

An Analysis of Students' Perception Regarding to the Use of Role Play Technique in Learning Speaking Skills

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ABSTRACT

This study aimed to explore students' perceptions of the role-play technique in learning speaking skills and to identify its strengths and weaknesses based on their views at SMP Negeri 1 Kelapa Dua, Tangerang. The research employed a case study method, with data collected through observations, questionnaires, and interviews. The findings revealed that the role-play technique benefited students by improving their English vocabulary, grammar, comprehension, pronunciation, and fluency. Additionally, it made learning more enjoyable, enhanced their knowledge, increased interest and enthusiasm, boosted optimism and motivation, taught teamwork, encouraged active participation, and directly involved them in the learning process. However, some students reported feeling shy and afraid while performing roles. While the technique proved efficient for learning speaking skills, it was less effective in building students' self-confidence.

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1. INTRODUCTION

As one of the subjects in learning English, speaking plays an important role. Speaking is an interactive procedure of constructing meaning that includes producing, receiving, and processing information (Brown, 2004). For someone to understand what you have been talking about means you have to be able to speak in the right way, in English, the one key is self-confidence. For example, when students speak in front of the class with a lack of self-confidence, there will be a lot of errors and mistakes because they tend to read a textbook rather than speak their minds or thoughts. Even though essentially all students - not only in English lessons - learn what they understood in their minds rather than in a textbook, mistakes and errors could be minimalized. Speaking is a crucial skill when learning a foreign or second language (Rao, 2019). In addition, speaking is one of the basic skills in learning English which is important to master (Jannah et al., 2020). Therefore, English teachers need to focus on the EFL learners' speaking skills as it has many benefits in mastering speaking skills, such as achieving a good English learning process, the ability to speak in front of a large audience and using your ideas to communicate easily with others.

However, most likely students still lack self-confidence in expressing their thoughts using English. It happens because it seems like they are not used to speaking English. In addition, some students struggle to articulate and explain their ideas, arguments, and questions. This happens because students find it particularly challenging to speak a language because good oral communication demands appropriate language use in social situations. As a result of that assertion, students require explicit training in speaking, which, like any other language ability, must be learned and practised.

As a result, to overcome the problems, the role-play techniques can be used as a technique to teach speaking skills. Role play is a technique that asks students to take on roles that are appropriate for the circumstance at hand and allows them to visualize themselves in that setting, students can improvise conversation and create their own scenarios, just like they would in real life (Romadhoni, 2022). Role-play techniques in learning speaking skills would help students learn speaking skills and also help them learn logical and critical thinking. Moreover, it will teach them so much vocabulary while practising the role. It also will help them to conquer their anxiety and fear when they have to speak by using English in front of many people and make them get used to that kind of situation, so it will boost their self-confidence indirectly. Furthermore, according to Ruslan (2020), Through role-

playing, students can learn about emotions, perceptions, values, and problem-solving techniques, improve their group work skills and members' participation, and it can also occur in a real setting where students have the chance to achieve their goals in a secure and confident setting (Ruslan, 2020).

Therefore, it is important to know students' perception toward the use of role-play techniques in learning their speaking skills, so it can be shown that the technique is effective and worthy to be applied in learning speaking skills because the students enjoy using it.

Perception itself is believed as an interactive process (Tatipang et al., 2021). It is an impression acquired from a person's five senses, which they then organize, analyze, and evaluate to give them meaning (Asyifa, 2022). There are three steps in the process of forming human perception. According to Ansow (2022), The three steps of perception are sensory recording, pattern recognition, and attentiveness (Ansow et al., 2022). In addition, three factors, in which Saleh (2018) claims are important for perception, can be explained as follows:

Perceived object. Objects trigger sensations that bind to specific receptors or sensory organs. The stimulus directly affects the receiving nerve, which serves as a receptor, and originates both inside and outside of the person who is perceiving it. However, the majority of the stimulation is external to the person.

The sense organs, nerves, and central nervous system. The tools for receiving stimuli are receptors or sense organs. Additionally, sensory nerves must exist to send the stimulation received by the receptor to the brain, which serves as the central nervous system and the seat of consciousness. To respond, there are motor nerves.

Attention. The final factor is the attention of awareness to hold perception. The first step in getting ready to perceive is paying attention. Attention is the centralized or concentrated display of all individual behaviours toward an object or collection of objects (Saleh, 2018).

