<div align="center">

AUTHENTICITY STATEMENT OF WRITING

</div>

The undersigned below:

Name	: Ahmad Ubaidilah
NIM	: 222101060032
Study Program/Major	: English Education Department
Faculty	: Tarbiyah and Teacher Training
Institution	: UIN KHAS Achmad Siddiq Jember
Place and Date of Birth	: Lumajang, 16 November 2002
Adress	: KandangTepus, Senduro, Lumajang

Here by declares that the content of the thesis entitled "The Implementation of Role Play Strategy in Teaching Speaking Skill at The Third Grade of Junior High School Bukit Prachaupatham Thailand". Is the result of my research/work, except in part referred by the source.

Jember, 19th November 2025

Stated by

Ahmad Ubaidilah
222101060032

Appendix 2

Title	Variable	Indicators	Source Data	Research Method	Research Problem

THE IMPLEMENTATION OF ROLE PLAY STRATEGY IN TEACHING SPEAKING SKILLS AT THE THIRD GRADE OF JUNIOR HIGH SCHOOL BUKIT PRACHAUPATHAM THAILAND	**1. Speaking**	1. The Definition of Speaking
		2. Components of Speaking
		3. Different Speaking Events
		4. Functional Language, Adjacency Pairs and Fixed Phrases.
			1. Interview
			  a. English Teacher at The Third Grade
			  b. Participants of The Third Grade
			2. Observation
			  a. Objective Condition of The Third Grade Class
			  b. The Implementation of Role Play Strategy in Teaching Speaking Skill
			3. Document Reviews
			  a. The Profil of Bukit Prachaupatham School, Thailand
			  b. Vision, Mission, and History of Bukit Prachaupatham School,
				1. Approach and Research Design:
				  a. qualitative descriptive
				2. Data Collection:
				  a. Interview
				  b. Observation
				  c. Document Reviews
				3. Data Analysis
				  a. Data Condensation
				  b. Data Display
				  c. Conclusion Drawing and Verification
				4. Data Validity
				  a. Triangulation Source
				  b. Triangulation Technic
					1. What are the goals of teaching speaking skill through role play at the third grade of Junior High School Bukit Prachaupatham, Thailand?
					2. What are the steps of teaching speaking skill through role play at the third grade of Junior High School Bukit Prachaupatham, Thailand?
					3. What are the evaluation of teaching speaking skill through role play at the third

			Thailand c. Teacher Data and Student Data of The Third Grade Class d. Lesson Module.		grade of Junior High School Bukit Prachaupatham, Thailand?
	2. Teaching Speaking Skill	1. The Definition of Speaking Skills 2. Types of Teaching Speaking 3. What Makes Speaking Difficult 4. Simulation and Role Play 5. Evaluation of Teaching Speaking 6. Advantages in Teaching Speaking			
	3. Role Play	1. Definition of Role Play 2. Why Use Role Play? 3. Advantages of Role Play			

Appendix 3

A. Description of The Research Object

1. The History of Bukit Prachaupatham School Naratiwat Thailand

History The Bukit Prachaupatham School was established based on the wishes of communities in several subdistricts in Narathiwat Province, Thailand[117], who wanted to establish a school for their children to fulfill their primary responsibility as parents to educate their children. Several areas that took the initiative were Bukit Subdistrict, Marubook, Chuap District, Tan Yong Limo District, Tho Deng District, and Sungai Padi District. The six subdistricts held a joint meeting and decided to send an official letter to the principal of Tan Yong Mas, who at that time was Mr. Santhikorn Boonpong. The letter contained a request to open an M.S.I. (junior high school) class as an educational institution in the Bukit subdistrict under the Tan Yong Mas school branch.

The communities from these six subdistricts have provided a number of important considerations so that the letter they submit is not without reason, demonstrating the strong commitment of the communities from these areas to build a school. Their commitment is demonstrated by the community in Bukit sub-district, which has provided land for the construction of a school covering an area of 35 rai. Not only that, they have also proven that they are serious about building a school by constructing

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four classrooms to be used as a temporary school building, even with simple facilities.

