


Exploring Speaking Activities through the Role-Play Strategy in an English as a Foreign Language Course for Junior High School Students

 <https://doi.org/10.31004/jele.v11i2.2274>

*Rizkiana Intan Devi Maghfiroh, Feri Ferdiyanto, Zainuddin^{abc}

¹²³Universitas Islam Zainul Hasan, Kraksaan, Probolinggo, Indonesia

Corresponding Author: intandhevey2003@gmail.com

A B S T R A C T

Speaking is an important ability in English as a Foreign Language (EFL) education because it allows students to communicate in real-world circumstances. However, many classrooms continue to emphasize grammatical knowledge above communicative practice. This circumstance causes a disconnect between communicative language education concepts and classroom execution. Previous research has demonstrated that role-playing can help students enhance their speaking skills, confidence, and drive. Nonetheless, there has been little research on how role-playing is administered and what types of role-play activities are employed in classroom practice. The purpose of this study is to investigate the implementation of speaking activities using the role-play technique, as well as to identify the various types of role-play activities employed in a junior high school EFL course. A qualitative descriptive design was used. Data were gathered using classroom observations, semi-structured interviews, and documentation. The participants included fourteen junior high school students and one English teacher in an English course at SMP Darul Fawaid Ilmiah. The data were examined with an interactive qualitative analysis model. The data indicate that role-play activities are carried out in stages, including explanation, modelling, pair discussion, performance, and feedback. Different activities, such as daily discussion and situational talks, promote meaningful contact. The study reveals that role-playing is an excellent way to improve expressive speaking practice in EFL classrooms.

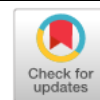
Keywords: *Role-Play Strategy, Speaking Activities, EFL Classroom, Communicative Language Teaching, Task-Based Language Teaching*

Article History:

Received 11th March 2026

Accepted 10th April 2026

Published 11th April 2026



INTRODUCTION

Speaking is one of the most important skills for learning English as a foreign language (EFL) since it enables pupils to verbally express their thoughts, feelings, and emotions (Richards, 2008; cited in Ghafar & Raheem, 2023). Language acquisition, according to communicative language principles, should prioritize the ability to utilize language for meaningful conversation over merely memorizing grammatical rules (Brown & Lee, 2025). According to (Qasserras, 2023) Communicative Language Teaching (CLT), communication serves as both the aim and the means of language learning (Jalal et al., 2022). As a result, speaking becomes an important aspect of building pupils' communication skills. Speaking serves as the foundation for junior high pupils to develop real-life communication skills (Mayordomo-Ortiz & Javadinejad, 2025). Students must use their vocabulary and grammar successfully in authentic interactions. Without enough speaking experience, learners may comprehend English theoretically but struggle to apply it in real-world settings (Mayordomo-Ortiz & Javadinejad, 2025). This situation underscores the significance of excellent speaking instruction in EFL schools.

In an ideal classroom, EFL speaking classes would be engaging, student-centred, and conversational. CLT focuses on meaningful engagement, meaning negotiation, and real language use (Putri, 2025). Students should be provided opportunity to engage in exercises

Exploring Speaking Activities through the Role-Play Strategy in an English as a Foreign Language Course for Junior High School Students that simulate real-world communication. When students actively participate in speaking activities, they gradually gain fluency and confidence. Errors are considered as part of the learning process, not as failure (Narciss & Alemdag, 2025). This method decreases anxiety and increases involvement. However, the ideal communicative environment is not often mirrored in classroom practice. Many EFL classrooms still fail to foster sustained engagement among students (Jin, 2024).

In truth, many junior high school kids still have difficulty speaking English (Kondo & Ratuwongo, 2023). Although they may understand grammar and vocabulary, they frequently hesitate to communicate (Milania et al., 2022). Fear of making mistakes and being criticized creates a significant barrier (Kosim o'g'li, 2025). As a result, a few confident students usually dominate speaking activities, leaving others passive. This condition impedes students' communicative growth. The disparity between theoretical understanding and practical application becomes increasingly apparent in speaking lessons. As a result, kids' speaking skills do not develop uniformly.

