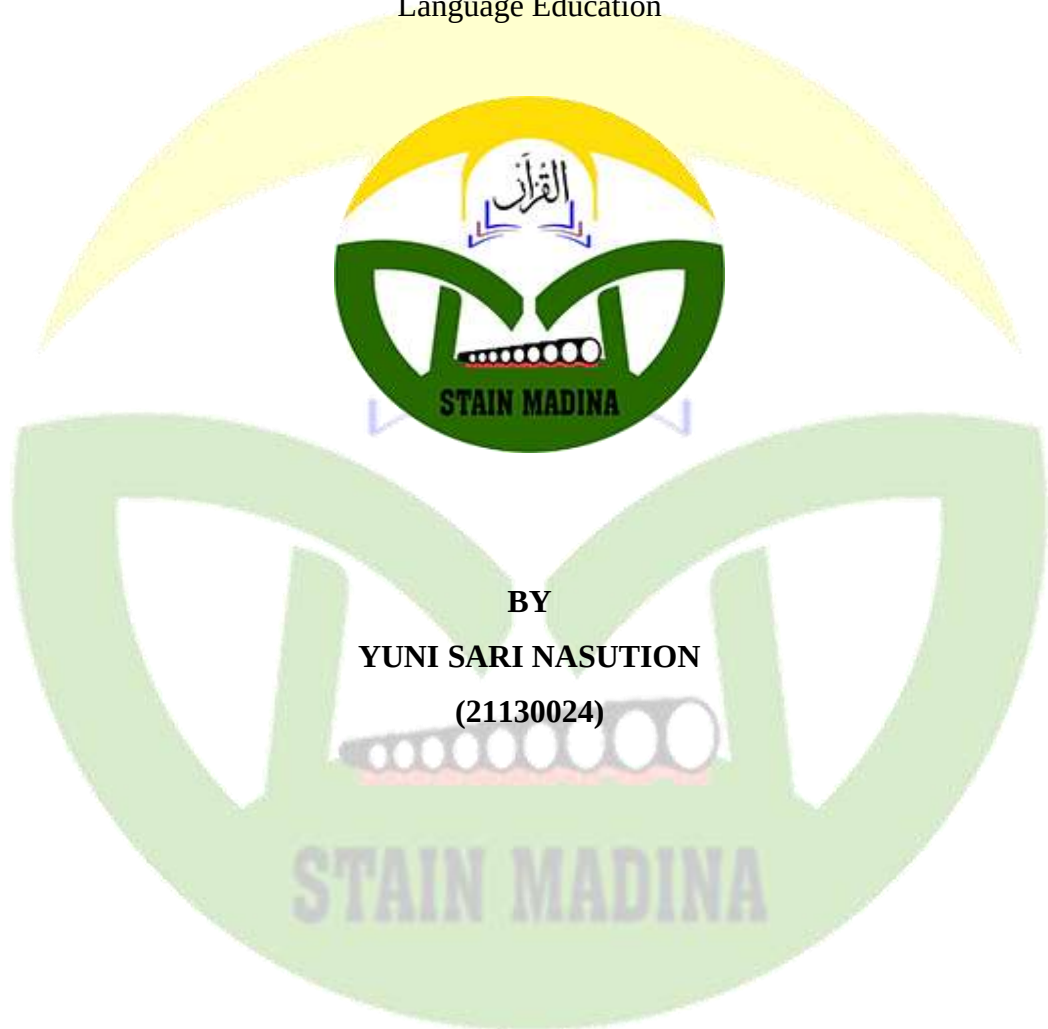


**AN ANALYSIS OF THE ROLE-PLAY ACTIVITIES ON ENHANCE
STUDENTS' SELF CONFIDENCE IN SPEAKING ENGLISH**

A Thesis

Submitted to the Department of English Education in a Partial Fulfillment of the
Requirement for the Degree of Strata I (Bachelor of Education) in English
Language Education



BY
YUNI SARI NASUTION
(21130024)

