

STUDENTS' PERCEPTION TOWARDS THE USE OF ROLE-PLAY IN LEARNING SPEAKING IN 24 JAKARTA JUNIOR HIGH SCHOOL

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Abstract: Role play is one of the English learning techniques that is used by teacher in teaching at SMPN 24 Jakarta. This study aimed to investigate the students' perception towards the use of role-play in learning speaking. To get the data, questionnaire and interview were used in this study. 35 students were participated in answering the questionnaire and 10 students were participated in answering the interview. In the questionnaire, there are 2 aspects to be explored such as judgement and behaviour related to students' perception. After analyzing the questionnaire, the result showed students' judgement (3,09) and behaviour (3,24). Those aspects belong to good category. It indicated that the students positively perceived the use of role-play technique in learning speaking. It was also strengthened by the result of the interview. It showed that the students' responses, concerning with the use of role-play in learning speaking, had three impacts in which the students felt more motivated, imaginative, and creative. Those impacts supported students' perception about the use of role-play technique in learning speaking. Considering to the findings, role-play is an effective technique to learn speaking at Junior High School.

Keywords: *Perception, role-play, speaking.*

INTRODUCTION

To communicate as human beings, people need to have effective communication skills. They may build relationships of trust, respect, and understanding through communicating with one another. Speaking is one of the four skills that students must learn in the English language as part of their English course requirements in order to be good communicators. Leong, L. M., & Ahmadi, S. M. (2017) also supported that the ability to speak is the most essential because it is a prerequisite for carrying on a topic of discussion. Therefore, the students should develop this skill while learning the language. As stated by Nunan, D (1991) in Leong, L. M., & Ahmadi, S. M. (2017), the most crucial part of learning a second or foreign language is developing speaking abilities, and the success of this process is determined by one's capacity to have a conversation in that language. So, speaking is an essential component of language learning since it enables the learners to express ideas and thoughts verbally.

However, students still have their struggles when they want to speak in public or even in class. In cases where the researcher worked as a teacher intern at SMPN 24 Jakarta, the researcher found out that lots of students seems shy, nervous and anxious during performing in front of class. This issues greatly affects their speaking score. This is also in line with Pebriyana, H's (2018) findings in her research, she stated that students with higher levels of anxiety are more hesitant to communicate with their peers and unable to get their maximum

speaking score. Additionally, in this study, some students appear to be able pronounce the English words when practicing their English, but others appear to be struggling to pronounce it. Based on Tuan & Mai (2015), students often use their mother tongue language in order to express their opinion in class. This phenomenon happens because they think that using their mother tongue language is the easiest way. Another problems appeared in Riadi's (2020) study, he found that the students often try to hide their imperfections and mistakes in order to avoid mockery. They are unwilling to speak English as a result. It might affect a student's speaking and pronunciation fluency if they frequently communicate in their mother tongue language and infrequently practice their English.

Due to those issues, the teacher should provide some technique to solve it. Because the primary goal of English language teaching, according to Davies & Pearse (2000) as mentioned by Leong, L. M., & Ahmadi, S. M (2017), is to provide students with the necessary skills to communicate effectively and correctly in English. This problem can be solved by providing more opportunities for students to practice speaking English.

There are many techniques to improve students' speaking skill, and one of them is role-play. Binod Neupane (2019) stated that students are given the opportunity through role-play, to accurately express suitable language functions in the roles and circumstances that they are assigned. Students can learn about the many forms of dialogues and interpersonal interactions through role-playing. As stated by Maria Asuncion Rojas and Jhonny Villafuerte (2018) in their study, role-play is a communication technique that helps students improve their fluency by allowing them to communicate in class and raise their willingness to learn. This technique encourages students to use the language in realistic situations, thus helping them gain confidence and fluency. Therefore, it is very useful for improving their speaking skills.