There are also two forms of perception based on the statement from Pratiwi (2019), there are positive and negative perceptions. *Positive Perceptions.* Positive perception is the view or perception of an object that results in a situation where the subject is said to accept the object because it fits his personality.

Negative Perceptions. That is the perception or perspective of an object, referring to the circumstances in which the perceptive subject is likely to reject the object being arrested because it is inconsistent with his nature (Pratiwi D., 2019).

Students' perception is how students think to respond about what they have done or about what they learned (Ansow et al., 2022). Furthermore, acknowledging the weaknesses and strengths of a technique is also important to overcome any problem in using it if one's interested in implementing it. According to Djamarah and Zain (2006), the strengths of the role-play technique are that: It can leave a strong and lasting impression on students' memory, besides being a fun experience also gives knowledge embedded in the brain's memory; It is very interesting for students so that it is possible to make classes become dynamic and enthusiastic; Generating motivation and a spirit of optimism in students as well as fostering a sense of togetherness; Students can go directly to act out something that will be discussed in the learning process (Djamarah & Zain, 2006). According to Sulastriningsih (2016), the weaknesses of the role-play technique are: The role-play technique requires a relatively large amount of time; Requires high creativity for students; Not all subject matter can be presented through this method; Most of the students assigned to role-play felt embarrassed to act out a particular scene; If the implementation of role-playing fails, not only can give a bad impression but at the same time the purpose of learning not yet reached (Sulastriningsih, 2016).

2. METHODS

The study design explains the methods for data collection and analysis. Qualitative data focused on the attitudes, worldviews, feelings, and experiences of individuals as well as the key issue. A case study analyzes how each person or group perceives their situation (Cohen et al., 2017). The study was conducted on May 23rd, at SMP Negeri 1 Kelapa Dua, Kabupaten Tangerang, focusing on only one class in class D as respondents. For the data collection technique, observation, questionnaire, and interview are used. The study was conducted to know students' attitudes towards learning by using the role-play technique. Likert-scale questions to know students' thoughts on their speaking skills after learning by using role play technique and the strengths and weaknesses in using role play in learning speaking skills based on their testimony. Structured interviews to know students' feelings on learning speaking skills by using the role-play technique. Data analysis includes data reduction, data display, and conclusion. To check the credibility of the data, triangulation is used.

3. RESULTS AND DISCUSSION

This section discusses the research's findings. The two main sections of the chapter are the results of the research and the discussion. The discoveries incorporated students' attitudes during the learning process using role play technique, students' thoughts about their speaking skills after learning by using role play technique, students' thoughts about the strengths and weaknesses of using role play technique in learning speaking skills, and students' feel on learning speaking skills by using role play technique. It included observational data analysis, questionnaires, and interviews. The subject of the discussion was interpreting the research findings.

3.1. Results

3.1.1. Observation

Observation was conducted on Tuesday and Wednesday, 8th – 9th August 2023, from 13.00 – 14.00 in two meetings. On the first day, students were enthusiastic to begin the learning process. The teacher asked students if they were ready to experience the learning process and students answered the teacher that they were ready with such enthusiasm. During the learning process, students also seemed to pay attention to the teacher's explanation and they were also responding to the activity enthusiastically. Students were also willing to be cooperative in the activity, even though they were struggling to ask and answer by using English also there were still a few students who did not prepare for the role play as the teacher ordered before the learning process. However, they were still eager in English during the activity and also very creative during the role play, even though they were not prepared enough.

On the second day, students were still consistent with their attitude toward the learning process. However, there was a slight difference, students were more willing to be cooperative in preparing their role play. However, the one thing that became the researcher's concern was that there were still a lot of students who were shy in performing the role play. However, despite the trouble faced by the students, the researcher admired them because they were still willing to try to speak English during the activity and the quality of the conversation was simple, yet still understandable. Furthermore, despite the lack of preparation, they were able to improvise creatively with their own play because they worked as a team.

3.1.2. Questionnaire

The researcher distributed the questionnaires to the class 8-D on Thursday, 10th August 2023, from 13.00 – 14.00. The researcher used Likert-scale questions with 19 questions and 2 different sections that were divided according to the initial aim that the researcher was seeking

3.1.2.1. Students' Reflections on Their Speaking Skills After Learning Through the Role-Play Technique

The first section was about what students' thought about their speaking skills after learning by using role play technique according to the theory from Brown (2004) about speaking components. There are 5 questions that were asked in this section and 34 to 35 responses were received. Table 1 presents the summary of the respondents' answers.