**ENGLISH EDUCATION DEPARTMENT
STATE COLLEGE OF ISLAMIC STUDIES
MANDAILING NATAL**

2026

COVER TTD

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MANDAILING NATAL

2026

Alif Firdausy part 1
1 September 2026
Part 2
3 September 2026

STATEMENT OF AUTHENTICITY

STATEMENT OF AUTHENTICITY

By signing this form, I

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Student Registration Number : 21130024
Place and Date of Birth : Sigalapang Julu, 29 Juni 1999
Status : Student
Address : Sigalapang Julu

Certify that this *skripsi* entitled: "**Analysis Of Role Play Activities In Enhance Self Confidence In Speaking English**" is original and representing my own work, except all sources that I have used have been properly and clearly acknowledged. If someday, it is proven as duplication, imitation, plagiarism, or made by others partly or entirely, I understand that my *Skripsi* and academic title will be cancelled due to the law.

Panyabungan, 17 September 2026

The researcher,



YUNI SARI NASUTION

NIM. 21130024

ADVISOR'S APPROVAL SHEET

This is to certify that the Thesis entitled:" Analysis Of Role Play Activities In Enhance Self Confidence In Speaking English was written by Yuni Sari Nasution,student registration number 21130024,and has been approved by the advisors of the thesis to be examined by the Board Examiners.

Panyabungan 8 September 2026

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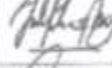
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ENDORSEMENT SHEET

ENDORSEMENT SHEET

ENDORSEMENT SHEET

This thesis entitled "An Analysis Of The Role Play Activities On Enhance Student's Self Confidence In Speaking English" Written by Yuni Sari Nasution. Student Registration Number 21130024 Departement Of English Language Education, has been examined and defended in front of the board of thesis examiners on Wednesday, 23 September 2026. The thesis has been accepted and declared to have fulfilled one of requirement for the degree of "S.PD" (Bachelor Of Arts) In Language Education.

No	Name of examiners	Position	Signature date of approval	Date of approval
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ABSTRACT

Yuni Sari Nasution, 2026. ANALYSIS OF ROLE PLAY ACTIVITIES IN ENHANCE SELF CONFIDANCE IN ENGLISH SPEAKING

This study aims to analyze the role of role-play activities in enhancing students' self-confidence in speaking English. Speaking is one of the important skills in learning English, but many students experience difficulties in expressing their ideas because they lack confidence, feel afraid of making mistakes, or are worried about being judged by others. Therefore, role-play activities are used as a learning strategy that provides students with opportunities to practice speaking in realistic and interactive situations. This study employed a qualitative descriptive approach involving 23 students as participants. Data were collected through classroom observations and questionnaires related to students' participation, speaking confidence, and experiences during role-play activities. The data were analyzed descriptively by identifying students' responses and behaviors during the learning process. The findings indicate that role-play activities can provide a supportive and enjoyable environment for students to practice speaking English. Through role-play, students have opportunities to participate actively, interact with classmates, express their ideas, and practice speaking without excessive fear of making mistakes. The activities also encourage students to become more involved in classroom interactions and gradually develop their confidence in using English orally. Based on the findings, role-play can be considered a useful classroom activity for supporting the development of students' self-confidence in speaking English.