Furthermore, they also worked together to ensure that there were a number of students who really wanted to attend school and many students who were interested in pursuing an education at the school. In addition, they also wanted to expand the school area so that the school that was built would be suitable for the students and could run better and more adequately in the future in relation to the teaching and learning activities that took place at this school. Finally, the community also guarantees the safety and security of the school's residents, including teacher, students, and school staff, with the approval of the local community leader. Safety and security are very important for the continuity of a school so that all school residents feel comfortable and safe, not just in terms of the physical building.

From this, we can summarize the reasons given by communities in several areas of Narathiwat Province for building a school, including:[118]

a. Land covering an area of 35 rai has been provided for the school construction site

b. Four classrooms have been built to serve as temporary school buildings

c. There are already students who want to attend school

d. There are plans to expand the school grounds in the future

e. Security and safety for the school community is provided

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Based on the community's commitment and these five reasons, on July 8, 1976, the Department of Public Education under the Thai Ministry of Education granted official approval for the establishment of Bukit Prachaupatham School. The establishment of this school required a long struggle from the beginning until approval was granted by the government. For the time being, the school is temporarily located in the Ban Bukit school building, which is used for teaching and learning activities.

Furthermore, in 1977, Bukit Prachaupatham School officially appointed a principal to provide direction for the school and to oversee the educational activities at the school in a systematic and organized manner. Then, as the school developed, in 1993, it began to move from the Ban Bukit school to a plot of land that had been prepared by the community to be used as a school, located in Moo 10, Bukit District, Narathiwat Province, covering an area of 35 rai. From here, the construction of temporary classrooms for teaching and learning activities began.[119]

The school's location, which is separate from the Ragae district, namely the Chong Ai Song district branch area, has brought about a major change for the school in terms of its identity. The Bukit Prachaupatham School had to adjust its administration and upgrade its status, which resulted in a name change to Raja Amphur Secondary School.

Then in 1996, there was a change to Chok Ai Song Secondary School. This was so that the school's status could continue to develop and become a

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school with a position in the region with the status of a secondary education institution. Therefore, the school, which was originally named Bukit Prachaupatham School, became an independent school that was fully recognized by the government. The commitment of the communities in the six districts of Narathiwat Province played an important role in the establishment of Bukit Prachaupatham School, which is now widely recognized.

2. **The Profil of Bukit Prachaupatham School Naratiwat Thailand**

   a. School Name: Bukit Prachaupatham School

   b. Adress: 5RXV+W9 Bukit, Cho-airong Narathiwat, Thailand

   c. Postal Code: 96130

   d. District: Cho-airong

   e. Province: Narathiwat

   f. Phone: 0653409229

   g. Fax: 0653409229

   h. Email: **admin@bukitprachaupatham.ac.th**

   i. Principal's Name: Mahama Durazor

   j. Level of Education: junior high school and senior high school[120]

3. **Vision and Mission of Bukit Prachaupatham School Naratiwat Thailand**

   a. Vasion

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[120] www.bpu.ac.th/datashow_226517

"Systematic and effective management. The quality of the students meets the standards Teachers work professionally, adhering to the principle of self-sufficiency economy. There is an appropriate learning resource atmosphere. The community and local wisdom are involved in the management of the school strongly."[121]

b. Mission

1) Develop systematic and efficient management.

2) Develop an effective teaching and learning management process that focuses on learners. Adhere to the principle of self-sufficiency economy

3) Promote the organization of a variety of learner development activities. Meet the needs of learners and the community

4) Promote the use of research processes and the use of innovative technology media to improve the quality of teaching and learning and the quality of learners.

5) Promoting the creation of an atmosphere Conducive and appropriate learning environment

6) Encourage the community and local wisdom to participate in the management of education

7) Develop an efficient and effective student support system

8) Network to develop and promote learners' potential

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[121] www.bpu.ac.th/datashow_226517

9) Arrange the environment and learning resources to facilitate learning management

10) Promote learning based on the philosophy of the Sufficiency Economy

11) Promote integrated learning to develop learning skills in the 21st century.

