

CHAPTER II

REVIEW OF LITERATURE

A. Speaking Skill in English Language Learning

1. Definition and Nature of Speaking Skills

Speaking skill is a productive language ability that enables learners to express their thoughts, feelings, and ideas orally in a coherent and meaningful way. According to Al Asna (2023), speaking skill involves the ability to produce language that is accurate, fluent, and contextually appropriate in spontaneous communication. It is not merely the mechanical production of words, but rather a complex cognitive and social process that reflects a speaker's linguistic competence and communicative intent.

Speaking skill integrates multiple components, including grammatical accuracy, vocabulary range, pronunciation, fluency, and discourse management. It also demands real time language processing, which makes it more challenging than other language skills. Learners are required to retrieve vocabulary, apply grammar rules, modulate intonation, and monitor listeners' responses simultaneously. Therefore, mastering speaking skill involves both linguistic proficiency and communicative confidence.

2. Challenges in Learning to Speak English

Despite its importance, many EFL learners struggle with speaking. Garcia (2023) highlights several challenges such as fear of making mistakes, lack of practice opportunities, limited vocabulary, and anxiety. These factors often lead to silence, avoidance behavior, and low participation in speaking tasks.

In many traditional classrooms, speaking is often neglected in favor of reading or writing. As a result, learners may have good passive knowledge of the language but lack the confidence and fluency needed for real-life communication. Moreover, when speaking is assessed formally and carries the pressure of grades, learners may feel even more inhibited.

To address these challenges, speaking instruction should be interactive, relevant, and emotionally safe. Activities such as role-play, storytelling, group discussions, and interviews provide learners with contextualized opportunities to use language meaningfully.

B. Indicators Of Self-Confidence in Speaking

Self-confidence in speaking is one of the most essential factors that influence learners' oral performance in a foreign language. A confident learner is more willing to take risks, communicate ideas, and participate actively in classroom activities, including role-play. Brown (2001), Ur (1996), and Nunan (2003) emphasize that speaking confidence can be observed through several indicators, such as fluency, pronunciation, body language, participation, anxiety reduction, and willingness to speak. The indicators can be explained as follows:

1. Fluency

- a. Refers to the ability to speak smoothly, continuously, and without unnecessary pauses or hesitation.
- b. A fluent speaker is able to produce utterances at a natural pace, with appropriate rhythm and flow.
- c. Confidence helps learners minimize interruptions and speak more spontaneously during communication.

2. Pronunciation

- a. Concerns the accuracy and clarity of producing sounds, stress, and intonation patterns in English.
- b. Confident learners tend to pronounce words more clearly, as they are less worried about making mistakes.
- c. Good pronunciation also reduces misunderstandings and increases the effectiveness of communication.

3. Body Language

- a. Includes eye contact, gestures, posture, and facial expressions that accompany spoken language.

- b. Confident students usually maintain appropriate eye contact, use natural gestures, and show relaxed body movement.
- c. Positive body language supports verbal communication and enhances the impression of self-assurance.

4. Participation

- a. Involves the extent to which learners engage actively in classroom speaking activities, especially in front of peers.
- b. Confident students are more likely to volunteer, initiate conversations, and take leadership roles in discussions.
- c. High participation reflects learners' readiness to express ideas and interact with others in English.

5. Reducing Anxiety

- a. Refers to the ability to control nervousness, shyness, or fear of making mistakes while speaking.
- b. A confident learner can manage emotions and continue speaking despite occasional errors.
- c. Lower anxiety leads to greater willingness to practice and take part in communicative tasks.

6. Willingness to Speak

- a. Describes learners' readiness and eagerness to use English in various contexts, both formal and informal.
- b. Confident learners tend to seize opportunities to speak, even in challenging or unfamiliar situations.
- c. This willingness demonstrates that learners value communication more than avoiding mistakes.

C. Role-Play Activities in English Language Learning

1. Definition of Role-Play Activities

Role play is widely recognized as a practical, learner-centered instructional strategy designed to improve students' communicative competence. According to Henisah et al. (2023), role play is an activity

where students are given specific roles in a particular scenario and asked to act out dialogues or conversations as naturally as possible, thereby simulating real-world communication in the classroom. This strategy is particularly effective in English as a Foreign Language (EFL) contexts, where authentic language exposure is often limited.

In essence, role-play combines elements of creativity, improvisation, and language use, making it a dynamic tool for language instruction. It moves beyond rote memorization of vocabulary or grammar rules, requiring students to think critically, adapt linguistically, and respond in context. In doing so, it provides students with opportunities to develop fluency, practice correct pronunciation, and engage in meaningful dialogue all while immersed in an interactive environment. These aspects make role-play a preferred technique in communicative language teaching (CLT), where language is treated as a tool for real-life interaction rather than a subject to be studied in isolation.

2. Importance and Benefits of Role-Play

The integration of role-play into language learning offers numerous pedagogical and psychological benefits. From a linguistic perspective, role-play encourages language production in a meaningful, contextualized manner. Senda (2023) notes that learners involved in role-play are more likely to use a variety of sentence structures, idiomatic expressions, and contextual vocabulary, which are essential for fluency development. Unlike structured drills, role-play allows for spontaneous use of language, enhancing learners' ability to negotiate meaning, ask for clarification, and express opinions naturally.

Psychologically, role-play has a significant impact on learner motivation and emotional well-being. It reduces the fear of making mistakes by framing speaking tasks as part of a “game” or performance, thereby lowering the affective filter. Zafar (2024) found that students who frequently engage in role-play experience decreased levels of anxiety and greater willingness to speak. This is particularly crucial in EFL classrooms,

where speaking is often seen as the most intimidating skill. Role-play encourages risk-taking in a controlled environment, which is vital for language acquisition.