The researcher found some previous studies that relevant to this current study. The first study is from Rayhan, J. M (2014) at primary level in Iraqi. This study proved that the experimental group participants who received role-playing-based teaching had greatly improved in speaking. In addition, after using role-playing, students appeared to be more focused to the lesson, helped and negotiate each other. Furthermore, the role-playing class gave students a useful way to share their knowledge and take more responsibility of their education. The second previous study is from Madarina, L., Sahuddin, S., & Amrullah, A., (2021) at senior high school level in Indonesia. Their findings showed that role-playing technique is well-received by students. This technique not only encourages students to participate more actively and creatively in speaking class, but also boosts their confidence, based on their responses to the data. Moreover, it was shown that the students were motivated to learn how to talk by utilizing the role-playing method. On top of that, after using the role-play, the students' grades increased. Another study related to this current study is from Krebt, D. M (2017). The results of Krebt's study showed that since his students participate in and practice role-playing techniques like group work and peers, role-playing can help students perform better on speaking tests. The strongest basis for all learning is built when people are able to communicate and understand one another. Furthermore, although

not significantly, the students' vocabulary also increased. Besides, the results from this study confirmed that the role-playing technique provides an engaging environment for the students to develop. Such as a better focus and engagement in learning. Krebt, D. M (2017) also suggested that researchers to expand the scope of his study to include additional classes with a range of language proficiency rather than just a small number of college students.

Based on previous studies, this study focuses on investigating students' perceptions towards the use of role-play at Junior High School level. This research objective appears because the researcher found out that the English teacher of SMPN 24 Jakarta were used role-play as her technique to practice the students' speaking ability. Thus, the research question of this study is "How are the students' perceptions towards the use of role-play in learning speaking?". In hence, the researcher was interested in discovering any changes in the perspectives of the students after using role-playing for one semester. The results of this study are also expected to be an evaluation for teachers who use role-play.

LITERATURE REVIEW

Speaking

Speaking ability, according to Chaney (1998) as cited in Neupane (2019), is the capacity to communicate and construct meaning in a variety of contexts utilizing both verbal and nonverbal symbols. This ability is very important in an academic education. By this ability, students can communicate their ideas effectively, perform well in discussion, increase their confidence and self-esteem. Furthermore, by acquiring speaking skills, students can develop a better understanding of how language works, how it is organized, and how culture and society are connected to language. Finally, being able to communicate effectively can help students be more successful in their careers, as they can use their communication skills to interact with others in a more meaningful and productive way.

Learning speaking skills are always related to practice and assessment. Basic speaking assessments are categorized into five categories based on Brown (2003), such as imitative, intensive, responsive, interactive, and extensive.

- a. Imitative speaking assessment focuses on the imitation of phrases or sentences. The phonetic level of oral production, as well as various prosodic, lexical, and grammatical aspects of language, serve as the assessment's criterion. Simply expressed, the teacher merely asks the student to repeat the phrase or statement he or she just spoke. It does not matter if the student does not understand or convey the meaning or to participate in an interactive conversation.
- b. Intensive speaking assessment concentrates on producing brief, basic responses to questions or reading aloud while still paying attention to grammatical or phonological aspects. Directed response exercises, small picture-cued exercises with simple sequences, reading aloud exercises, phrase and dialogue completion exercises, and translation exercises up to the simple sentence level are a few examples of intensive assessment activities.

- c. Responsive speaking assessment. The aim of this assessment was interaction and understanding assessments, but only on a very basic level, consisting of brief exchanges of welcomes and pleasantries, basic requests and comments, and the like. To ensure authenticity, the stimulus is nearly usually a spoken command with perhaps one or two more questions or responses.
- d. Interactive speaking assessment is almost similar to the responsive one. The difference between them is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple students. The task examples of this assessment are interview, role-play, discussion, etc.
- e. The focus of a thorough speaking evaluation is the monologue. Speeches, oral presentations, and story-telling are examples of extensive oral production tasks. During these tasks, the potential for oral involvement from listeners is either completely disallowed.