Table 1.

Students' Listening Skills After Learning Through the Role-Play Technique

Indicators	Statements	VA		A		N		D		VD	
		f	%	f	%	f	%	f	%	f	%
English Vocabulary	After following this lesson, I know more about vocabulary in English (n=35)	2	5.7	26	74.3	6	17.1	1	2.9	0	0
English Grammar	After following this lesson, I understand more about the correct and appropriate word order in English (n=35)	3	8.6	19	54.3	11	31.4	2	5.7	0	0
English Fluency	After following this lesson, I can speak English fluently (n=35)	0	0	12	34.3	14	40.0	9	25.7	0	0
English Comprehension	After following this lesson, I understand more about what other people say in English (n=34)	11	32.4	11	32.4	8	23.5	4	11.8	0	0
English Pronunciation	After following this lesson, I understand more about how to pronounce a word or sentence in English (n=34)	1	2.9	20	58.8	8	23.5	5	14.7	0	0

Note. VA = very agree, A = agree, N = neutral, D = disagree, VD = very disagree

3.1.2.2. The Strengths and Weaknesses of Using Role Play in Learning Speaking Skills

As for the second section, it was about what students' think about strengths and weaknesses of using role play technique in learning speaking skills according to the theory from Djamarah and Zain (2006) and Sulastringsih (2016). Fourteen questions were asked in this section and 32 to 35 responses were collected from the participants. Table 2 summarises the collected data.

Table 2.
Questionnaire Results on the Strength and Weaknesses

Indicators	Statements	VA		A		N		D		VD	
		f	%	f	%	f	%	f	%	f	%
Creates lasting impressions and provides a fun, memorable learning experience	Learning by using role play technique gave me a fun experience in learning speaking skills (n=35)	7	20	12	34.3	15	42.8	1	2.9	0	0
	Learning by using role play technique helped me to cultivated my knowledge related to speaking skills (n=35)	3	8.6	19	54.3	11	31.4	2	5.7	0	0
Engages students, making classes more dynamic and enthusiastic	Learning by using role play technique makes me interested in learning speaking skills (n=34)	4	11.8	9	26.5	20	58.8	1	2.9	0	0
	Learning by using role play technique made me more enthusiastic in learning speaking skills (n=32)	3	9.4	12	37.5	15	46.9	2	3.1	0	0
Boosts motivation, optimism, and teamwork	Learning by using role play technique made me more optimistic about their abilities and also made me more motivated in learning speaking skills (n=33)	3	9.1	16	48.5	12	36.4	1	3	1	3
	Learning by using role play technique taught me about teamwork in learning speaking skills (n=33)	6	18.2	16	48.5	9	27.3	2	6.1	0	0
Actively performs concepts discussed in class	Learning by using role play technique, it involved me directly in learning speaking skills (n=33)	1	3	17	51.5	10	30.3	5	15.2	0	0
	Learning by using role play technique made me more active in learning speaking skills (n=33)	5	15.2	10	30.3	13	39.4	5	15.2	0	0
Requires considerable time to learn	Learning by using role play technique took a lot of their time in learning speaking skills (n=33)	1	3	5	15.2	18	54.5	8	24.2	1	3
Requires creativity from students	Learning by using role play technique, it made me difficult for them to find creative ideas in learning speaking skills (n=33)	0	0	8	24.2	11	33.3	12	36.4	2	6.1
Not all subject matter can be presented using the technique	Learning by using role play technique, the material in learning speaking skills is clearly and completely conveyed (n=33)	1	3	15	45.5	14	42.4	3	9.1	0	0

Indicators	Statements	VA		A		N		D		VD	
		f	%	f	%	f	%	f	%	f	%
Most students felt shy acting out certain scenes	Learning by using role play technique made me shy and afraid when playing roles (n=33)	2	6.1	10	30.3	12	36.4	8	24.2	1	3
Failed role-playing can leave a bad impression and hinder learning objectives	Learning by using role play technique gave me a bad impression in learning speaking skills (n=33)	2	6.1	4	12.1	12	36.4	13	39.4	2	6.1
	Learning by using role play technique gave me a bad impression in learning speaking skills (n=33)	0	0	6	18.2	10	30.3	12	36.4	5	15

Note. VA = very agree, A = agree, N = neutral, D = disagree, VD = very disagree

3.1.3. Interview

The researcher conducted the interviews at class 8-D on Friday, 11th August 2023. There are 11 questions were asked to students on interviews with the aim that to know what students' feel on learning speaking skills by using role play technique. It was found that students mostly felt that role play technique helped them on their speaking skills and also made them felt confident to speak in front of people. It was also helped them to be more motivated and providing more fun activity during learning process. However, there were some students who were testified that role play technique took a lot of time to prepare and it was really difficult to prepare the conversation. But, they also said that they could handle it because they worked as a team.