This imbalance suggests that language learning frequently prioritizes structural information above communicative practice. Task-Based Language Teaching (TBLT) proposes that language should be acquired through meaningful tasks that require students to utilize language to attain specified goals (Chen, 2023). According to (Díaz et al., 2023) TBLT principles, tasks promote real communication and prioritize meaning over form. However, in many courses, speaking practice is minimal and not framed as communicative activities. Students thus have few opportunities to use English constructively (Adem & Berkessa, 2022). Without continuous and meaningful assignments, fluency and confidence remain low. In this setting, effective ways for integrating communication and scheduled duties are required.

Role-play is a teaching approach that adheres to both CLT and TBLT concepts (López Cruz & Mogrovejo Riera, 2023). Role-playing is defined as an activity in which students take on certain roles in simulated settings to improve communication skills (Ly, 2024). According to communicative theory, role-playing allows for authentic interaction and spontaneous language use (López et al., 2025). It allows pupils to have meaningful talks in organized circumstances. From a task-based approach, role-playing is a communicative task with certain goals and interaction patterns. Students must use words to properly accomplish the scenario. Thus, role-playing combines communication competence with task-based learning concepts.

Communicative Language Teaching (CLT) emphasizes the value of meaningful conversation and learner participation in language acquisition (Putri, 2025). According to (Richards & Rodgers, 2022), language is most effectively learnt when students actively utilize it to express meaning in authentic circumstances. Role-playing is one of the communicative approaches that helps pupils to practice language in simulated real-life scenarios (Azmi, 2025). Role-playing allows pupils to negotiate meaning, take conversational turns, and develop functional language. As a result, role-playing is commonly regarded as an excellent approach for improving speaking proficiency in EFL classrooms.

Previous research has shown that role play can improve students' speaking skills, confidence, and drive. For example, (Daulay et al., 2023) discovered that role-playing considerably increased students' speaking performance and classroom participation. Similarly, (Pratiwi et al., 2022) found that role-playing helped students gain confidence and encouraged them to participate more actively in English sessions. These studies typically show favourable results in experimental or classroom action research settings. However, most of them focus on measurable learning outcomes rather than the implementation process. There has been little attention paid to how role-play events are planned, how classroom interaction occurs, and how teachers promote the activity. As a result, the practical classroom dynamics of role-playing have received little attention. Understanding the implementation process is critical because it demonstrates how communicative learning takes place in real classroom settings. Without such insights, teachers may struggle to duplicate and modify effective role-playing approaches.

Furthermore, past research has rarely delved into the precise forms of role-play exercises employed in junior high EFL settings. (Azmi, 2025) Role-playing is sometimes cited

Exploring Speaking Activities through the Role-Play Strategy in an English as a Foreign Language Course for Junior High School Students as a broad method with no specific classifications, such as scripted role-play, semi-scripted role-play, or unscripted simulation. According to task-based theory, task type determines interaction patterns and learning results. As a result, distinguishing the different sorts of role-playing activities employed in classroom practice is crucial. A process-oriented qualitative investigation is required to understand how these activities work (Meydan & Akkaş, 2024). Teachers can benefit from such understanding since it provides clearer pedagogical direction.

Based on these concerns, the purpose of this study is to investigate speaking activities using the role-play technique in an EFL course for junior high school students (Beny Hamdani, 2024). The study focuses on how role-playing is used in classrooms, covering activity stages and teacher-student interactions. It also describes the many forms of role-playing activities that are utilized to help with speaking practice (Raudhlatul Islam, 2022). Using a qualitative method, this study aims to gain a better understanding of communicative speaking education in practical classroom situations (Ekoto et al., 2022). The findings are predicted to have a practical and academic impact on the development of successful speaking tactics in EFL instruction.