4. **Status of Teachers and Staff**

List of teachers and staff at Bukit Prachaupatham School along with their status, as follows:[122]

Tabel
Status of Teachers and Staff

No	Name	Position
1	Mahamah Derasor	Kepala Sekolah
2	Mrs. Canchanot Rojanawong	Guru Tingkat 3
3	Miss Faseeya Adae	Guru Tingkat 3
4	Mr. Alee Salaeh	Kepala Urusan Kurikulum
5	Miss Wannaremao Wansbudi	Guru Tingkat 2
6	Mrs. Maneerat Yusoh	Guru Tingkat 3
7	Mr. Koledt Bisleemin	Guru Tingkat 2
8	Mr. Bukhoree Sengyee	Guru Tingkat 2
9	Miss Sinab Chenu	Guru Tingkat 2

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[122] www.bpu.ac.th/datashow_226517

10	Mr. Mayadee Dabu	Guru Tingkat 2
11	Miss Sureeyaning Tayadee	Guru Tingkat 2
12	Miss Nurlalla Binhajihawan	Guru Tingkat 2
13	Mr. Maseran Meena	Guru Tingkat 1
14	Mr. Saifon Raseegam	Guru Tingkat 2
15	Mrs. Harunee Yaena	Guru Tingkat 2
16	Miss Masrina Sani	Guru Tingkat 1
17	Miss Roweeyah Saringa	Guru Tingkat 1
18	Mrs. Kamonthip Taewarath	Guru Tingkat 1
19	Miss Hameedah Yeemayee	Guru Tingkat 1
20	Mrs. Niraporn Praditsan	Asisten Guru
21	Miss Asmart Yayo	Asisten Guru
22	Miss Naseehah Ngoh	Asisten Guru
23	Miss Sainab Yusoh	Asisten Guru
24	Miss Maturos Sangkul	Asisten Guru
25	Mr. Mustakeen Jateh	Asisten Guru
26	Miss Aminoh Buerahem	Asisten Guru
27	Miss Tuwaedah Kuji	Asisten Guru
28	Mr. Afnan Chemu	Asisten Guru
29	Miss Nurdina Cetae	Asisten Guru
30	Mr. Saibudin Chekouseng	Pegawai Pemerintah
31	Mr. Mayunan Domae	Pegawai Pemerintah
32	Mrs. Artikah Chehama	Pegawai Pemerintah
33	Mrs Aphitchaya Samaae	Pegawai Pemerintah

34	Miss Sofia Dama	Pegawai Pemerintah
35	Mrs Hanan Doloh	Pegawai Pemerintah
36	Mr. Asman Waemayi	Pegawai Pemerintah
37	Mr. Roset Magae	Guru Agama Islam
38	Mr. Ibroheng Umat	Guru Agama Islam
39	Mr. Surin Maruesa	Guru Agama Islam
40	Mr. Anwa Yusoh	Guru Agama Islam
41	Mr. Mariam Cheawae	Guru Agama Islam
42	Mrs Ruslah Mamare	Guru Agama Islam
43	Mrs Royhan Yusoh	Guru
44	Mrs Nureeda Beraheng	Administratif
45	Mr. Muhamadsalfu Chaeheng	Guru Asrama
46	Miss Sopha Doloh	Guru Asrama
47	Mr. Solahudin Awae	Guru Asrama
48	Mr. Ahama Hawae	Administratif
49	Mr. Son Waemayi	Petugas Kebersihan
50	Mr. Mukta Dromae	Satpam
51	Mr. Chehama Alee	Petugas Kebersihan

5. **State of The Learners**

The list of students at Bukit Prachaupatham School, third grade junior

high school, is as follows:[123]

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[123] www.bpu.ac.th/datashow_226517

Tabel
State of The Learners

No	Name	Gender
1	Muhammad Lutfi Dusuki	Laki-laki
2	Muhammad Irfan Je Ma	Laki-laki
3	Muhammad Iskanka Mutoh	Laki-laki
4	Adam Sa Dan	Laki-laki
5	Ibrahim Dao	Laki-laki
6	Hassan Norrie	Laki-laki
7	Gonetah Masae	Perempuan
8	Samsiyah Sama	Perempuan
9	Chawenee Kame	Perempuan
10	Selancar Ali	Perempuan
11	Zukfa Salae	Perempuan
12	Karimi Sa Dan	Perempuan
13	Tagwa Che Ko u Seng	Perempuan
14	Narima Thongma	Perempuan
15	Noorlaila Yako	Perempuan
16	Noor Aida Yuzo	Perempuan
17	Burafadilah Je Nae	Perempuan
18	Burfatila Wayong	Perempuan
19	Nourida Dedani	Perempuan
20	Purni Pusa	Perempuan