Keywords: Role-Play Activities, Self-Confidence, Speaking English

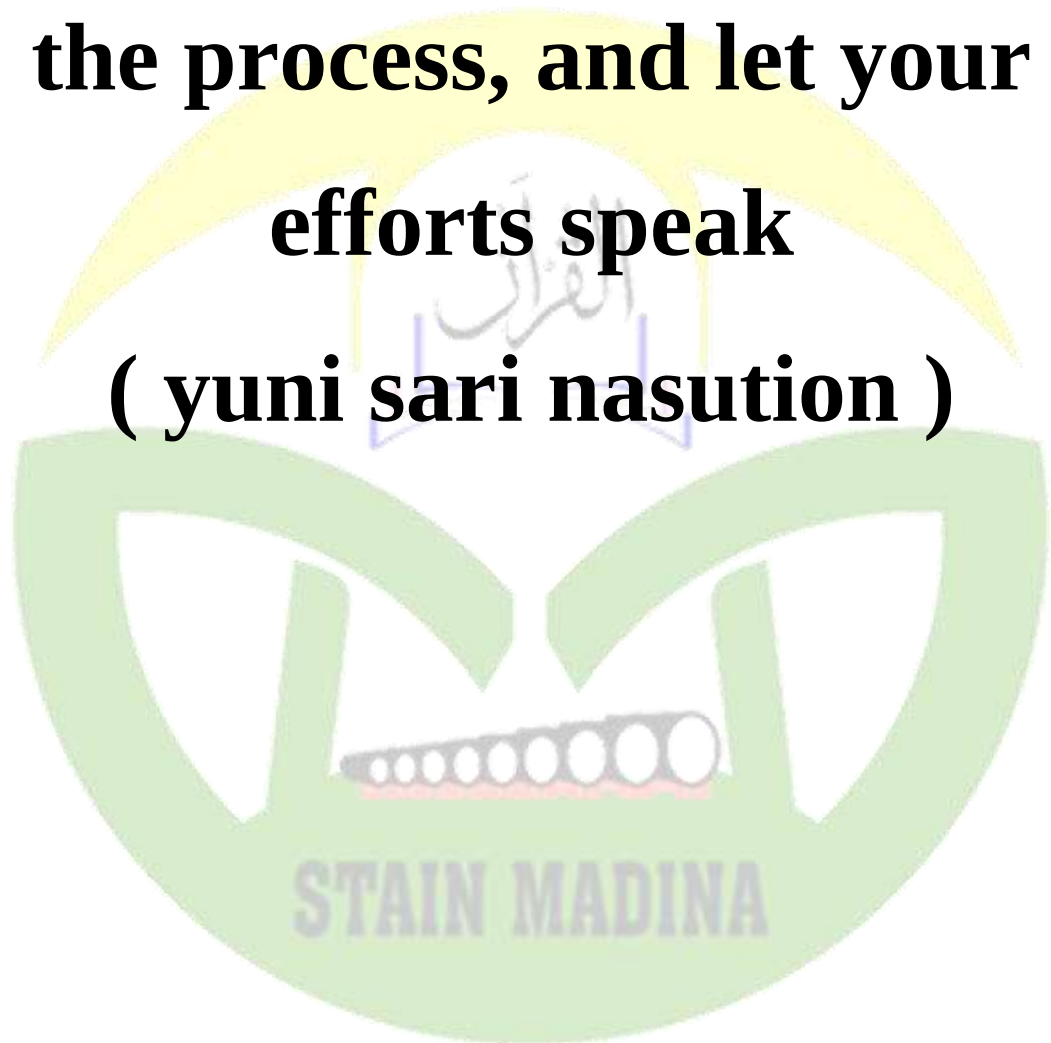
ABSTRAK

Penelitian ini bertujuan untuk menganalisis peran kegiatan bermain peran (role-play) dalam meningkatkan kepercayaan diri siswa saat berbicara dalam bahasa Inggris. Berbicara merupakan salah satu keterampilan penting dalam pembelajaran bahasa Inggris, namun banyak siswa mengalami kesulitan dalam mengungkapkan gagasan mereka karena kurangnya kepercayaan diri, rasa takut melakukan kesalahan, atau kekhawatiran akan penilaian orang lain. Oleh karena itu, kegiatan bermain peran digunakan sebagai strategi pembelajaran yang memberikan kesempatan bagi siswa untuk berlatih berbicara dalam situasi yang realistis dan interaktif. Penelitian ini menggunakan pendekatan deskriptif kualitatif yang melibatkan 23 siswa sebagai partisipan. Data dikumpulkan melalui observasi kelas dan kuesioner mengenai partisipasi siswa, kepercayaan diri dalam berbicara, serta pengalaman mereka selama kegiatan bermain peran berlangsung. Data dianalisis secara deskriptif dengan mengidentifikasi respons dan perilaku siswa selama proses pembelajaran. Hasil penelitian menunjukkan bahwa kegiatan bermain peran dapat menciptakan lingkungan yang mendukung dan menyenangkan bagi siswa untuk berlatih berbicara bahasa Inggris. Melalui bermain peran, siswa memiliki kesempatan untuk berpartisipasi aktif, berinteraksi dengan teman sekelas, mengungkapkan gagasan, dan berlatih berbicara tanpa rasa takut yang berlebihan akan melakukan kesalahan. Kegiatan ini juga mendorong siswa untuk lebih terlibat dalam interaksi di kelas dan secara bertahap membangun kepercayaan diri mereka dalam menggunakan bahasa Inggris secara lisan. Berdasarkan temuan tersebut, bermain peran dapat dianggap sebagai kegiatan kelas yang bermanfaat untuk mendukung pengembangan kepercayaan diri siswa dalam berbicara bahasa Inggris.