METHOD

This study employed a qualitative descriptive research design to explore how speaking activities were conducted using the role-play strategy and to identify the various types of role-play activities used in an EFL course for junior high school students at SMP Darul Fawaid Ilmiyah (Ayton, 2023). The qualitative approach was used since the study sought to explore classroom procedures, interactions, and participants' experiences with role-play activities.

The study comprised eighth and ninth grade students enrolled in an English course, as well as one English teacher who led the role-playing activities. In total, fourteen students actively participated in the speaking exercises, and six of the most active students during the lessons were chosen as interview participants. The teacher was also interviewed because of their direct involvement in organizing and facilitating the role-play activities in the classroom.

Data were gathered using three primary methods: classroom observations, semi-structured interviews, and documentation. Classroom observations were carried out utilizing an observation checklist and field notes. The checklist covered a variety of topics, including role-play activity stages, instructor and student roles, interaction patterns, role-play activity kinds, and student participation during speaking practice. Semi-structured interviews were conducted with the teacher and selected pupils, using an interview protocol devised based on the study's two research topics. The interviews sought to elicit participants' experiences and perspectives on the use of role-playing in speaking exercises. In addition, documentation such as lesson plans, teaching materials, and role-play cards was collected to supplement the observation and interview data.

Data were collected using three basic methods: classroom observations, semi-structured interviews, and documentation. Classroom observations were conducted using an observation checklist and field notes. The checklist addressed a wide range of subjects, including role-play activity stages, teacher and student roles, interaction patterns, role-play activity types, and student participation in speaking practice. Semi-structured interviews were conducted with the teacher and selected students, with an interview technique designed around the study's two research issues. The interviews aimed to gather participants' experiences and opinions on the use of role-playing in speaking exercises. Furthermore, documentation such as lesson plans, teaching materials, and role-play cards was gathered to augment the observation and interview data.

The data was analysed using Miles, Huberman, and Saldaña's interactive qualitative data analysis approach. The analysis consisted of three primary steps: data reduction, data display, and conclusion drafting. Data reduction was carried out by selecting and focusing on material pertinent to the research questions. The reduced data was then compiled and presented in descriptive narratives and tables to find patterns and themes concerning the

Exploring Speaking Activities through the Role-Play Strategy in an English as a Foreign Language Course for Junior High School Students implementation of role-playing exercises. Finally, conclusions were reached after interpreting the data (Faridah Laili, Abd. Aziz Wahab, 2023).

To guarantee the findings' trustworthiness, data triangulation was used to compare information gathered from classroom observations, interviews, and documentation. This procedure contributed to the authenticity of the results by checking the consistency of the data from various sources.

FINDINGS AND DISCUSSION

Findings

Implementation of Role-Play in Speaking Activities in the EFL Course

The findings show that speaking activities in the EFL course were implemented using a systematic role-playing procedure. Based on classroom observations and interviews with the instructor and students, the implementation process was divided into multiple pedagogical stages, including preparation, role explanation, role-play performance, and evaluation/feedback. These levels enabled students to practice speaking in a communicative and participatory learning environment. To better convey the implementation process, Table 1 summarizes the steps observed during classroom activities.

Table 1. Implementation Stages of Role-Play in Speaking Activities

Stage	Classroom Activities	Evidence from Data
Preparation	The teacher discusses the objectives and procedures for the role-play activity.	Teacher Interview
Explanation of Roles	The teacher presents role cards and discusses the issue.	Observation & teacher interview
Pair Discussion	Students explore roles and develop discourse in pairs.	Students interview
Role play performance	Students conduct chats in front of the class.	Observation
Evaluation and feedback	Teacher guides, helps, and gives feedback.	Teacher interview

The teacher began the preparatory stage by discussing the objectives and procedures of the role-playing activity. The teacher also gave a quick example to help pupils understand how the exercise should be carried out. The instructor talked about: "*Role-playing is routinely used in speaking activities as the main strategy for training students to speak in specific situations.*" This phrase implies that role-playing serves as a primary instructional approach rather than a supplemental activity in speaking practice.