21	Fatihah Taetani	Perempuan
22	Farnadar Yuzo	Perempuan
23	Riya Cek Wae	Perempuan
24	Fitri Arong	Perempuan
25	Miriya Je Nae	Perempuan
26	Wannasahakar Madao	Perempuan
27	Wattanadia Po Ateh	Perempuan
28	Vasofia Po Sa	Perempuan
29	Vanita Yuzo	Perempuan
30	Anifa Masu	Perempuan
31	Aminah Je Lae	Perempuan

Appendix 4

Research Instrument

1. **Observation Instrument**

   1. Geographic condition of Bukit Prachaupatham School, Thailand

   2. The Implementation of Role Play Strategy in Teaching Speaking Skill at Bukit Prachaupatham School, Thailand

2. **Interview Instrument**

   1. How does role play help students learn pronunciation-related vocabulary, such as sounds, intonation, and word stress?

   2. In what ways does role play reduce students' anxiety and help them build confidence in their speaking skills?

   3. How does role play make students more active and engaged during the speaking activities in the classroom?

   4. How do you usually begin your speaking lesson before starting the role play activity?

   5. Before students perform the role play, how do you guide them to understand and practice the dialogue text or vocabulary?

   6. How do you organize students into groups and assign their specific roles for the role play activity?

   7. When students perform the role play, how do you assess their speaking and what kind of feedback do you usually give?

   8. After the role play activity is completed, do you give any reflection or closing activity to the students? If yes, what does it include?

   9. How do you formally evaluate students' speaking skills during role play, for example using tests, rubrics, or scoring criteria?

   10. Aside from formal tests, how do you assess students' performance during role play activities through observation, participation, or direct feedback?

11. **Document Review Instrument**

    1. The history of Bukit Prachaupatham School, Thailand

2. The profile of Bukit Prachaupatham School, Thailand

3. Vision and Mission of Bukit Prachaupatham School, Thailand

4. Status of Teachers and Staff

5. The Lesson Plan

Appendix 5

โรงเรียนบูกิตประชาอุปถัมภ์

Bukit Pracha Uppatham

M.10 Bukit A. Cho-airong Ch. Narathiwat 96130

Telp +666-5340-9229

Lesson Plan (RPP)
Identity

Education Unit	: Matyom 3
Subject	: English
Grade/semester	: VIII/1
Approach	: Role Play
Time Allocation	: 45 minutes

A. CORE COMPETENCIES
1. Respecting and appreciating religious teachings
2. Respecting and appreciating behavior, honesty, politeness, responsibility, discipline, caring, and mutual cooperation in social and natural environments.
3. Understanding and applying factual, conceptual, and procedural knowledge related to science, art, culture, and technology in everyday life with a sense of curiosity.
4. Processing concrete information, such as using, analyzing, synthesizing, modifying, and composing in accordance with what is learned in school and presenting other relevant sources.

B. BASIC COMPETENCIES
1. Understand spoken and written expressions in simple dialog used in everyday life
2. Compose and engage in role play in everyday situations appropriately and politely

C. INDICATORS
1. Students can identify common dialog used in everyday life.
2. Students can recognize and understand the structure of simple dialog used in everyday life.

3. Students can act out simple dialogues using the role-play approach correctly.
4. Students can act out role-plays using proper pronunciation.
5. Students can work together by communicating with their partners or groups through role-play effectively.

D. ATTITUDE INDICATORS
1. Students are honest during the learning process, both in cooperating with friends and respecting their opinions.
2. Students demonstrate discipline and responsibility while actively participating in class.
3. Students demonstrate confidence and politeness during speaking activities.

E. LEARNING GOALS
1. Making students active
2. building confidence in speaking English.
3. Learning pronunciation-related vocabulary correctly.

4. LEARNING STRATEGY

Role play

5. LEARNING RESOURCES

English Workbook

6. LEARNING ACTIVITIES

Pendahuluan	
Introduction (5 minutes)	1. The teacher greets the students. 2. The teacher checks student attendance.
Main (15 minutes)	1. The teacher explains the learning goals. 2. The teacher practices role play and is followed by the students.
	Students are exposed to dialog presented by the teacher.