For better explanations, the researcher would present the answer based on the researchers' interpretation on the table below:

Table 3.

Interview Results

No.	Questions	Answers
1.	Do you like English?	7 out of 10 students gave their testimony that they like English as noted from student number 1, 2, 3, 4, 5, 6, and 8. As for the other students, they gave their testimony that they do not really like English. few of them testified that they liked English because they had been exposed to English on their daily lives, such as listening to music, movies, comics, and etc.
2.	Does the English teacher at this school use the role play technique in learning speaking?	Students testified that the English teacher used role play technique in learning speaking skills as noted from all of students who are involved on the interview
3.	Do you think the use of role play technique in learning speaking is very important?	-Student 1 and 2 testified that it is important because it helped them on the learning process, -Student 3 testified that it is important because it helped her to increase her knowledge on difficult vocabularies, -Student 4 testified that it is important because it useful for her to be used daily, so that she can understand the material easier, -Student 5 and 10 testified that it is important because it helped them to increase their self-confidence and also practice public speaking, -Student 6 and 7 testified that it is important because it helped them to practice their experience in learning speaking skills and understand the material easier, -Student 8 testified that it is important because it helped her to foster her speaking skill, -However, student 9 testified that she chose to be neutral, depends on like or doesn't like the material.

No.	Questions	Answers
4.	How often does the teacher in this class use the role play technique in teaching speaking?	Most of students testified that the teacher doesn't really often to use role play technique in teaching speaking as noted from student number 1, 3, 6, 8, 9, and 10. As for the other students, they testified that the teacher really often to use role play technique in teaching speaking skills.
5.	In your opinion, does the role play technique help the process of learning English?	-Students 1 and 2 testified that that it helped them to understand the material easier because it was more fun, -Student 3 testified that it helped her to know more vocabularies in English and also to understand the material easier, -Student 4 testified that it helped her in strengthen her speaking skills, especially in pronunciation, grammar and vocabulary, -Student 5 also testified that it helped her to foster her speaking skills, especially her pronunciation, -Student 6 testified that it helped her to practice her speaking skills and also understand about what other people say in English (English Comprehension), -Student 8 testified that it helped her to foster her speaking skills, -Student 10 testified that it helped her to be more confident to speak in front of a lot of people and helped her to understand the material.
6.	By using the role play technique, can it increase your motivation in learning English?	Most students gave their testimony that they felt the same way as before, which means that it did not increase their motivation as noted from student number 1, 2, 4, 7, 8, and 9. As for the other students, they felt motivated after learning by using role play technique.
7.	Do you like or are interested in the role play teaching method?	Lots of student gave their testimony that they were interested as noted from student 1, 2, 3, 5, 6, 9, and 10. As for the other students, they were not really interested. Few of them testified that they were interested because it was more fun.
8.	What are the things that make you afraid of using role play techniques in learning speaking?	Student 3,7, and 9 testified that they were still afraid to speak English in front of many people because of lack of self-confidence, student 4 and 10 testified that they were afraid in making a mistake on pronouncing a word in English and grammar. As for the other students, they testified that there was nothing they afraid of on learning speaking skills by using role play technique, as noted from student 1, 2, 5, 6, and 8.
9.	What do you think about using the role play technique?	Student 1, 2, 3, 5, 6, 7, 8, 9, and 10 testified that it was really helpful, because it helped them to understand the material easier, more interesting and more exciting, increase their knowledge on difficult vocabularies, and also a great and effective way to learn speaking skills,
10.	In what ways does the role play technique train your speaking skills?	All of students gave their testimony that it trained to improve their speaking skills, English conversation and also their self-confidence.
11.	What difficulties were encountered in using the role play technique?	Student 1, 5, 7, 9, and 10 gave their testimony that they were having a trouble in preparing the conversation. Meanwhile, few students gave their own opinion about the difficulties they were facing in using role play technique in learning speaking skills, as student 3 and 4 noted that both of them had a trouble in pronouncing a word in English and also still confused on many vocabularies in English. As for the other students, they gave their testimony that they were not finding any difficulties in using role play technique

3.2. Discussion

The discussion of study is elaborated in three sections, students' positive and negative perceptions referring to theory from Pratiwi (2019), and also the strengths and weaknesses of using role play technique in learning speaking skills based on the theory from Djamarah and Zain (2006) and Sulastriningsih (2016).