Following the explanation step, students were given role cards that detailed the circumstances and roles they needed to play. Students then collaborated in couples to plan and practice their dialogues before performing them. Observational data revealed that students actively engaged with their partners at this level. A student explained: "*Yes, discussing and then moving on to practice.*" Another student stated: "*Talking and discussing with friends.*" These replies indicate that peer connection was a crucial aspect of the preparation process, encouraging students to actively participate in speaking practice.

The role-play activity was often undertaken after pupils had received explanations of the lecture material. According to the teacher: "*Role-play is usually conducted in the middle to end of the lesson, after students have received an explanation of the material and examples of dialogue.*". During the performance stage, students demonstrated their role-play talks in front of the class. These performances gave students the opportunity to practice speaking in realistic real-life scenarios. Observations revealed that while some students were first cautious, they progressively gained confidence as the activity went.

Throughout the role-playing session, the teacher served as a facilitator, guiding and supporting students as they encountered obstacles. The teacher explains: "*Teachers act as facilitators and mentors, helping students who forget their lines or feel confused.*" Students also remarked that the activity allowed them to practice conversing in English. One student commented: "*Yes, because role-playing teaches us to interact with others in English.*" However, several pupils still struggled to speak English, particularly in terms of vocabulary and confidence.

Types of Role-Play Activities Used to Facilitate Students' Speaking Practice

In addition to evaluating how role-play activities were implemented, this study looked into the many sorts of role-play activities employed in an EFL course. Data from classroom observations and interviews revealed that a variety of role-playing exercises were employed to help pupils practice speaking. Table 2 summarizes the role-play activities identified during the investigation.

Table 2. Types of Role-Play Activities Used in the EFL Course

Types of Roles Play	Description	Classroom Example
Dialogue Role-Play	Students perform short dialogues based on the specified situations.	Greeting and introducing oneself.
Situational Role-Play	Students simulate real-life scenarios.	Buying food, requesting directions
Pair Role-Play	Students work in pairs with role cards.	Student A and Student B converse.
Everyday conversation Role-Play	Students practice daily communication scenarios.	Communicating with friends or teachers.

According to the findings, the teacher used a variety of role-playing games to help students practice speaking in diverse communicative contexts. Dialogue-based role-play was often used to teach basic speaking patterns, but situational role-play allowed students to replicate real-life communication scenarios.

The usage of role cards proved especially useful in directing students through the task. By offering defined roles and settings, the teacher assisted students in understanding what they needed to say and how to communicate with their partners.

Students stated that these activities made speaking practice more engaging and engaged. The activities also encouraged kids to work together with their peers and actively participate in classroom communication.

Discussion

Implementation of Role-Play in Speaking Activities in the EFL Course

The findings show that role-playing exercises were done using structured instructional phases that fostered communicative interaction. These stages are consistent with the principles of Communicative Language Teaching (CLT), which stress meaningful communication, student-centered interaction, and the development of communicative competence (Qasserras, 2023).

The findings show that the use of role-playing exercises is consistent with Communicative Language Teaching (CLT) principles. CLT focuses on meaningful contact and student participation in language acquisition (Al Nahar et al., 2024). Role-playing activities allow students to actively connect with their peers, practice real-life scenarios, and negotiate meaning during conversations. This participatory technique encourages pupils to use language for communication rather than just grammatical perfection.

According to (Richards & Rodgers, 2022), CLT promotes classroom activities that allow students to utilize language for genuine communication rather than just practicing grammatical structures. The role-playing activities seen in this study allowed students to communicate, negotiate meaning, and practice language in contextualized settings (Axrorova, 2024).

The teacher's function as a facilitator is also consistent with the concept of communicative teaching, in which teachers guide students and give scaffolding rather than dominating classroom interactions (Hamida & Siham, 2025). Through explanation, modelling, and feedback, the teacher assisted students in performing communicative tasks and gradually increasing their speaking confidence.