ICOT (Independent Construction) (5 minutes)	1. grouping students according to their characters in a dialogue 2. role play practice with the group
ICOT (Independent Contruction) (15 minutes)	1. Students come forward to practice role play. 2. Teacher provide feedback on students' mistakes or inaccuracies in pronunciation.
Refleksi (5 minutes)	Closing 1. The teacher reflects on the activities that have been carried out, whether it be the students' textual errors or the conditions or situations in the classroom.

7. EVALUATION
a. Assessment for Speaking

No	Aspek yang Dinilai	Kriteria	Skor
1.	Pengucapan (Pronounciation)	Almost perfect	5
		There are some errors, but they do not interfere with the meaning.	4
		There are several errors and it distorts the meaning.	3
		Many errors	2
		Too many errors and distracting from the meaning	1
2.	Intonasi (Intonation)	Almost perfect	5

		There are some errors, but they do not interfere with the meaning.	4
		There are several errors and it distorts the meaning.	3
		Many errors	2
		Too many errors and distracting from the meaning	1
3.	Kelancaran (Fluency)	Very Good	5
		Good	4
		Fair	3
		Poor	2
		Very Poor	1
4.	Ketelitian (Accuracy)	Very Good	5
		Good	4
		Fair	3
		Poor	2
		Very Poor	1

b. **Assesment for Attitude Test**

Name	Honest	discipline	Responsibility	Cooperation	Respecful	Self-confidence
Student 1						

Student 2						
Student 3						

Scoring Criteria:

Rating scale from 1 – 5 with description:

1) 1: Very Poor

2) 2: Poor

3) 3: Fair

4) 4: Good

5) 5: Very Good
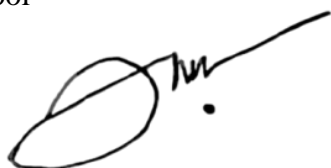
8. **ATTACHED MATERIALS**

At the Restaurant	At the Hotel Reception	At the Hospital
Characters: Waiter (W) Customer 1 (C1) Customer 2 (C2)	Characters: Receptionist (R) Guest (G)	Characters: Nurse (N) Patient (P) Doctor (D)
W: Good evening. Welcome to Sunny Café. May I take your order? C1: Good evening. Yes, please. Can I have the menu? W: Sure. Here you are. (Waiter gives the menus)	R: Good afternoon. Welcome to Sunrise Hotel. How can I help you? G: Good afternoon. I'd like to check in, please. R: Certainly. Do you have a reservation? G: Yes, I booked a room under the name Andi Pratama.	N: Good morning. Can I help you? P: Good morning. Yes, I don't feel well. I have a headache and a fever. N: I see. Please take a seat and fill out this form. What's your name? P: My name is Rina Putri. N: Thank you, Miss Rina. Please wait for a moment.

C2: Thank you. Hmm… everything looks delicious. What do you recommend?

W: Our special today is grilled chicken with vegetables and fresh orange juice.

C1: That sounds great. I'll have the grilled chicken and a glass of orange juice, please.

C2: I'd like a beef burger and a bottle of water, please.

W: Anything else?

C1: No, that's all for now.

W: Alright. Please wait a few minutes.

(After a few minutes)

W: Here's your food. Grilled chicken for you, and beef burger for you. Enjoy your meal!

C2: Thank you. It looks delicious.

R: Let me check... Yes, Mr. Andi. You reserved a double room for two nights.

G: That's right.

R: May I see your ID and a credit card, please?

G: Sure, here they are.

R: Thank you. Please fill in this registration form.

(Guest fills the form)

R: Thank you, Mr. Andi. Here's your room key — room 305, on the third floor.

G: Thank you. What time is breakfast served?

R: Breakfast is from 6:30 to 10:00 a.m. in the restaurant on the first floor.

G: Great. One more thing — is there Wi-Fi in the room?

R: Yes, there is. The

The doctor will see you soon.

(A few minutes later — in the doctor's room)

D: Good morning, Miss Rina. How are you feeling today?

P: Not so good, Doctor. I have a headache and a sore throat.

D: How long have you been feeling like this?

P: Since yesterday afternoon.

D: Alright. Let me check your temperature and throat. Please open your mouth.

P: Ahh…

D: Hmm, your throat looks a little red. You have a mild fever — 38 degrees Celsius.

P: Is it serious, Doctor?