Kata kunci: Kegiatan Bermain Peran, Kepercayaan Diri, Berbicara Bahasa Inggris

MOTTO

**Believe in yourself, trust
the process, and let your
efforts speak
(yuni sari nasution)**



DEDICATION

This thesis is dedicated to:

- My beloved parents, whose boundless love and heartfelt prayers have lit my path at every step. Your sacrifices and patience are priceless treasures, beyond what words or time could ever repay. Thank you for every prayer and gesture of love that has carried me to this moment.
- My older Sister and my three younger brother, who have always given me support and encouragement, my heartfelt gratitude goes to all of you.
- My esteemed lecturers and examiners, thank you for your sincere dedication and for taking the time to guide and direct me. The counsel and invaluable lessons you have provided have shaped both my academic journey and personal growth. My deepest gratitude to you; your dedication will always be remembered with the highest regard.
- My cherished companions in the 2021 English Education program, your unwavering support, encouragement, and kindness have been the pillars that carried me to this point. Thank you for the laughter, the tears, and the unforgettable moments of struggle and triumph we have shared together.

ACKNOWLEDGEMENT

The researcher would like to express the deepest gratitude to Almighty Allah SWT for His endless blessings, love, guidance, health, and mercy, which have enabled her to complete this thesis entitled "An analysis of the role play activities on enhance students' self confidence in speaking english."

This thesis is submitted to the English Education Department of the State College of Islamic Studies Mandailing Natal as a partial requirement for obtaining the Bachelor's Degree in Education (Strata 1/S1). May peace and blessings be upon the noble Prophet Muhammad S.A.W., who brought enlightenment to all of humanity, especially for Muslims around the world. Throughout the process of writing this thesis, the researcher has received invaluable support, encouragement, insightful suggestions, and constructive feedback from many people. On this special occasion, the researcher would like to sincerely acknowledge and extend her heartfelt thanks and appreciation to the following people:

1. Dr. Mara Samin Lubis, M.Ed as the head of STAIN Mandailing.
2. Mr. Dr. Amrizal, M.Pd, and Mrs. Rica Umrina Lubis, M.Hum the head and secretary of the English Department, allowed and guided the researcher to carry out the research.
3. Mrs. Dina Syarifah Nasution, M.Pd, and Mr. M. Hasyimsyah BTR, M.Hum, as the researcher's thesis advisors, for their help, instruction, guidance, time, and support in correcting and helping the researcher to finish her thesis.
4. Mrs, Lia Agustina Damanik M. Hum and Mrs.Fitriani,M.Pd as the examiners of the thesis, for their support, correction, and suggestions.
5. All the lecturers and all the secretariat officers of STAIN Mandailing Natal for their endless support, guidance, advice, and the invaluable lessons they have imparted to the author, enabling the author to reach this point
6. My beloved parents, With the almost respect and boundless love, the author expresses his deepest gratitude to his beloved father, MHD. Ridoan Nasution, and mother Maslan Rangkuti, Thank you for your unceasing prayers, sincere love, boundless sacrifice, and moral and material support, which have been a source of