The use of role-playing exercises in this classroom adheres to the principles of Task-Based Language Teaching (TBLT). Task-based learning encourages students to complete communicative tasks that demand meaningful language use (Chen, 2023). This study's role-play assignments challenged students to interact, respond to specific situations, and engage in

Exploring Speaking Activities through the Role-Play Strategy in an English as a Foreign Language Course for Junior High School Students collaborative dialogues. These programs pushed pupils to prioritize meaning and communication above memorizing isolated language forms.

Previous research on role-playing in speaking education has mostly focused on quantifiable results such as higher speaking scores, fluency, and confidence. While these studies show that role-playing improves students' speaking performance, they frequently provide little insight into how the activity is handled in real-world classroom settings.

Another key element seen during the implementation of role-playing exercises is the progressive increase in student participation during the course (Beny Hamdani, 2024). At the start of the activity, several students were nervous to speak and relied on their prepared notes. However, as the activity progressed and students saw their peers complete the assignment, they were more eager to participate. This pattern implies that role-playing can gradually diminish students' apprehension about speaking English by creating a friendly and collaborative atmosphere in which they can practice communicating with their classmates (Parawangsa et al., 2024).

Role-playing games can help students develop their speaking skills by increasing classroom interaction, reducing nervousness, and encouraging authentic communication (López Cruz & Mogrovejo Riera, 2023). When students practice speaking with peers in simulated scenarios, they are calmer than when they are given formal speaking duties (Giménez, 2024). This friendly setting encourages students to experiment with language, gain confidence, and eventually enhance their speaking fluency.

The structured deployment of role-playing appears to help pupils strengthen their interactional skills. During the pair discussion and performance stages, students were expected to negotiate meaning, respond to their partners' statements, and keep the conversation flowing (Ishak & Aziz, 2022). These interactional processes are critical components of communicative competence because they teach students to use language naturally rather than depending simply on memorized expressions (Gulnara, 2024). As a result, role-playing allows students to practice authentic communication inside the classroom setting.

Furthermore, the implementation method emphasizes the role of teacher direction in facilitating communicative activities (Hamida & Siham, 2025). Although students were given opportunities to interact individually, the teacher remained actively involved by monitoring the activity, providing assistance as needed, and encouraging students who lacked confidence. This balance of student liberty and teacher support contributes to a constructive learning environment in which students can experiment with language while still receiving appropriate supervision. Such instructional techniques show how communicative activities can be effectively managed in EFL classes, especially for students who are still gaining speaking confidence.

In contrast, this study takes a more process-oriented approach, examining the steps of role-play implementation and the interaction patterns that occur throughout speaking practice. By identifying these processes, the study helps to improve our understanding of how communicative activities are organized in EFL classes and how they enhance students' speaking growth.

Types of Role-Play Activities Used to Facilitate Students' Speaking Practice

The range of role-play activities seen in this study reflects task-based learning principles, which state that language learning occurs through meaningful tasks that require pupils to communicate using language (Teng et al., 2025). In role-playing activities, students must utilize language to attain communicative objectives in a specific circumstance.

The diversity of role-playing exercises used in this course lends credence to the notion that role-playing offers adaptable chances for communicative practice (Efron & Munin, 2025). According to language instruction literature, role-playing can range from scripted discussions to more spontaneous interactions. This variation allows teachers to tailor speaking challenges to students' language proficiency and learning goals (Warden et al., 2022).

These findings also lend support to the notion that speaking practice is more effective when students engage in contextualized communication rather than isolated language drills.

Exploring Speaking Activities through the Role-Play Strategy in an English as a Foreign Language Course for Junior High School Students
Role-playing allows pupils to practice language in realistic circumstances that are similar to everyday communication.

Furthermore, the utilization of various role-playing activities enables teachers to address a variety of components of speaking competence, such as fluency, interaction, and confidence (Sevarakhon, 2024). By combining dialogue practice and situational simulations, the teacher creates a more dynamic learning environment that motivates students to participate more actively.