D: No, don't worry. It's just a common flu. I'll give you some medicine. Please take it three times

C1: Excuse me, could I get some ketchup, please? W: Of course. Here you go. (After finishing the meal) C1: Could we have the bill, please? W: Sure. Here's your bill — it's 80,000 rupiahs in total. C2: Here you are. Keep the change. W: Thank you very much. Have a nice day! C1 & C2: You too. Goodbye!	password is written on the key card. G: Perfect. Thank you very much. R: You're welcome. Enjoy your stay!	a day after meals and drink plenty of water. P: Thank you, Doctor. D: You're welcome. Get well soon!

Approved by

Narathiwat, 09 June 2025

Principal of Bukit Prachaupatham School

Third-grade English teacher

Mr. Mahama Duerasor

Mr. Sengyee Bukhoree

NIP. 3940900090932

NIM.1969900117123

Appendix 6

Interview 1: English Teacher

Mr. Bukhoree as the English Teacher at Bukit Prachaupatham School,

Thailand.

1. How does role play help students learn pronunciation-related vocabulary, such as sounds, intonation, and word stress?

2. In what ways does role play reduce students' anxiety and help them build confidence in their speaking skills?

3. How does role play make students more active and engaged during the speaking activities in the classroom?

Transcription	Coding	Themes	Theory
The purpose of teaching pronunciation through role play is for students to learn pronunciation-related vocabulary correctly. They not only learn about the sounds of words, but also about intonation and word stress in real communication situations. (Teacher)	vocabulary correctly	Learning Pronunciation-Related Vocabulary	Harmer, *The Practice of English Language Teaching*, 343-345
Students often experience difficulties in speaking due to a lack of confidence, fear of making pronunciation mistakes, and limited vocabulary	lack of confidence	Building Confidence in Speaking Skills	Mulyono, M.A. Strategi Pembelajaran, 44-45

and grammar. (Teacher)			
In addition, the aim is to make students more active in class in terms of speaking skills. (Teacher)	make students more active	Making Students Active	Mulyono, M.A. Strategi Pembelajaran, 44-45

1. How do you usually begin your speaking lesson before starting the role play activity?

2. Before students perform the role play, how do you guide them to understand and practice the dialogue text or vocabulary?

3. How do you organize students into groups and assign their specific roles for the role play activity?

4. When students perform the role play, how do you assess their speaking and what kind of feedback do you usually give?

5. After the role play activity is completed, do you give any reflection or closing activity to the students? If yes, what does it include?

Transcription	Coding	Themes	Theory
First, I will begin the lesson by greeting the students. (Teacher)	Greeting	Giving a five-minute introduction	Harmer, *The Practice of English Language Teaching*, 352-353
Then I will ask them to understand a short dialogue text and practice pronouncing the words listed in their workbooks. (Teacher)	understand a short dialogue text and practice	Demonstrating how to practice the dialog	Harmer, *The Practice of English Language Teaching*, 352-353
I implement role-	practice dialogues	Forming groups and	Harmer, *The*

playing by providing real situations in everyday dialogues. Students are asked to play roles according to the characters assigned and practice dialogues in pairs or groups. (Teacher)	in pairs or groups	giving roles	*Practice of English Language Teaching*, 352-353
Students are also asked to practice role play with their groups, and I will immediately assess their speaking skills and provide corrections if they make mistakes. (Teacher)	practice role play	Asking students to perform the role play and providing feedback	Harmer, *The Practice of English Language Teaching*, 352-353
In addition, students are also asked to practice role play with their group and providing reflections on the learning process from start to finish. (Teacher)	reflections	Providing reflections on the learning process	Harmer, *The Practice of English Language Teaching*, 352-353

1. How do you formally evaluate students' speaking skills during role play, for example using tests, rubrics, or scoring criteria?
2. Aside from formal tests, how do you assess students' performance during role play activities through observation, participation, or direct feedback?

Transcription	Coding	Themes	Theory
Assessment is based on clarity of pronunciation, fluency of speech, appropriate use of intonation, and the ability to convey messages. I use a simple rubric to assess these aspects objectively. (Teacher)	simple rubric	Test Assessment	Iskandarwassid, Sunendar, M.Hum, Strategi Pembelajaran Bahasa, 179-184.
In addition, I also assess students directly on their activity during the learning process through role-playing. (Teacher)	assess students directly	Non-Test Assessment	Iskandarwassid, Sunendar, M.Hum, Strategi Pembelajaran Bahasa, 179-184.