Role-Play

The researchers often find students who still do not have good speaking skills. Yet, Harmer (1983) claims that there are many techniques to develop speaking skill, one of them is role-play. He also states role-play can be used to enhance students' oral fluency or to prepare them for certain situations, particularly if they are learning English for specific purposes (ESP). In order for students to participate effectively in role-plays, they must be provided clear instructions regarding the scenario and sufficient background knowledge. Although the teacher encourages creativity, students may find it challenging to do so if they have little to no information. Based on Brown (2001), at a minimum, role play requires assigning a role to one or more group members and defining an objective or goal that students must achieve. This type of learning requires active involvement; therefore, it is an effective teaching technique that enhances students' learning experience. It is also a great way to help students comprehend difficult concepts or situations that cannot be done by other activities. Role-playing enables students to think critically and solve problem in real-life scenarios thus equipping them with necessary skills to become successful outside the classroom. Furthermore, role-playing is an enjoyable and interactive way for students to build confidence and take ownership of their learning.

Perception

Every person has a unique way of thinking and perceives things differently. Selecting, planning, and interpreting sensory data to create meaningful mental representations of the world is the process of perception as stated by Huffman, Vernoy M and Vernoy J (1997) in Widianingsih, L. S (2010). Biggs (1989) added that students' approaches to learning are influenced by their beliefs about what they know. It indicates that learning perception always involves belief and concept about knowledge (message), which acts as environmental stimulus.

Critcher (2010) divided perception into two aspects, they are judgment and behaviour. According to Kant's theory in Ruslan (2020), judgment of perception is basically empirical. Before you are able to perceive it, have to experienced something. because you must first

experience a thing before you are able to perceive it. Because a perceptual judgment is simply based on the senses. Perception judgment does not necessitate pure notions of comprehension, but just the logical connection of notions. In addition, based on Szilagyi and Wallace (1980) in Adipranata (2009), perception is the process through which people pay attention to incoming stimuli, organize them, and then convert those stimuli into a message indicating an appropriate action or behaviour. Meanwhile, according to Ossorio (2006) as cited by Bergner (2011), behaviour begins by retrieving that every behaviour can be described as an individual's attempt to bring about some condition of affairs - either to effect a transition from one state of affairs to another, or to sustain an already existing one. If talk about behaviour, this is also related to attitude was said by Jeffery Pickens (1985). He stated that complex combination of personality, beliefs, values, behaviours, and motives, are constitute attitudes. Human attitudes influence how they see situations and how they act in response to each other or objects.

Based on the theory above, researchers can conclude that perception refers to the process of selecting, organizing, and interpreting phenomena that has been influenced by numerous elements such as belief, behaviour, and attitude. As a result, researchers in this study seek to know what students think about the usage of role-playing.

METHOD

Qualitative method was applied in this study. The researcher also used a phenomenological approach because it was very suitable for the researcher's purpose. Based on Croker & Heigham (2009), he argued that the aim of the phenomenological approach is to dig deeper into the participant's perspective on a phenomenon that they experience, by creating a composite description of that experience for all of the students.

This research will be conducted at SMPN 24 Jakarta in seventh grade of 2022/2023 students. According to Bernard (2002) as stated in Etikan (2016), purposive sampling aims to select participants based on the needs of the researcher. The researcher require student that use the role-play technique as their technique to practice speaking. Therefore, the researcher used this sampling to choose the participant in this study. The seventh-grade students of SMPN 24 Jakarta were chosen because they had experienced the role-play as their technique to practice speaking.