The employment of several role-playing kinds adds to the variety of speaking experiences available to pupils. Each sort of role-play has unique communicative obstacles that motivate students to adjust their language use according on the scenario (Bondarchuk et al., 2024). For example, dialogue-based role-play focuses on rehearsing organized expressions, whereas situational role-play challenges students to respond more spontaneously to environmental clues. The teacher helps pupils develop language flexibility by exposing them to a variety of speaking settings.

Another important conclusion is that role-playing exercises promote collaborative learning among students. When students prepare dialogues in pairs or small groups, they share ideas, help each other with terminology, and talk about how to play their roles successfully. This collaborative technique not only promotes language acquisition but also improves students' social interaction abilities. These interactions help students become more comfortable using English as a means of communication rather than just an academic subject.

Furthermore, the utilization of role-playing activities appears to improve students' involvement during speaking courses. Role-playing offers a more dynamic and participatory learning experience than typical speaking exercises, which rely heavily on repetition or individual responses (Daulay et al., 2023). Students become active participants in the learning process when they have to take on roles, reply to partners, and accomplish communication activities. As a result, role-playing activities can foster a more inspiring classroom environment, encouraging students to practice speaking more frequently and confidently.

Unlike earlier research, which have mostly focused on the usefulness of role-play in enhancing speaking skills, this study emphasizes the variety of role-play exercises utilized in classroom practice. This viewpoint offers practical suggestions for teachers who want to use role-playing tactics in EFL speaking training.

These findings are consistent with prior research, which found that role-playing games can help students strengthen their speaking skills. For example, (Daulay et al., 2023) discovered that role-playing improved students' engagement and confidence in speaking activities. Similarly, (Azmi, 2025) emphasized that role-playing allows students to develop authentic communication during classroom interactions. Unlike previous studies, which primarily focused on learning results, this study provides a more extensive account of how various forms of role-play activities are conducted in classroom practice. Overall, the findings imply that using a variety of role-playing exercises can provide students with important opportunities to practice speaking and interacting with their peers in English. Such exercises contribute to the development of communicative competence and help students become more confident language users.

CONCLUSIONS

This study suggests that the role-play technique for implementing speaking exercises in an EFL classroom was planned, systematic, and communicative. The method began with explanation and modelling, followed by pair discussion, performance, and feedback, resulting in a clear pedagogical sequence from input to communicative output. The teacher constantly functioned as a facilitator, leading students through communication challenges and providing reflective feedback following performances. This planned interaction encouraged pupils to participate actively, eventually building confidence and creating a more interactive classroom environment. These findings suggest that role-play works well within the context of Communicative Language Teaching (CLT), as it focuses on meaningful communication,

Exploring Speaking Activities through the Role-Play Strategy in an English as a Foreign Language Course for Junior High School Students learner-centred interaction, and the development of communicative competence rather than simply linguistic mastery. Furthermore, the study found that the role-play activities used such as daily discussions, buying and selling simulations, profession-based situations, and interviews are contextual, diverse, and task-oriented. Each exercise was designed with clear communication goals and real-life applications in mind, allowing students to learn English in meaningful contexts. The semi-scripted form provided adequate support while also allowing for spontaneous language output. The variety of assignments enhanced engagement, encouraged greater participation, and decreased students' speaking nervousness. These findings show that the role-play exercises adhere to Task-Based Language Teaching (TBLT) principles by requiring learners to complete communicative tasks through authentic interaction. Overall, this study makes a contribution by not only verifying the efficacy of role-play in promoting speaking practice, but also showing how organized implementation and task variety pedagogically assist communicative language development in junior high EFL classrooms. Pedagogically, the findings indicate that role-playing can be a useful method for fostering speaking practice in EFL classes, particularly in small-group language courses. Teachers are advised to create systematic role-playing phases that include explanation, preparation, performance, and feedback to help students gradually gain confidence and communicative competence. Contextual and task-based scenarios can also assist students connect classroom learning to real-world communication demands. However, the study was limited to a small number of participants in a single English classroom setting. To gain broader insights, future research may look into the use of role-playing in different educational contexts, larger classrooms, or competency levels. Further research may look into the long-term effects of role-playing on students' speaking skills and communicative competence.