Interview 2 : Interview students

I would like to ask your opinion on learning speaking through role play?

Transcription	Coding	Themes	Theory
Role play is interesting and it makes me more active, and because of role play, I feel more confident to speak. (Student 1)	makes me more active, more confident	• Making Students Active • Bulding confidence in speaking skills	Mulyono, M.A. Strategi Pembelajaran, 44-45
I think role play is beneficial because I can practice speaking in a real way. And now I am less shy and more ready to speak. (Student 2)	real way, less shy, ready to speak	• Learning Pronunciation-Related Vocabulary • Building Confidence in Speaking Skills	Mulyono, M.A. Strategi Pembelajaran, 44-45

Then what about the steps taken by teacher during the learning process?

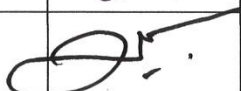| Transcription	Coding	Themes	Theory
After starting the lesson, the teacher teaches us the conversation, voice practice, and examples of how to speak. Then the teacher gives us time to practice again. We are also asked to speak in front of our	conversation, voice practice, practice	• Giving a five-minute introduction • Demonstrating how to practice the dialog • Asking students to come to the front to role-play	Harmer, *The Practice of English Language Teaching*, 352-353
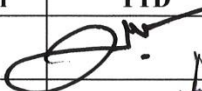
classmates. (Student 1)			
In class, the teacher greets us and explains the material being studied, then demonstrates how to practice the conversation, which I practice with my friend. Then I practice in front of the class, and the teacher gives feedback when I mispronounce a word. (Student 2)	greets, demonstrates, practice with my friend, front of the class, feedback	• Giving a five-minute introduction • Demonstrating how to practice the dialog • Forming groups and giving roles • Asking students to come to the front to role-play • Providing feedback or reflection	Harmer, *The Practice of English Language Teaching*, 352-353

how do teacher evaluate your speaking skills through role play?

Transcription	Coding	Themes	Theory
I can notice my mistakes and try to fix them. And I learned to pronounce harder words and speak more smoothly. (Student 3)	notice my mistakes	• Non-Test Assessment • Test Assessment	Luoma, Assesing Speaking, 87-93.
Yes, it helps me speak better. And I can say words more clearly and know where to stress. (Student 1)	speak better, more clearly	• Non-Test Assessment • Test Assessment	Luoma, Assesing Speaking, 87-93.

Appendix 7

Jurnal Penelitian

No.	Tanggal	Jenis Kegiatan	Nama Informan	TTD
1.	06 Juni 2025	Penyerahan surat izin penelitian	Mr. Mahamah Duerasor	
2.	09 Juni 2025	Interview Teacher	Mr. Bukhoree	
3.	17 Juni 2025	Observasi kelas III/V	Mr. Bukhoree and Students	
4.	24 Juni 2025	Observasi kelas III/V	Mr. Bukhoree	
5.	24 Juni 2025	Interview Students kelas III/V	M. Irfan	
6.	24 Juni 2025	Interview Students kelas III/V	Hassan Noree	
7.	24 Juni 2025	Interview Students kelas III/V	Koneetah Makeh	
8.	01 Juli 2025	Observasi kelas III/V	Mr. Bukhoree	
9.	01 Juli 2025	Interview Students kelas III/V	Ibrohim Daoh	
10.	01 Juli 2025	Interview Students kelas III/V	Taqwa Chekohuseeng	
11.	07 Juli 2025	Interview Curruculum Teaacher	Mr. Alee Salaeh	
12.	07 Juli 2025	Membuat surat keterangan selesai penelitian	Mr. Mahamah Duerasor	

Narathiwat, 08 Juli 2025
Kepala Sekolah Bukit Prachaupatham School

Mr. Mahamah Duerasor

Appendix 8

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id   Email: tarbiyah.iainjember@gmail.com

Nomor : B-12689/In.20/3.a/PP.009/06/2025
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Bukit Prachaupatham School
Moo 10, Tambon Bukit, Provinsi Narathiwat, 96130 Thailand

    Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan
Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	222101060032
Nama	:	Ahmad Ubaidilah
Semester	:	Semester 6 (enam)
Program Studi	:	Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai "The implementation of role play strategy in teaching speaking skill at the eleventh Grade of senior high Bukit Prachaupathan school Thailand" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Mr. Mahamah Duerasor