3.2.1. Students' Positives Perception

Based on the results of questionnaire and interview, it was found that after learning by using role play technique gave them positives impact on their speaking skills. From the questionnaire that are referring to the theory from Brown (2004) about speaking components, it was found that mostly students agreed that after learning by using role play technique, it helped them in knowing more about vocabulary in English, understand more about

the correct and appropriate word order in English, understand more about what other people say in English, and also understand more about how to pronounce a word or sentence in English. As for interview results, it was found that learning speaking skills by using role play technique helped them to memorized more a lot of difficult vocabularies and also fixed her own grammar mistake, as noted from Student 9:

“It trains me to memorize a lot of vocabularies and also fix my own grammar mistake” (Student 3, Item Number 10)

It was also found that learning speaking skills by using role play technique helped them to practice their English comprehension, understanding what other people say in English, as noted from Student 10:

“Helpful, it can practice my speaking skill and helps me to understand what other people say in English” (Student 6, Item Number 5)

It was also found that that learning speaking skills by using role play technique helped her to her to foster her pronunciation:

“Helpful on how to pronounce a word in English” (Student 5 Item Number 5)

However, a lot of students chose to be neutral about their English fluency. However, few of them testified during interview that it trained them to speak English fluently, as noted from student 2:

“It trains my speaking fluency and also increase my self-confidence” (Student 2 Item Number 10)

These are a few testimonies given by students during interview, it is proven the alignment between new key findings from the questionnaires and the interview findings. Moreover, there are also more similarities between findings from questionnaires and interview findings. For example, the findings that stated about learning speaking skills by using role play technique gave them fun experience and helped them to cultivated their knowledge based on the theory from Djamarah and Zain (2006) and Sulastriningsih (2016) about the strengths and weaknesses of using role play technique in learning speaking skills. In the interview findings, they were also testified the same way as the answer from questionnaires. As noted from student number 2:

“Slightly helpful, it is more fun and makes it easier to understand the material” (Student 9 Item Number 5)

Another example, the findings that stated about learning speaking skills by using role play technique made them interested and more enthusiastic. In the interview findings, students were mostly testified that they are interested with the role play teaching technique, as noted from Student 9:

“Interested, I like the technique because it was more fun” (Student 2 Item Number 7)

Furthermore, other findings that are similar with the interview findings are the one that stated about learning speaking skills by using role play technique made them more optimistic about their abilities and made them more motivated, as noted from Student 5:

“Yes, it motivates me, because it can practice my self-confidence and also more fun activities” (Student 5 Item Number 6)

And lastly, other findings that are similar with the interview findings are the one that stated about taught them about learning speaking skills by using role play technique involved them directly and made them more active, as noted from Student 3:

“Yes, it can. It makes me more motivated because it is more fun and also makes me get involved directly on learning process” (Student 3 Item Number 6).

3.2.2. Students’ Negative Perception

As for the negative perceptions, it could be seen based on the findings from the questionnaires and interview that are referring to the theory from Djamarah and Zain (2006) and Sulastriningsih (2016) about the strengths and weaknesses of using role play technique in learning speaking skills. From the questionnaire, it was found that 30,3% students agreed that this learning made them shy and afraid when playing roles. It is more than students disagreed with 24,2% students. This means that they still felt shy and afraid when using role play technique in learning speaking skills. As for the interview, there were few students who testified that they were still very shy and hesitated to move forward and playing their role, as noted from Students 7 and 9:

“I’m still hesitate to move forward and perform the play” (Student 7 Item Number 8)

“I’m still feel less confident to move forward to perform the play” (Student 9 Item Number 9)

Furthermore, the researcher found the similarities between these two students who testified that they were still very shy and hesitated to move forward and playing their role, both of them did not really like English subject. Therefore, the researcher has a theory that their lack of interest on English subject, made them less confidence in the learning process with using role play technique. However, despite the fact that lack of self-confidence is the main issue that they were facing, there were a few students who testified that by learning speaking skill with using role play technique helped them to practice their lack of self-confidence, as noted from Students 2 and 6:

