

Implementation Indonesia EFL Pre-Service Teachers Classroom Strategies in Teaching English and Student Responses in Thai Schools

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A B S T R A C T

This study aims to examine the effectiveness of role-play strategies implemented by Indonesian pre-service EFL teachers and to investigate students' responses to English learning at Turkeeyah Tunumamah School, Southern Thailand. The research employed a quantitative approach using a pre-experimental one-group pretest-posttest design. The participants consisted of 23 students engaged in an English lesson on the topic "My Daily Activity." Data were collected through student response questionnaires administered before and after the implementation of the role-play strategy and were analyzed using descriptive statistics and a paired-samples t-test. The findings revealed a statistically significant improvement in student responses following the implementation of the role-play strategy. The mean score increased from 55.48 at the pretest stage to 92.83 at the posttest stage, with a significance level of $p < 0.05$. These results indicate that role-play strategies effectively enhance students' self-confidence, learning motivation, active participation, and speaking skills within a multilingual and multicultural EFL classroom context.

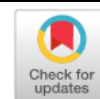
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INTRODUCTION

Teaching English as a foreign language (EFL) has become a major focus in global education systems, including in Southeast Asia. In this context, the role of pre-service teachers is crucial, as they not only bring theoretical knowledge from teacher education programs but also face the real challenges of implementing effective learning strategies in diverse classroom environments (Rachmawati et al., 2022). Pre-service teachers' ability to adapt to different learning contexts, particularly in cross-cultural settings, is an important indicator of their success as future professional educators.

Thailand, as a country in Southeast Asia, has a unique education system that presents unique challenges in learning English. This is particularly evident in the Southern region of Thailand, which has distinct socio-cultural characteristics, with a predominantly Muslim population and native Malay, alongside Thai. Saragih & Utami (2020,) This multilingual and multicultural context creates complex English language learning dynamics, where students must manage at least three languages in their daily lives. Schools in this region, such as Turkeeyah Tunumamah, face particular challenges in developing the English language competency of students with diverse linguistic backgrounds.

Research on English language learning strategies in multilingual contexts shows that communicative and interactive approaches tend to be more effective than traditional teacher-centered methods. Fauziah & Ahma (2025), One strategy that has been proven to improve students' speaking ability and confidence in using English is role play. In the Thai context, research shows that EFL students face specific challenges, including limited exposure to English outside the classroom, differences in the phonological systems between Thai and

English, and cultural influences that emphasize social harmony over individual expression (Viga K & Pirman, 2023). These factors influence the way Thai students participate in English learning activities, where they tend to be more passive and less willing to take risks in speaking English for fear of making mistakes.

EFL learning in Thailand schools still faces several structural and pedagogical challenges that influence students' speaking development. Many classrooms are characterized by limited exposure to English outside school, large class sizes, and a strong focus on grammar and exam-oriented instruction, which can reduce opportunities for communicative practice. Students often show hesitation and anxiety when speaking due to fear of making mistakes and limited vocabulary mastery, resulting in low participation in oral interaction. In this context, interactive strategies such as role play become especially important because they create low-pressure, contextualized speaking opportunities and encourage peer collaboration. Furthermore, the presence of pre-service teachers in international teaching programs plays a strategic role in addressing these challenges. Pre-service teachers often introduce more communicative, student-centered methods, creative media, and task-based activities that stimulate student talk and active classroom interaction. Through cross-cultural teaching placements, they also bring diverse instructional perspectives and flexible teaching approaches, while simultaneously developing their own pedagogical competence, classroom management skills, and intercultural awareness. This reciprocal process supports both learner engagement and teacher professional growth in EFL classroom settings.

Role play is a learning strategy that involves students in a simulation of a real-life situation where they take on specific roles and interact using the target language. According to Wiliani et al., (2025) Role play is effective in language learning for several reasons: first, role play creates an authentic communication context in which students have a real reason to use language; second, role play reduces language anxiety because students "hide" behind the roles they play; third, role play allows repeated practice in varied situations; and fourth, role play integrates language skills (listening, speaking, reading, writing) in one coherent activity. Empirical research supports the effectiveness of role play in improving EFL students' speaking skills. A study conducted by Arifah (2018) A study of EFL students in Indonesia found that the implementation of role play significantly increased students' confidence in speaking English and expanded their vocabulary related to everyday communication situations. Anjani et al (2025) Role play not only facilitates language practice in meaningful contexts, but also helps students develop social skills and critical thinking skills through simulations of real-life situations. In the "My Daily Activity" lesson, role play strategies allow students to apply the vocabulary and sentence structures they have learned in authentic, everyday communication contexts.