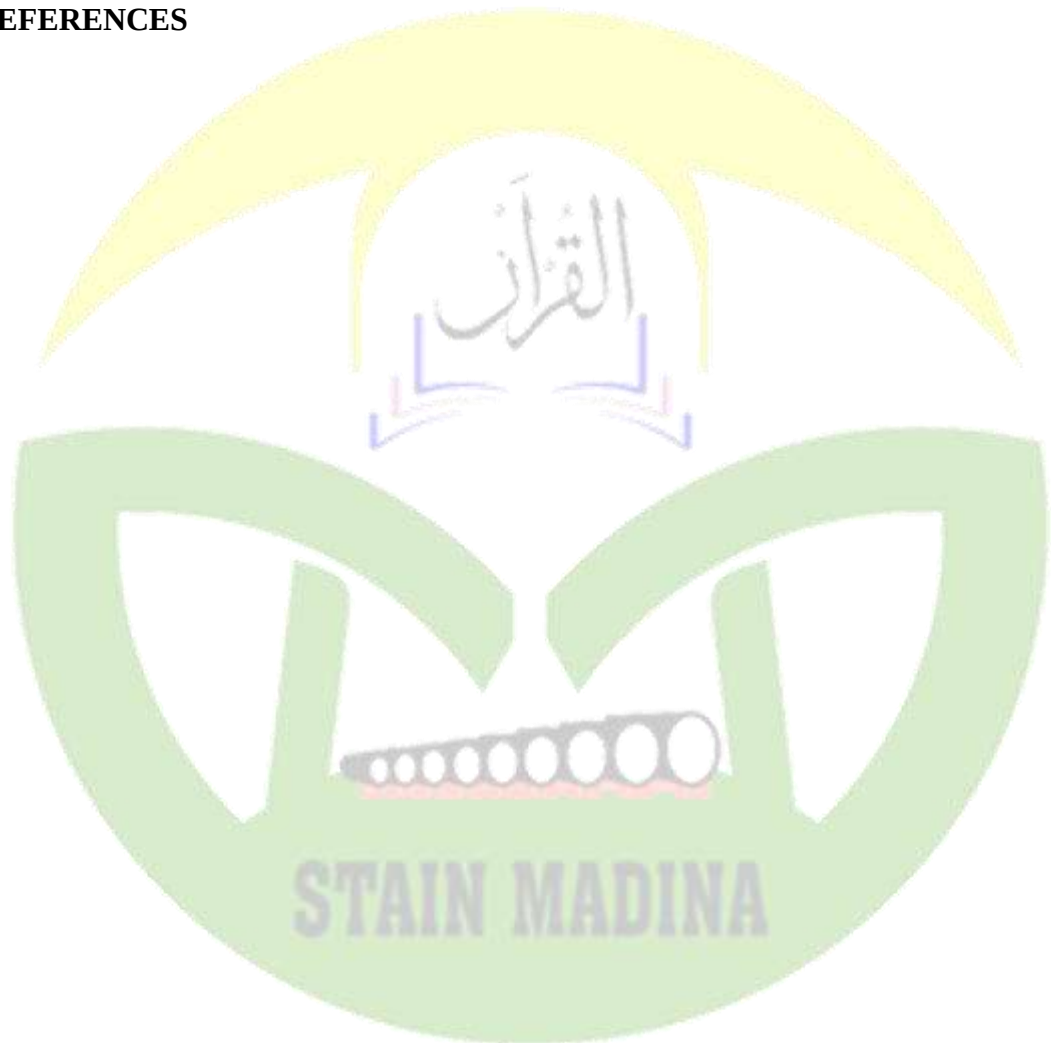
strength in every step of the author's journey. Without the guidance, patience, and encouragement provided by Father and Mother, the completion of this thesis would not have been possible. May Allah SWT continue to bestow His mercy, health, long life, and happiness upon Father and Mother.