“It trains my speaking fluency and also increase my self-confidence” (Student 2)

“It helps me to practice English conversation and also boost my self-confidence” (Student 6)

Even though both of the students above testified that it helped them to practice their lack of self-confidence, both of them were liking the English subject, means that there is a correlation between their interest in English subject and their self-confidence in speaking English. The important thing to be the researcher’s concern is how to implement the role play technique and also the consistency. It is important to make students interested with the technique by involving them directly and actively during learning process and also made them to get used to speak English in front of many people by using this technique.

3.2.3. Strengths and Weaknesses of the Role-Play Technique

As for the strengths and weaknesses, it could be seen from the questionnaires that are referring to the theory from Djamarah and Zain (2006) and Sulastriningsih (2016) about the strengths and weaknesses of using role play technique in learning speaking skills and also on their attitude during the learning process on observation. As for strengths, it was indeed providing fun experiences and knowledge embedded in brain memory because mostly students agreed that it gave them fun experience and helped them to cultivated their knowledge after learning speaking skills by using role play technique. it could be seen on how they were acting during the activity that they seemed to be having fun and also comprehending the material during learning process. It was also very interesting for students and also create a dynamic and enthusiastic class because mostly students agreed it was made them interested and more enthusiastic after learning speaking skills by using role play technique, it could be seen that students seemed to pay attention to the teacher’s explanation and they were also responding to the activity enthusiastically. Furthermore, it was also true that it generate motivation and optimism because mostly students agreed that it was made them more optimistic about their abilities and made them more motivated after learning speaking skills by using role play technique, students were willing to try to speak English during learning process, even though that they were struggling to do it, they also willingly participated on the activity and preparing their role play so that they can improve their speaking skills. And also foster a sense of togetherness because it taught them about teamwork, students were taught to about teamwork to prepare and perform the act on a group that could foster their sense of togetherness. Furthermore, it was also true that it directly involved them in acting out something that will be discussed in the learning process and made them more active because of students agreed that it involved them directly and made them more active after learning speaking skills by using role play technique, it could be seen that they were seemed to be involved directly and more active during the activity.

Furthermore, the researcher found a key finding that contradicted the theories used in this research. For example, the theory from Djamarah and Zain (2006) and Sulastriningsih (2016) about the strengths and weaknesses of using role play technique in learning speaking skills. The theory said that learning speaking by using role play technique takes relatively long time is contradicted with the finding from the questionnaire. Based on the questionnaires, it was found that 24.2% disagreed that it takes a long time in learning speaking skill. It was more than students who are agreed with 15.2% students that agreed. It could also be seen during learning process that most students had no trouble in preparing and performing the act.

Moreover, the theory said that it required students to have a high creativity in learning speaking skills, but the result from questionnaires said otherwise. Based on the questionnaire, 36.4% students disagree that it made them difficult to find creative ideas in learning speaking skills. It was more than students who are agreed with 24.2% students. It was also could be seen from they were acted while the researcher conducting an observation, despite the lack of preparation, they were still be able to improvised creatively with their own play because they worked as a team.

In addition, the theory that said not all subject matter could be presented by using role play technique in learning speaking skills. Based on questionnaire results, 45.5% students agreed that the material in learning speaking skills by using role play technique is clearly and completely conveyed, more than students who are disagreed with 9.1% students.

And lastly, the theory that said if the implementation of role-playing fails, it could give a bad impression as well as learning objectives that have not been achieved, it was contradicted with the results from questionnaire. From the questionnaire, 2 students very disagreed and 13 students disagreed that learning by using role play technique gives a bad impression in learning speaking. It was more than students who agreed with only 2 students

very agreed and 4 students agreed. And also, 5 students very disagreed and 12 students disagreed that learning speaking skills by using role play technique, did not give me any effect on my speaking skills at all. It was also more than students who are agreed with only 6 students.

As for the weaknesses, it was found the main problem faced by students was because of their lack of self-confidence. The researcher found that there were still a lot of students who are still shy in performing the role play during learning process. They were still struggling to speak English without having to memorized the text. It seems that all of the testimony given by the English teacher during the pre – interview was true, the teacher said that the reason of using role play technique in order to teach students speaking skills is because many students are still lack of self-confident in expressing their thought using English.