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 06
Juni 2025 an.
Dekan,
Wakil Dekan Bidang
Akademik,

KHOTIBUL UMAM

Appendix 9

โรงเรียนบูกิตประชาอุปถัมภ์

Bukit Pracha Uppatham
M.10 Bukit A. Cho-airong Ch. Narathiwat 96130
Telp +666-5340-9229

RESEARCH PERMISSION LETTER
NOMOR: 146 / 2068

The Principal of Mattayom School 1 to 6 Bukit Prachaupatham, Thailand hereby certifies that :

Name	:	Ahmad Ubaidilah
NIM	:	222101060032
University	:	Semester 6 (enam)
Study Program	:	English Department

Have actually conducted a research test Mattayom School 1 to 6 Prachaupatham Hill, Thailand for the preparation of a thesis entitled "THE IMPLEMENTATION OF ROLE PLAY STRATEGY IN TEACHING SPEAKING SKILL AT THE ELEVENTH GRADE OF SENIOR HIGH", which was carried out from June 06, 2025 to July 7, 2025.

Thus, thank you for your permission and cooperation.

Naratiwat, July 07, 2025
Headmaster

Name Po'o Mr. Mohamé Duerasor
NIP 3940 000 90032

Appendix 10

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

TURNITIN PASS CERTIFICATE

We hereby announce that the scientific work compiled by:

Name   : Ahmad Ubaidilah

NIM   : 222101060032

Program Studi   : English Education Program

Title   : The Implementation of Role Play Strategy in Teaching Speaking Skills at The Third Grade of Junior High School Bukit Prachaupatham Thailand, has passed the similarity check using the Turnitin UIN KHAS Jember application with a final score of (9%)

1. BAB I   : 17%
2. BAB II : 9%
3. BAB III : 13%
4. BAB IV : 6%
5. BAB V   : 0%

This letter is hereby submitted and should be used as appropriate.

Jember, 11 November 2025
Penanggung Jawab Turnitin
FTIK UIN KHAS Jember
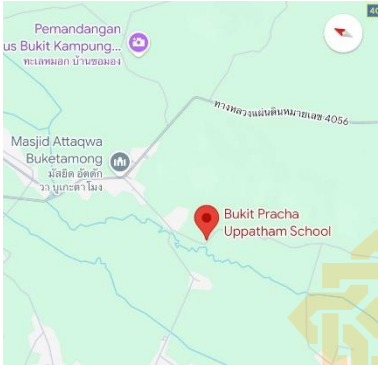
(Ulfa Dina Novienda, M.Pd.)
NIP. 198308112023212029

DOCUMENTATION

No	Picture	Activity
1.		Geographic condition of Bukit Prachaupatham School, Thailand.
2.		Research location: Bukit Prachaupatham school, Thailand.
3.		The teacher explains material related to restaurants, hotels, and hospitals.

4.	 	Student practiced speaking skill with role play strategy
5.		Conducted interview with English Teacher (Mr. Bukhoree)
6.		Interview Students

7.		Dokumentation Teacher, researcher, and students after learning.

CURRICULUM VITAE

1. **Personal Information**

   a. Name : Ahmad Ubaidilah

   b. SRN : 222101060032

   c. Place, date of birth : Lumajang, 16 November 2002

   d. Gender : Male

   e. Address : Dsn. Wonorejo, KandangTepus, Senduro, Lumajang

   f. Faculty : Education and Teacher Training

   g. Major : English Education Program

   h. Email : ubayd6279@gmail.com

2. **Education Research**

   a. Kindergarten : TK Darma Wanita

   b. Elementary School : SDN 01 KandangTepus

   c. Junior High School : MTs Miftahul Ulum

   d. Senior High School : MA Plus Miftahul Ulum

3. **Organization Experience**

   a. Secretary of the PMII UIN Khas Jember Class of 2022-2023

   b. Chair of the Technological Division, UIN Khas Jember 2023-2024

   c. ESA (English Students Association) of UIN KHAS Jember 2023-2024

   d. Chair of Public Relations, ICIS UIN Khas Jember 2023-2024

   e. President of ICIS UIN Khas Jember 2024-2025