7. My beloved sister, Lanna Sari and young brother Abdurrahman thank you for your prayers, support, and encouragement that have inspired me and motivated me throughout this journey.
8. Thank you to my best friend Nur Kholijah, who has always supported and helped me complete this thesis
9. All my beloved friends in the Department of English Language Education, class of 2021, thank you for the journey we shared through every challenge and every laughter. I will forever cherish the memories of our time together.
10. And then, thank you to myself Yuni Sari Nasution for enduring this journey with unwavering strength. Thank you for staying steadfast amid countless pressures, for refusing to give up when the path grew heavy, and for completing this thesis with sincerity and perseverance. Not everyone may understand the long process behind it, but the results will always speak for themselves a true testament to patience, resilience, and faith.
11. And the last thank you to all parties involved, whom I could not mention one by one, thank you for everything.

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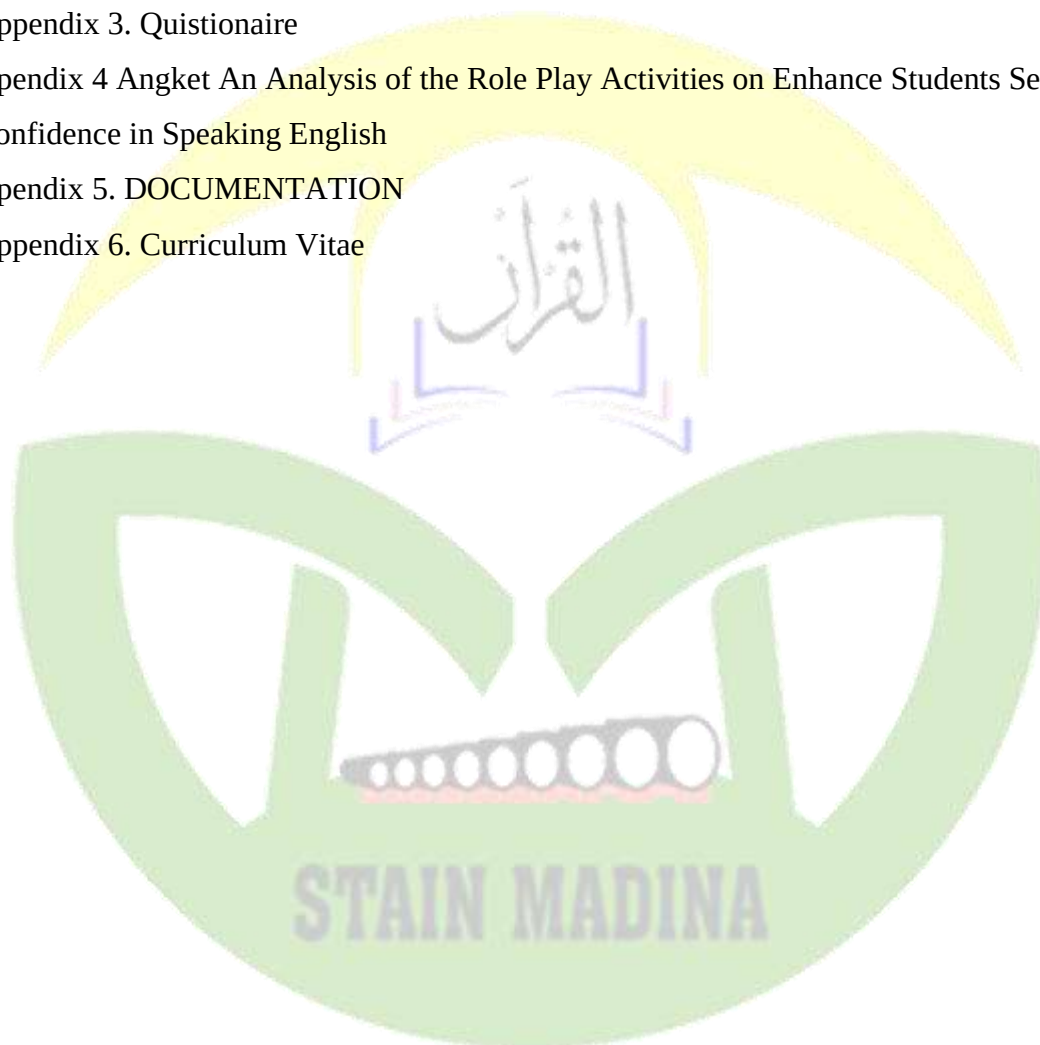
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the most essential tools for human communication. It enables individuals to express thoughts, share experiences, and engage in social interaction. In today's globalized era, English has gained the status of an international language, widely used in education, technology, science, and diplomacy. As a result, English mastery has become a key requirement for individuals to participate in global discourse, particularly for students in non-English-speaking countries like Indonesia.