This was in line with the theory that said “*Most of students felt embarrassed to act out certain scenes*” from Djamarah and Zain (2006) and Sulastriningsih (2016) about the strengths and weaknesses of using role play technique in learning speaking skills and also the findings from questionnaires. it was found that 30.3% students agreed that this learning made me shy and afraid when playing roles. It was more than students disagreed with 24.2% students. It means that they still felt shy and afraid when using role play technique in learning speaking skills.

4. CONCLUSIONS AND SUGGESTIONS

This section describe conclusions and suggestions. The conclusions aim to provide the answers to the research questions that were initially posed in the introduction. It also summarize the significant findings that were obtained in this study. In addition, the section on suggestions is also essential. This section is used to provide practical recommendations based on the results of this study.

4.1. Conclusions

Based on the result in the previous chapter, students in Class 8 – D at SMP Negeri 1 Kelapa Dua had a lot of positive perceptions toward the use of role-play techniques in learning their speaking skills. As for the positive perceptions, it was found that most students agreed that learning by using the role-play technique, helped them learn more about vocabulary in English, understand more about the correct and appropriate word order in English, understand more about what other people say in English, understand more about how to pronounce a word or sentence in English and also trained them to speak English fluently. Moreover, it gave them a fun experience and helped them to cultivate their knowledge after learning speaking skills by using role-play techniques, made them interested and more enthusiastic after learning speaking skills by using role play technique, made them more optimistic about their abilities, making them more motivated after learning speaking skills by using role play technique, taught them about teamwork, involved them directly and made them more active after learning speaking skills by using role play technique. However, there was one negative perception given by students, which was learning speaking skills by using role-play techniques still made them shy and afraid when playing roles. It was found that the main problem that students faced was a lack of self-confidence. The cause of their being not confident is unknown. However, the researcher has a theory that their lack of interest in the English subject made them less confident in the learning process by using role-play techniques. It could be seen in how they testified that most of the students who were not interested in the English subject were the ones who testified that they still felt very shy and hesitated to move forward and play their role. It means that there is a correlation between their interest in English subject and their self-confidence.

As for the strengths and weaknesses, it could be seen from the questionnaires that referring to the theory from Djamarah and Zain (2006) and Sulastriningsih (2016) about the strengths and weaknesses of using role-play techniques in learning speaking skills and also their attitude during the learning process. As for strengths, it was indeed providing fun experiences and knowledge embedded in brain memory, very interesting for students and also created a dynamic and enthusiastic class, generated motivation and optimism, fostered a sense of togetherness, directly involved them in acting out something that will be discussed in the learning process and made them more active, did not take a long time in learning speaking skills, did not require students to have high creativity in learning speaking skills, all subject matter could be presented by using role play technique in learning speaking skills, and also did not give a bad impression as well as learning objectives that have been achieved. As for the weaknesses, it was found that most of the students felt embarrassed to act out certain scenes.

4.2. Suggestions

Based on the research findings and discussions, the researcher had some recommendations for the English teacher, students, and the next researcher.

The first recommendation is for English teachers, as we may know English subject are very segmented among students, there are the one who are liking it and not. Therefore, the teacher should be more creative in implementing the technique, for example by adding some games in the middle of the activity, so that students who do not really like English subject would be interested and more actively to be participated during learning process by using role play technique.

The next recommendation is for students, it is imperative for them to overcome their lack of self - confidence in order for them to learn speaking skills because it takes a lot of confidence to be able to speak English and if they do not feel confident, they tend to hold back and choose to be silent. They could overcome it by simply making English speaking a habit, whether in school or at home. In school, role play technique could be implemented as practice for them to create a habit for them to speak English confidently, in front of a lot of people. Therefore, the researcher suggest that role play technique should be implemented more of often in order to help them to boost their self - confidence. In home, they could practice alone by getting exposed to English more often, increasing their vocabulary for them, so that would be able to speak English fluently and feel confidence about ability to speak English.

The last recommendation is for the future researchers, the researcher find out that there is a correlation between students' interest in English subject and their self - confidence. Maybe for the future researchers, they can investigate more in depth about the student's psychological influence and how it affects their skills that might bring an insight to study to come. Moreover, they can also develop another perspective by looking at teachers' perception towards the role play technique. So that it could be revealed the perception not based on only one perspective, but also includes both parties.

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