To collect the data, the researcher used questionnaire and interview as the instruments of this study. The questionnaire given to 35 students and the interview given to 10 students. The questionnaire uses 2 aspects that have been mentioned in the previous chapter, namely judgment and behaviour. In these 2 aspects, each of them contains indicators. The judgment aspect contains 3 indicators, which are opinion, interpretation, and also belief. Meanwhile, the behaviour aspect contains 3 indicators, namely attitude, selecting and organizing. However, the organizing indicator is not covered in the questionnaire, but in the interview. The researcher wants to know more about how students respond to role-play based on these indicators.

The questionnaire was using a Likert scale and categories from Sugiyono (2013) as cited by Raharja (2017). Sugiyono (2013) stated that a Likert scale is used to assess a person's or a group of people's attitudes, views, and perceptions of social issues. Each scale option on a questionnaire item has a scale that ranges from the most positive to the most negative, such as strongly agree, agree, disagree, and strongly disagree. Each answer option has a range number from a high of 4 to a low of 1. The researcher did not include a neutral option in order to allow students to decide whether they were more inclined to agree or disagree. Referring to the scale range, after obtaining the questionnaire data, statistical calculations are then carried out. Calculations can be made using the students' responses to figure out the relationship between the variables under study and the level of each variable's influence. Then the average or mean score was calculated and displayed in a table. The results are interpreted using the category scale in the table below, for which a continuum line has been calculated.

$$\text{Interval Level Value} = \frac{\text{Max score} - \text{Min score}}{\text{Total Score of the Statement}}$$

$$\text{Scale width} = \frac{4-1}{4} = 0,75$$

- a. Maximum index = 4
- b. Minimum index = 1
- c. Interval = 4 - 1 = 3
- d. Interval distance = (4 - 1) : 4 = 0,75

Table 1. The Category Scale

Scale	Category
1,00 – 1,75	Very Not Good
1,76 – 2,50	Not Good
2,51 – 3,25	Good
3,26 – 4,00	Very Good

Source: Sugiyono (2013:134) in Raharja (2017)

The data of the instruments were analysed by three steps from Miles & Huberman (1994) such as data reduction, data display, and conclusion drawing/verification. First of all, the interviews will be converted into text to select the necessary and unnecessary data. Then the transcripts will be observed and presented in a table based on the groups to which they belong. Finally, the researcher will describe and conclude the results of the analysis of all the data.

FINDINGS AND DISCUSSION

Findings

1. Questionnaire

The researcher gave codes to each indicator to make it easier to categorize the data. They are 'O' for opinion, 'I' for interpretation, 'B' for behaviour, 'A' for attitude, and 'S' for selecting. Based on the questionnaire results, each aspect showed good results. The 5 indicators are in the good and very good category. The explanation is as follows.

1.1 Students' perception based on judgment

Table 2. Calculation of Opinion Statement

No	Opinion Statement	SA	A	D	SD	TOTAL	Mean	Category
		4	3	2	1			
1	O1	4	21	10	0	35	2,83	Good
2	O2	6	18	11	0	35	2,86	Good
Mean:							2,84	Good

In statement opinion 1, "Strongly Agree" and "Agree" were chosen by 25 students, while the other 10 students chose "Disagree". It shows that most of them think role-play is an easy technique to learn and belongs to the good category (2.83). Then in statement opinion 2, the population of students who chose "Strongly Agree" and "Agree" was also greater at 24 students, while "Disagree" was only 11 students. Based on the mean score (2.86), this statement is also included in the good category. So, in this statement many students think that they are motivated after practicing role-play. If the two mean scores of the two statements are calculated, the opinion indicator is included in the good category, which is 2,84.

Table 3. Calculation of Interpretation Statement

No	Interpretation Statement	SA	A	D	SD	TOTAL	Mean	Category
		4	3	2	1			
1	I1	14	20	1	0	35	3,37	Very Good
2	I2	4	28	3	0	35	3,03	Good
Mean:							3,20	Good

In statement interpretation 1, "Strongly Agree" and "Agree" were chosen by 34 students, while 1 student chose "Disagree". It shows that most of them think role-play is an effective technique to improve their speaking skills and belongs to the very good category (3.37). Then in statement interpretation 2, students who chose "Strongly Agree" and "Agree" are also more at 32 students, compared to "Disagree" which is only 3 students. Depending on the mean score (3.03), this statement is included in the good category. Hence, in this statement, many students think that they are more creative after practicing role-play. If the mean of the two statements is calculated, the interpretation indicator is included in the good category, which is 3,20.