The importance of research on Indonesian pre-service teachers teaching in Thailand cannot be overstated, given the increasing mobility of teachers in the context of educational globalization. Teacher exchange programs and cross-border teaching practices have become an integral part of teachers' professional development (Isty et al., 2024). Indonesian pre-service teachers teaching in Thailand bring pedagogical perspectives influenced by the Indonesian education system, which then have to be adapted to the context of Thai students. Saputri et al (2024), the interaction between the teaching approaches brought by Indonesian teachers and the learning characteristics of Thai students creates an interesting research area to study, particularly in understanding how learning strategies are implemented and how students respond to these strategies. This study aims to analyze the learning strategies implemented by Indonesian pre-service EFL teachers in teaching English in Thai classrooms, particularly through the implementation of role-play strategies.

METHOD

This study employed a quantitative approach using a pre-experimental one-group pretest-posttest design involving grade-level students at Turkeeyah Tunumamah School, Southern Thailand. The study aimed to determine the effectiveness of the role-play strategy in improving students' English-speaking skills in the "My Daily Activity" lesson within an EFL context. A pre-experimental one-group pretest-posttest design was selected because it allows researchers to measure learning gains by comparing students' performance before and after the instructional treatment within the same group. This design is appropriate for classroom-based intervention studies where practical constraints make group separation difficult and where the main objective is to examine immediate instructional effects.

In this study, the researcher administered a pretest prior to the treatment and a posttest after the implementation of the role-play strategy to identify measurable improvement. A research method, as defined by Sugiyono in Said et al (2023), involves systematic procedures of data collection, analysis, and interpretation aligned with research objectives, while the one-group pretest-posttest design (Sugiyono in Lenaini, 2021) specifically emphasizes before-after comparison within a single sample. However, this design also has limitations, particularly the absence of a control group, which reduces the ability to rule out external factors influencing the results. Therefore, while the findings can indicate effectiveness within the studied class, they should be interpreted with caution regarding broader generalization.

FINDINGS AND DISCUSSION

Findings

Student responses to learning strategies implemented by prospective Indonesian EFL teachers in Thai schools were based on a questionnaire instrument. Student response data were collected through a questionnaire that measured various aspects of learning, including student perceptions of teaching methods, level of understanding of the material, learning motivation, and classroom interactions. The results are presented in the form of questionnaire scores for students' English speaking ability during the learning process before the implementation of the role-play strategy. The results are presented in the following table.

Table 1. Student Response Data Before Implementing the Strategy

	N	Minimum	Maximum	Mean	Standard Deviation
Resvon_siswa	23	54	58	55.48	1,648
Valid N (listwise)	23				

Based on the results of the data analysis presented in Table 1, student responses before the implementation of the role play strategy showed a relatively low level with an average score of 55.48 from 23 students. The minimum score achieved was 54 and the maximum score was 58, with a standard deviation of 1.648 indicating a fairly homogeneous response variation. This condition illustrates that at the initial stage, students still had less than optimal perceptions of English learning. The results of the pre-test questionnaire that measured ten aspects of learning showed that students tended to feel less motivated, less confident in speaking English, and had not fully enjoyed the learning activities before the role play strategy was implemented. Furthermore, the results of data obtained on student responses after the teacher used the strategy obtained solid student responses in the following table.

Table 2. Student Response Data After Implementing the Strategy

	N	Minimum	Maximum	Mean	Standard Deviation
Resvon_siswa	23	92	94	92.83	.778
Valid N (listwise)	23				

After implementing the role-play strategy, Table 2 shows a highly significant improvement, with the mean score increasing to 92.83. The score ranged from 92 to 94, with a standard deviation of 0.778, indicating consistent positive responses from all students. This 37.35-point increase demonstrates the success of the learning strategies implemented by the Indonesian teachers. Student responses to the post-test questionnaire reflected high

appreciation for the various strategies used, such as the use of games and songs, praise, the use of visual media and technology, the creation of a warm classroom atmosphere, group activities and role-play, and constructive feedback. Students experienced increased confidence, learning motivation, and their English speaking skills.

Table 3. Student Response Implementing the Strategy

Description	Number of Students	Mean	Standard Deviation
Before Implementing	23	55,48	1,648
After Implementing	23	92,83	.778

Table 3 shows a substantial improvement in students' responses and performance after the implementation of the strategy. With a total of 23 students, the mean score before implementing the strategy was 55.48, with a standard deviation of 1.648, indicating relatively low overall achievement and a wider spread of scores among students. After the strategy was implemented, the mean score increased sharply to 92.83, while the standard deviation decreased to 0.778. This reduction in standard deviation suggests that students' scores became more consistent and evenly distributed. In other words, the strategy was not only effective in raising the overall average score but also in reducing performance gaps among students. These results indicate that the implemented instructional strategy had a strong positive impact on students' learning responses and outcomes. Significant differences can be seen in the following image.