English language instruction in Indonesia continues to evolve, with formal educational institutions emphasizing the development of communicative competence. Among the four language skills listening, reading, writing, and speaking speaking is often viewed as the most complex and challenging skill to acquire. As stated by Nunan (1991), speaking is the most demanding skill because it involves real-time processing, interaction, and the ability to manage language spontaneously. More recent studies support this view, suggesting that speaking requires simultaneous control of linguistic, psychological, and social elements (Alharbi, 2020; Leong & Ahmadi, 2017). Speaking requires not only mastery of vocabulary and grammar, but also self-confidence to deliver speech spontaneously and interactively. For many English as a Foreign Language (EFL) learners, speaking in English involves psychological barriers such as fear of making mistakes, anxiety, and low self-esteem (Teng, 2022).

One of the most prevalent issues encountered by students in English-speaking classrooms is low self-confidence. Despite having basic knowledge of English, many learners hesitate to speak due to fear of making mistakes, anxiety about pronunciation, or lack of self-assurance. This phenomenon was particularly noticeable during a preliminary observation conducted in April 2025 among third semester students of the Tadris Bahasa Inggris program at STAIN Mandailing Natal. During a speaking class involving approximately 23

students, only a few actively participated in speaking activities, while most appeared reluctant and passive. Some students, although demonstrating good vocabulary knowledge in written tasks, hesitated to speak during oral exercises. This lack of confidence was evident through their limited responses and avoidance of voluntary participation, suggesting that low self-confidence remains a significant barrier to speaking fluency and communicative competence.

According to Bandura's (1997) theory of self-efficacy, a person's belief in their own capabilities significantly influences their performance in any task, including speaking in a foreign language. Recent research also highlights that learners with higher levels of self-efficacy and confidence tend to communicate more actively and perform better in oral tasks (Rahimi & Zhang, 2022). This aligns with Krashen's (1982) Affective Filter Hypothesis, which emphasizes that emotional factors such as anxiety, motivation, and self-confidence greatly influence language acquisition. Similarly, Dörnyei and Ryan (2015) explain that affective variables shape learners' willingness to communicate and persistence in language learning. Therefore, it is essential for educators to implement strategies that not only focus on linguistic competence but also create supportive environments where students can gradually build their confidence (Mahmoodi & Mohebbi, 2020).

One of the teaching techniques that has been widely recognized for its potential to enhance speaking performance and reduce anxiety is role-play. According to Ladousse (1987), role-play provides learners with opportunities to experiment with the language in a safe and imaginative context, reducing fear of mistakes. More recent scholars also highlight that role-play can effectively promote speaking confidence and communicative competence by providing authentic and meaningful contexts for practice (Putri et al., 2022; Rahman & Setiawan, 2020). Role-play activities allow students to act out specific roles in simulated real-life situations such as shopping, interviewing, or giving directions. This helps learners use English in a realistic, engaging, and emotionally safe environment (Nguyen & Nguyen, 2023).

From a pedagogical perspective, role-play offers numerous benefits. It fosters student interaction, enhances fluency, and promotes authentic language use. More importantly, it provides a low-risk environment that helps students overcome their fear of speaking. Maley and Duff (2005) describe role-play as offering a “protective frame” that allows learners to take communicative risks without feeling personally exposed. Supporting this idea, a recent study by Arifin (2021) found that students participating in role-play activities demonstrated increased speaking confidence and reduced communication anxiety. The imaginative nature of role-play enables learners to speak as a character rather than themselves, thus lowering psychological pressure and encouraging freer self-expression.