Table 4. Calculation of Belief Statement

No	Belief Statement	SA	A	D	SD	TOTAL	Mean	Category
		4	3	2	1			
1	B1	10	24	1	0	35	3,26	Good
2	B2	10	22	3	0	35	3,20	Good
Mean:							3,23	Good

In statement belief 1, "Strongly Agree" and "Agree" were chosen by 34 students, while 1 student chose "Disagree". It shows that most of them believe they can speak English more fluently after practicing role-play and fall into the good category (3.26). Then, in statement belief 2, students who chose "Strongly Agree" and "Agree" were also more, namely 32 students, while "Disagree" was only 3 students. Based on the mean score (3.20), this statement is also included in the good category. So, in this statement many students think that they feel challenged to speak English when practicing role-play. If the mean of the two statements is calculated, the belief indicator is included in the good category, which is 3,23.

2.1 Students' perception based on behaviour

Table 5. Calculation of Attitude Statement

No	Attitude Statement	SA	A	D	SD	TOTAL	Mean	Category
		4	3	2	1			
1	A1	4	23	8	0	35	2,89	Good
2	A2	5	25	5	0	35	3,00	Good
3	A3	14	19	2	0	35	3,34	Very Good
Mean:							3,08	Good

In statement attitude 1, "Strongly Agree" and "Agree" were chosen by 27 students, while 8 students chose "Disagree". It shows that more are interested in role-play than not. Therefore, this statement is included in the good category (2.89). Then in statement attitude 2, students who chose "Strongly Agree" and "Agree" were also more, namely 30 students, while "Disagree" was only 5 students. Based on the mean score (3.00), this statement is also included in the good category. In short, in this statement, many students enjoy doing role-play. The last statement of this indicator, namely statement attitude 3, shows that most of them pay attention to the way their friends speak when doing role-play in class. This statement is evidenced by the number of students who chose "Strongly Agree" and "Agree", namely 33 students, compared to those who chose "Disagree", namely 2 students. So, this statement is included in the very good category. If the three mean scores of the three statements are calculated, the attitude indicator is included in the good category, which is 3,23.

Table 6. Calculation of Selecting Statement

No	Selecting Statement	SA	A	D	SD	TOTAL	Mean	Category
		4	3	2	1			
1	S1	17	16	2	0	35	3,43	Very Good
2	S2	13	22	0	0	35	3,37	Very Good
				Mean:			3,40	Very Good

Selecting is the last indicator in this questionnaire. Statement selecting 1 show that 33 students chose "Strongly Agree" and also "Agree". While the other 2 students chose "Disagree". It means that students find out how to pronounce a word, then practice it. The mean on this statement indicates a very good category, which is 3.43. The last statement of this questionnaire, statement selecting 2, shows that all students chose "Strongly Agree" and "Agree". Based on the mean (3.37), all students searched and practiced the dialogue according to the teacher's instruction to improve their speaking, and this statement is in the very good category. If the mean of the two statements is calculated, the selecting indicator falls into the very good category, which is 3.40.

2. Interview

In this section, the researcher wants to explore further from the students' answers in the questionnaire. The following questions were asked during the interview. The third question is a question to explore the organizing indicator.

1. What was your response to the role-play? Were there any difficulties?
2. What makes you think that role-play is an effective technique to improve speaking skills?
3. What did you do after learning role-play?
4. What effect did you feel after doing role-play?

Based on the interview, students showed a good response to the use of role-play as a technique to improve speaking skills. According to most students' responses, 9 students, on the interview, role-play is an interesting technique.