REFERENCES

- Adem, H., & Berkessa, M. (2022). A case study of EFL teachers' practice of teaching speaking skills vis-à-vis the principles of Communicative Language Teaching (CLT). *Cogent Education*, 9(1), 2087458.
- Al Nahar, A., Hira, F. K., & Milon, M. R. K. (2024). From policy to practice: Evaluating the implementation of communicative language teaching (CLT) in Bangladeshi primary schools. *ICRRD Journal*, 5(3), 125–138.
- Axrrova, M. (2024). Using Role-Playing To Enhance Communication Skills in Language Learning. *Academic Research in Educational Sciences*, 5(11), 74–82.
- Ayton, D. (2023). Qualitative descriptive research. *Qualitative Research—a Practical Guide for Health and Social Care Researchers and Practitioners*.
- Azmi, M. B. U. (2025). *Students' perception on how semi-scripted role-play activity help improve their speaking skills*. Universitas Islam Negeri Maulana Malik Ibrahim.
- Beny Hamdani, Z. (2024). *Developing An English Course Teaching Plan For A Semester From The Task-Based Language*. 5(1), 103–119.
- Bondarchuk, J., Dvorianchykova, S., Yuhan, N., & Holovenko, K. (2024). Strategic approaches: Practical applications of English communication skills in various real-life scenarios. *Multidisciplinary Science Journal*.
- Brown, H. D., & Lee, H. (2025). *Principles of language learning and teaching: A course in second language acquisition*. Routledge.
- Chen, C. (2023). Application of TBLT (Task-based language teaching approach) in English teaching in junior high schools and universities. *Journal of Education, Humanities and Social Sciences*, 23, 132–135.
- Daulay, E., Nasution, L. E., & Rangkyuty, A. R. (2023). The Effect of "Role Play" on Students' Speaking Ability. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(1), 27–39.
- Díaz, D. G., Parra, J. A., Leyva, N. L., Herrera, E. M., & Zambrano, L. D. (2023). The Impact of Task-Based Language Teaching on English as a EFL Learners' Speaking Proficiency and Motivation. *Ciencia Latina Revista Científica Multidisciplinar*, 7(3), 3796–3810.
- Efron, Y., & Munin, N. (2025). *Role-Playing for Learning: Enhancing Skills in Doctrinal Courses*.