Although several studies have examined the effectiveness of role-play in improving speaking skills (e.g., Ladousse, 2004; Livingstone, 1983), there remains a need for more recent and context-specific investigations focusing on its influence on students’ speaking confidence, particularly among Indonesian EFL learners at the tertiary level. Recent studies emphasize that role-play helps learners reduce anxiety and increase motivation by providing experiential learning opportunities (Handayani et al., 2021; Susanti, 2020). However, empirical research exploring how role-play specifically fosters self-confidence in speaking among students in Indonesian higher education contexts is still limited.

In the case of students of Tadris Bahasa Inggris at STAIN Mandailing Natal, it is crucial to explore how role-play activities influence their level of self-confidence when speaking English. Understanding their perceptions and experiences may offer new insights for creating psychologically supportive classroom practices.

Based on this background, this study aims to analyze how role-play activities contribute to increasing students’ confidence in speaking English, focusing on fourth-semester students of the Tadris Bahasa Inggris program at STAIN Mandailing Natal. This research employs a qualitative approach to explore students’ attitudes, reactions, and reflections regarding role-play in

speaking classes. The findings are expected to provide valuable input for educators in designing classroom strategies that address not only linguistic competence but also affective aspects of learning.

Mastering English speaking skills cannot be separated from developing learners' confidence. Teaching grammar and vocabulary alone is insufficient without addressing psychological readiness. Through the analysis of role-play activities, this study seeks to reveal how language learning can become both a linguistic and personal growth process empowering students to speak English with greater courage and self-assurance.

B. Formulation of the Problems

Based on the background described above, the present study seeks to address the following research questions:

1. How are role-play activities applied in enhancing students' self-confidence in speaking English?
2. What are students' perceptions of role-play activities in enhancing their self-confidence in speaking English?

C. Objectives of the Research

In line with the research questions, this study is intended to achieve the following objectives:

1. To identify how are role-play activities applied in enhancing students' self-confidence in speaking English?
2. To identify what are students' perceptions of role-play activities in enhancing their self-confidence in speaking English?

D. Significance of the Study

This research is expected to provide both theoretical and practical significance:

1. Theoretical Significance

This study is expected to contribute to the field of English language teaching, especially in understanding how role-play activities affect students' affective domain, particularly their confidence in speaking. It may also enrich the literature related to communicative language teaching and the role of affective factors in second language acquisition.

2. Practical Significance

a. For English Teachers:

The findings of this research can serve as a reference for teachers to implement role-play more effectively in the classroom as a means to encourage students to speak more confidently.

b. For Students:

This research may help students become more aware of the benefits of participating in role-play activities as a way to improve both their speaking ability and self-confidence in using English.

c. For Future Researchers:

This study may serve as a foundation or reference for further studies in related areas, such as the psychological factors in language learning or the implementation of communicative strategies in EFL classrooms.

E. Key Terms

To avoid ambiguity and to ensure a clear understanding of the main concepts used in this research, several key terms are defined as follows:

1. Role-Play Activities

In the context of English language learning, role-play activities refer to instructional techniques in which students act out specific roles or scenarios in simulated real-life communication. These activities are designed to mimic authentic interactions, such as conversations between a customer and a cashier, a teacher and a student, or a tourist and a guide. The purpose of role-play is to provide learners with meaningful opportunities to practice spoken English in a contextual and engaging manner. It enables

students to express themselves freely, develop fluency, and gain practical experience in using the language for communication.

2. Speaking Skill

Speaking skill is one of the four core language competencies, which involves the ability to produce meaningful and coherent spoken language. It includes pronunciation, fluency, vocabulary use, grammar accuracy, and the ability to interact and respond appropriately in various communicative situations. In this study, speaking skill is viewed as the primary medium through which students express their confidence and apply their language knowledge during role-play activities.

3. Students of English Education Department

This term refers to students enrolled in the English Education Department (Tadris Bahasa Inggris) at STAIN Mandailing Natal. Specifically, the study focuses on third-semester students who have already been introduced to foundational English language skills and are in the process of developing greater fluency and communicative competence, particularly in speaking. These students represent a relevant population for investigating the role of instructional techniques in improving speaking confidence.