“Role-play is fun and exciting because we get to play a role whose character is different from our real character.” Student 1

“I think this role-play is interesting and exciting because we can learn English by playing drama and can improve our English.” Student 9

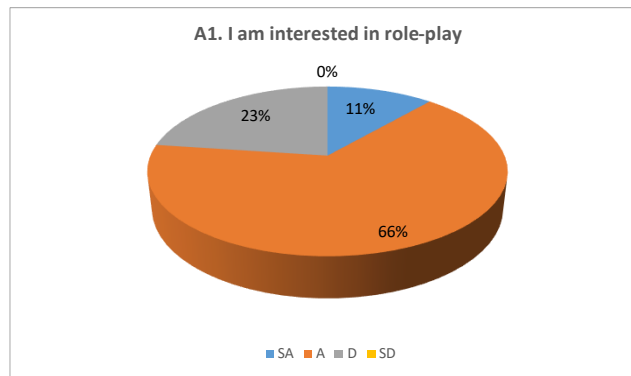


Chart 1. Percentage of Statement Attitude I

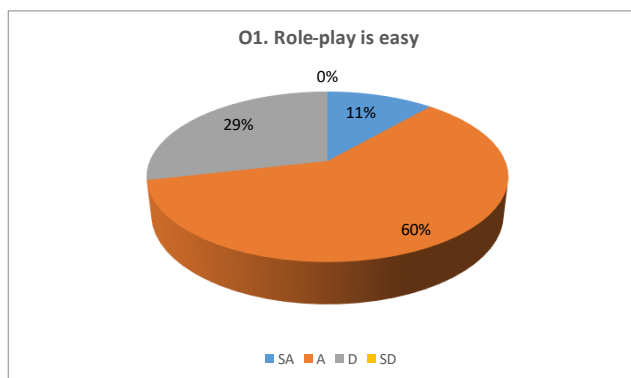


Chart 2. Percentage of Statement Opinion I

This is supported by the questionnaire result on attitude statement I which shows that role-play is an interesting technique to practice speaking in class. 77% of students' chose "Strongly Agree" and "Agree" on this statement. In the other hand, 71% of students chose "Strongly Agree" and "Agree" on opinion statement I which states that role-play is easy. However, 29% of student chose "Disagree" on this statement. It means that there are still student who have difficulty in practicing the role-play. Students 2, 3, 4, 6, 7, and 9 stated that they are often nervous when practicing in front of the class which makes their pronunciation stammer.

“Maybe because I am panic and nervous, I get stammer when I practice the dialog.”
 Student 2

“I actually quite liked this practice, but because I had to perform in front of the class, so my heart was pounding.” Student 3