- Exploring Speaking Activities through the Role-Play Strategy in an English as a Foreign Language Course for Junior High School Students Ekoto, C., Zubkov, P., & Asok, G. (2022). Qualitative data collection. *The SAGE Handbook of Qualitative Research in the Asian Context*, 345–363.
- Faridah Laili, Abd. Aziz Wahab, Z. (2023). Male And Female Students' Learning Styles And Their English-Speaking Skills: A Qualitative Case Study-Education and Linguistic Knowledge Journal (*Edulink*), Vol. 5, No.1, 2023. 5(1), 21–37.
- Ghafar, Z. N., & Raheem, B. R. (2023). Factors Affecting Speaking Proficiency in English Language Learning: A general overview of the speaking skill. *Journal of Social Science (JoSS)*, 2(6), 507–518.
- Giménez, A. (2024). The effects of role-playing games in second language acquisition. *Ñemityrã*, 6(3), 34–55.
- Gulnara, A. (2024). Developing communicative competence through using appropriate language and skills. *Central Asian Journal of Multidisciplinary Research and Management Studies*, 1(11), 49–51.
- Hamida, B., & Siham, C. (2025). *The Role of Teacher's Scaffolding in Collaborative Learning to Enhance Students Speaking Skills*. Abdelhafid boussouf university Centre mila.
- Ishak, S. A., & Aziz, A. A. (2022). Role play to improve ESL learners' communication skills: A systematic review. *International Journal of Academic Research in Business and Social Sciences*, 12(10), 884–892.
- Jalal, A., Aziz, A., Zainuddin, W., & Hamdani, B. (2022). *An Analysis of Students Speaking Constraints at Seven Grade in Islamic Junior High School of Darul Ulum*. 6(2), 3667–3672.
- Jin, Y. (2024). Motivating students to actively engage in EFL classrooms: Exploring the role of L2 grit and foreign language enjoyment. *Learning and Motivation*, 85, 101960.
- Kondo, P., & Ratuwongo, P. (2023). The Students' Difficulties in Speaking-English Performance at a Public Senior High School in Amurang. *SUMIKOLAH: Jurnal Ilmu Pendidikan*, 1(2), 76–87.
- Kosim o'g'li, K. B. (2025). Fear Of Making Mistakes As A Psychological Barrier In Esl Classrooms. *Tadqiqotlar*, 76(5), 90–93.
- López Cruz, R. D., & Mogrovejo Riera, J. F. (2023). *Role-play as a single methodological strategy for English language teaching*.
- López, J. C., Novo, E. P., & Tenesaca, J. B. (2025). Communicative language teaching through role playing activities to develop English speaking skills. *Universidad y Sociedad*, 17(2), e5061–e5061.
- Ly, C. K. (2024). Applying role-play technique on improving EFL students' language learning: A case study at a Vietnamese university. *Journal of Knowledge Learning and Science Technology ISSN: 2959-6386 (Online)*, 3(4), 1–10.
- Mayordomo-Ortiz, C., & Javadinejad, A. (2025). Enhancing the Speaking Skills of Secondary School Students Through Simulation and Roleplay. *Simulation & Gaming*, 56(5), 499–522.
- Meydan, C. H., & Akkaş, H. (2024). The role of triangulation in qualitative research: Converging perspectives. In *Principles of conducting qualitative research in multicultural settings* (pp. 98–129). IGI Global.
- Milania, T., Wachyudi, K., & Mobit, M. (2022). Vocational high school students' challenges in practicing English speaking skills. *JADEs Journal of Academia in English Education*, 3(2), 206–222.
- Narciss, S., & Alemdag, E. (2025). Learning from errors and failure in educational contexts: New insights and future directions for research and practice. *British Journal of Educational Psychology*, 95(1), 197–218.
- Parawangsa, H. I., Islam, M. H., & Ferdiyanto, F. (2024). *An Analysis Of Students ' Problems in Developing*. 06(01), 32–42.
- Pratiwi, D. J., Siswono, T. Y. E., & Mariana, N. (2022). The Role-Playing Problem-Posing Learning to Improve Students' Emotional Intelligence and Mathematics Problem-Solving Skills. *IJORER: International Journal of Recent Educational Research*, 3(3), 312–322.
- Putri, H. I. (2025). Communicative Language Teaching (CLT): A Good Approach For Teaching English. *Education Library*, 2(2).
- Qasserras, L. (2023). Systematic review of communicative language teaching (CLT) in

- Exploring Speaking Activities through the Role-Play Strategy in an English as a Foreign Language Course for Junior High School Students*
language education: A balanced perspective. *European Journal of Education and Pedagogy*,
4(6), 17–23.
- Raudhlatul Islam, M. (2022). *Teaching Speaking Skill Of English As Foreign Language in*. 5, 229–239.
- Richards, J. C., & Rodgers, T. S. (2022). *Approaches And Methods In Language*.
- Sevarakhon, A. (2024). The Impacts Of Communicative Competence On Second Language Acquisition And Employing Certain Methods To Improve Speaking Skills. *University Research Base*, 47–53.
- Teng, M. F., Wen, E. Z., & Li, D. (2025). Communicative and task-based language teaching: where are we now? In *The Language Learning Journal* (Vol. 53, Issue 6, pp. 685–693). Taylor & Francis.
- Warden, C. A., Chang, C. C., Stanworth, J. O., Caskey, D. A., & Chen, J. F. (2022). The impact of scripts on blended and online socially shared regulation of learning: A role-playing game theory perspective. *International Journal of Computer-Supported Collaborative Learning*, 17(4). <https://doi.org/10.1007/s11412-022-09381-x>