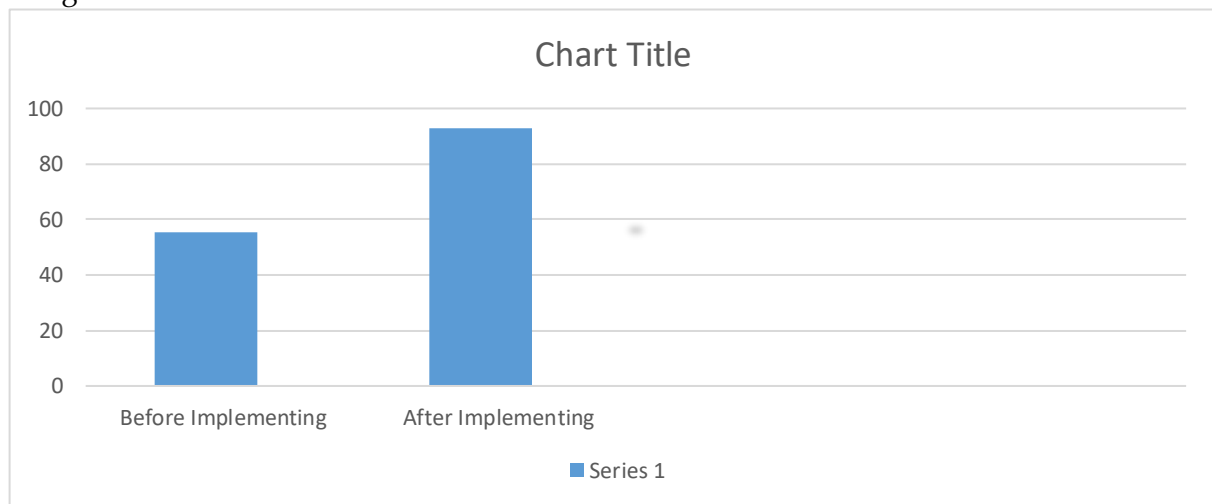


Figure. 1 Student Response Implementing the Strategy

Table 4. Hypothesis Test Results

		Paired Differences			t	df	Sig. (2-tailed)		
Pair	Before after	Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1		-37,348	1,229	.256	-37,879	-36,816	-	22	.000
					145,767				

The results of the hypothesis test in Table 3 confirm these findings with a t-value of -145.767 and a significance value of 0.000 ($p < 0.05$), which means there is a very significant difference between student responses before and after the strategy implementation. The mean paired differences value of -37.348 with a 95% confidence interval ranging from -37.879 to -36.816 confirms that the improvement that occurred is a real impact of the implementation of the learning strategy. This finding is in line with research (Zulianingrum, 2025) as well as (Judge, 2006) which demonstrates the effectiveness of role play in improving EFL students' confidence and speaking skills. In the context of students at Turkeeyah Tunumamah School who have a multilingual background, the learning strategies implemented by Indonesian pre-service teachers have been proven to be able to create an environment that supports students to be more active, confident, and motivated in learning English.

Discussion

The results of this study showed a very significant increase in students' responses to English learning after the implementation of the role play strategy, with an average increase from 55.48 to 92.83. Hidayat (2023) strengthens this finding by stating that role play within the Task-Based Language Teaching framework encourages students to create meaningful messages. In the context of "My Daily Activity" learning at Turkeyyah Tunumamah School, students not only practice vocabulary and sentence structure but also develop the ability to use language in authentic, everyday communication contexts. This is in accordance with the principles of language learning that emphasize the importance of meaningful contexts in language acquisition.

The multilingual context at Turkeyyah Tunumamah School in Southern Thailand, where students must manage at least three languages (Malay, Thai, and English), demonstrates the learning complexity that Indonesian pre-service teachers successfully addressed through a structured role-play strategy. The standard deviation decreased from 1.648 to 0.778, demonstrating consistent positive responses from all students, indicating that the learning strategy was not only effective for some students but provided equitable benefits for the entire class with varying ability levels. This success aligns with recent research showing that pre-service teachers can develop cross-cultural competencies within a single semester, starting with self-awareness, and that cross-cultural teaching experiences are invaluable in developing their professional competencies, particularly in self-efficacy and classroom management (Nurlaelawati et al., 2022). Students' positive responses to the use of games and songs, praise, the use of visual media and technology, the creation of a warm classroom atmosphere, group activities and role-playing, and constructive feedback indicate that the multimodal approach implemented is effective in creating a holistic learning experience.

This research has important implications for education policy and teacher professional development in the era of educational globalization. Teacher exchange programs and cross-border teaching practices, such as those experienced by Indonesian pre-service teachers in Thailand, have proven to be models for broader teacher professional competency development, particularly in the multilingual and multicultural context of English language learning in Southeast Asia.

CONCLUSIONS

The implementation of role-play strategies by Indonesian pre-service EFL teachers in Southern Thailand proved effective in improving students' English learning responses, especially speaking skills. Students' average scores increased markedly from pre- to post-treatment, with statistical tests confirming a significant difference. Role play also strengthened students' confidence, motivation, and participation while creating a more communicative classroom environment. Overall, the findings show that interactive strategies used by pre-service teachers contribute positively to EFL learning outcomes and support their pedagogical development in cross-cultural teaching contexts.

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