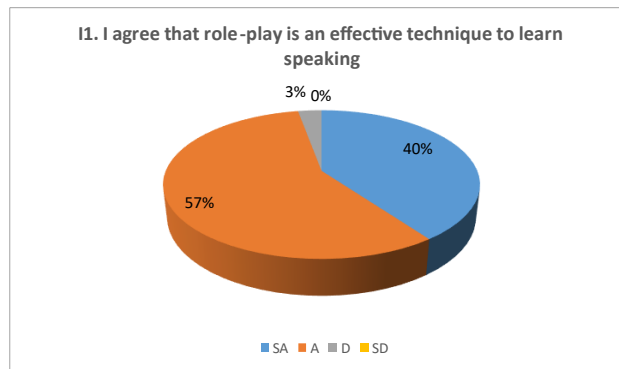


Chart 3. Percentage of Statement Interpretation I

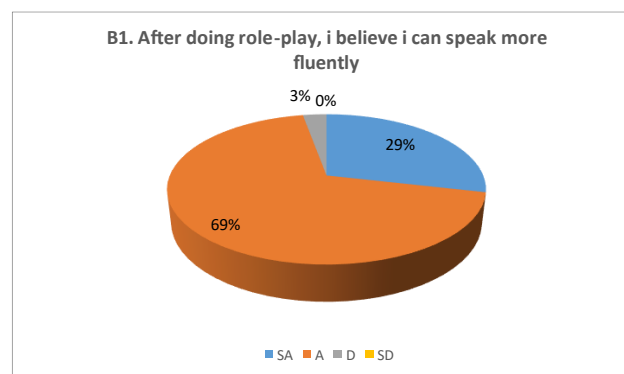


Chart 4. Percentage of Statement Belief I

Most of the students in this study argued that role-playing was an effective way to improve their speaking skills in statement interpretation I (97%). And also, in statement belief I, they felt an improvement in their speaking skills compared to before practicing this technique (97%). Additionally, all students were responded in interview that they are agree about that and student 1, 5, 10 added that their vocabularies increased. Moreover, student 4 argue that her confidence was increased.

“This technique is effective for fluent speaking because by memorizing dialogues we often pronounce the sentences which makes the pronunciation and speaking more fluent. In addition, role-play can also increase vocabulary. Because during dialog creation, we search and find new words.” Student 1

“I feel more fluent in speaking English compared to before I practiced role-play at the beginning of the semester.” Student 3.

“Because I often search, create, memorize, and practice dialogues, this technique makes my speaking more fluent and adds new vocabulary. So, this role-play is good for improving my speaking skills.” Student 5

“I felt a change in my speaking ability and my brain was also more developed and spacious to create dialog and a lot of new vocabulary that I got from this role-play.” Student 10

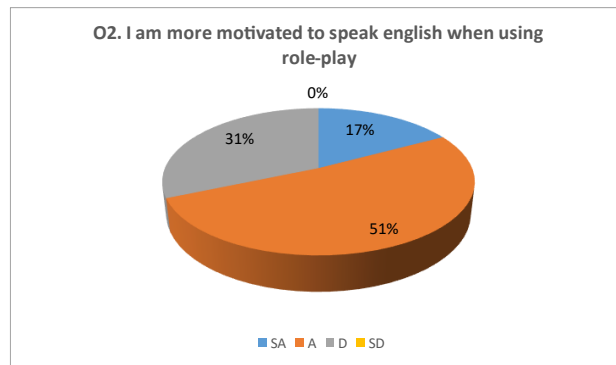


Chart 5. Percentage of Statement Opinion 2

The data on statement opinion 2, which is a statement saying that students became motivated after using role-play, shows that more than half of the students (68%) chose "Strongly Agree" and "Agree". This is also supported by the statements of students 1, 5, 6, 7, 8, 9, and 10 during the interview.

“With the role-play, I became motivated to speak English. I became more interested in practicing role-play more often. I usually chat with friends who speak English and also my parents. I also watch movies that use English.” Student 1

“Usually, I like to sing English songs and watch movies, then I try to pronounce the dialog I hear. Besides that, I downloaded the DuoLingo app, and I often practice English with it.” Student 7

“Maybe outside of school, when I meet my friends who are good at English, I can talk a little bit in English. I implement the dialogues that I've learned during role-play into my conversations with my friends. I also play games using discord, so I'm even more eager to learn to speak English and chitchat with other people from overseas servers using English. I also learned speaking from English songs. Moreover, I enjoy watching English content more and I often turn on the English subtitles, so I know what they're talking about.” Student 8

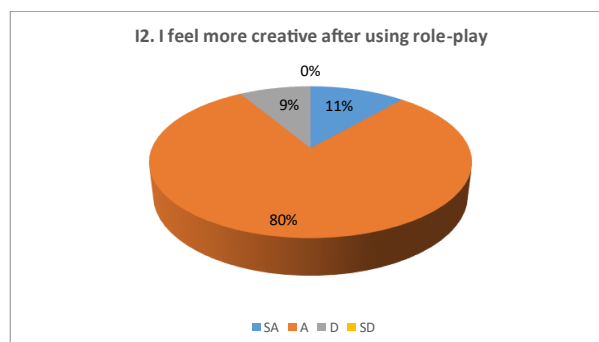


Chart 6. Percentage of Statement Interpretation 2

In spite of increasing students' motivation and interest in learning, role plays also make them more creative and imaginative. 91% of students chose "Strongly Agree" and "Agree" in statement interpretation 2. It means that almost all students feel the same way.

“When playing role-play, I am also more creative in making movements to support the practice.” Student 5.

“When I made the dialog for the role-play again, I was more creative and imaginative to determine the plot and theme of the story.” Student 8

“By creating dialog for the role-play, I became more imaginative in thinking about the storyline. I can explore more ideas to create interesting dialogs based on some sources or examples of dialogs that I look for on the internet.” Student 2

Discussion

The data from questionnaire and interview indicates that students positively perceived the use of role-play in learning speaking. Based on the questionnaire results, the judgment and behaviour aspects are in the good category. Likewise, with the interview results, students stated that roleplay is an interesting and easy technique. So that students enjoy the moment when practicing this technique. It is in line with Neupane's (2019) study that role-play is an interesting, easy and fun technique.

Despite the interest in role-play, ease, and increased interest in learning, students still experienced difficulties when practicing role-play. As mentioned in the interview findings, students 2, 3, 4, 7, 6, 9 felt nervous when performing in front of the class, which made them stammer and forget the script. Horwitz (1986) argued that they may experience nervousness, which impairs their ability for them to perform well in a English class. Nervousness when performing in front of many people is a natural thing for everyone to experience.

Due to the frequent practice of role-play, students perceived changes in their speaking skills. This is also evidenced by the average percentage of students on statement belief 1 (chart 4), which 97% of students chose "Strongly Agree" and "Agree". This finding is also relevant to Adipranata's study (2009) in which the use of the role-playing technique helped the students talk more fluently and naturally while speaking in the target language. Student 3 stated on interview that before using role-play, he is not as fluently as now. Students' creativity and imagination are also impacted because of this role-play technique. 91% of students stated that after repeatedly practicing role-play, they became more creative (chart 6). In addition, the student's self-confidence also increased, as said by student 4 and 6 during the interview. This finding is also supported by previous research conducted by Wafa (2022). By the changes students perceived, they thought that role-play was an effective technique to improve their English. This technique makes students search, create, memorize, and pronounce the dialogue they created. Students find out how to pronounce a word with google translate or ask their friends who more proficient in English. Them, try to pronounce it continuously. So that in this process there is an impact that makes their pronunciation more improved.

Because students felt a change after using role-play, students became motivated to learn to speak English more. This data is proven by the answers of 7 students in the interview. They said that after experiencing the role-play, they were inspired to practice speaking in various ways. Some practiced with friends, family, even strangers on the internet. In addition, some practiced their pronunciation by singing English songs, watching movies and video content on social media that uses English.

CONCLUSION AND SUGGESTION

In conclusion, the result of all findings is positive. According to questionnaire and interview data, students have a good perception of role-playing as a method for learning speaking. The judgment and behaviour aspects belong to good category, based on the questionnaire results. The students' responses indicated that role-playing is an intriguing, enjoyable, and easy to practice. Additionally, they felt more inspired to keep improving their English. Role-playing is seen as an effective technique for enhancing responders' imagination, creativity, and self-confidence. In the final analysis, this technique is effective to enhancing speaking abilities at Junior Highschool.

Through this study, the researcher suggests to teachers who would like to use this technique to give brain storming to students in order to widen their imagination and creativity. Besides that, teacher need to stimulate students to always speak English in class. The teacher can use additional props to captivate the audience when the performer is performing in front of the class. Therefore, students' speaking ability will improve.

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