In addition, role-play cultivates soft skills such as empathy, teamwork, problem-solving, and critical thinking. When students take on different personas, they must consider social context, tone, body language, and interpersonal dynamics all of which reflect real-world communication. It prepares them not just for language exams, but for practical use of English in academic, professional, and everyday settings.

3. Implementation of Role-Play in the Classroom

To ensure its effectiveness, the implementation of role-play must be strategic and well-facilitated. Brown (2024) suggests that instructors must align the role-play task with the learners' language proficiency, topic familiarity, and learning goals. Proper scaffolding such as pre-teaching useful phrases or modeling example dialogues ensures that learners feel prepared and supported.

Moreover, the teacher's role is crucial in guiding the activity. The teacher must act not only as a facilitator but also as a coach, helping students remain engaged, correcting errors sensitively, and encouraging active participation. After the activity, structured reflection or feedback sessions should be conducted to reinforce learning. These reflections can take the form of peer assessments, teacher comments, or even self-evaluations, helping students internalize their strengths and areas for improvement.

In modern classrooms, role-play can also be enhanced through digital platforms. Online simulations, virtual avatars, or asynchronous video dialogues (e.g., Flipgrid) can offer extended practice beyond the classroom. This integration of technology widens access and offers learners additional channels to build confidence in their speaking skills.

D. Self Confidence in Speaking English

1. Definition Self Confidence in Speaking

Self-confidence in speaking is defined as the learner's internal belief in their capacity to communicate effectively in the target language. Baothongchan et al. (2023) assert that self-confidence is a key determinant of whether a learner chooses to initiate or avoid communicative situations. In second language acquisition, self-confidence is not merely an outcome of linguistic competence, but an essential prerequisite for communicative success.

It is important to note that speaking self-confidence involves both cognitive and affective dimensions. Cognitively, it includes the awareness of one's language resources and strategic competence, while affectively, it involves self-esteem, motivation, and perceived competence. Therefore, self-confidence in speaking can be cultivated through repeated successes in oral tasks, affirming feedback, and a supportive classroom atmosphere that encourages participation without fear of ridicule or error.

2. Factors Influencing Speaking Self Confidence

Multiple factors shape the development of speaking self-confidence in EFL learners. Li et al. (2024) identified proficiency level, personality traits (such as introversion or extroversion), prior language learning experiences, and classroom dynamics as key influences. A student who has been frequently corrected in a harsh manner may develop speaking anxiety and withdraw from oral participation. Conversely, a learner who has experienced supportive feedback and peer encouragement is more likely to take risks and engage in communicative tasks.

Cultural background can also affect self confidence. In some educational cultures, learners are not encouraged to speak up or express disagreement with authority figures, which may result in passive classroom behavior. Additionally, gender dynamics, peer pressure, and teacher expectations may either empower or hinder learners from speaking freely.

Strategies such as building rapport, creating inclusive environments, and implementing collaborative learning activities are shown to increase learners' self-confidence. When students feel that their contributions are valued and that the classroom is a safe space, they are more likely to initiate conversations and participate in discussions.

3. Strategies to Enhance Speaking Self Confidence

Developing speaking self-confidence is a gradual process that requires intentional pedagogical strategies. Brown (2024) suggests incorporating low-stakes speaking tasks, such as pair discussions, think-pair-share, and guided dialogues before progressing to high-stakes activities like debates or public speaking. Role-play fits well into this progression because it blends structure with spontaneity, offering learners a scaffolded yet open-ended context to practice speaking.

These strategies can be directly linked to established indicators of speaking self-confidence identified in previous research. According to Ozturk and Gurbuz (2014), students with higher speaking confidence tend to exhibit a greater willingness to communicate, reduced speaking anxiety, increased fluency, and a higher tolerance for making mistakes. Role-play, as well as other low-pressure speaking activities, allows learners to engage in communication without fear of negative evaluation thus addressing these core indicators. In particular, such activities help students take more communicative risks, speak more freely, and gradually build their self-assurance in using the target language.

Furthermore, teachers should normalize making mistakes as a natural and necessary part of language learning. Constructive error correction, delivered positively, can help reinforce students' progress rather than discourage them. Alongside this, strategies such as verbal encouragement, peer support, and acknowledgment of effort can play an important role in enhancing students' self-confidence. By fostering a psychologically safe and supportive environment, students become more willing to participate

actively in oral communication and progressively strengthen their belief in their speaking abilities.

E. Review of Previous Studies

Previous studies consistently support the role of role-play in enhancing speaking skills and confidence. Senda (2023), in an experimental study, found that students who regularly participated in role-play activities showed a significant improvement in speaking fluency and self confidence. Likewise, Zafar (2024) concluded that the integration of role-play into speaking classes increased students' motivation and reduced anxiety.

Henisah et al. (2023) conducted a study involving junior high school students and found that those engaged in role-play performed better in oral exams and demonstrated a more positive attitude toward English learning. Baothongchan et al. (2023) emphasized that role-play allows students to “act” without the pressure of being judged as themselves, which encourages more expressive and confident language use.

These findings provide a solid theoretical and empirical foundation for this research, which seeks to analyze the implementation of role-play among fourth-semester students at STAIN Mandailing Natal. Unlike the previous studies, this research also explores student perceptions, making it more comprehensive in understanding the influence of role-play on confidence building.

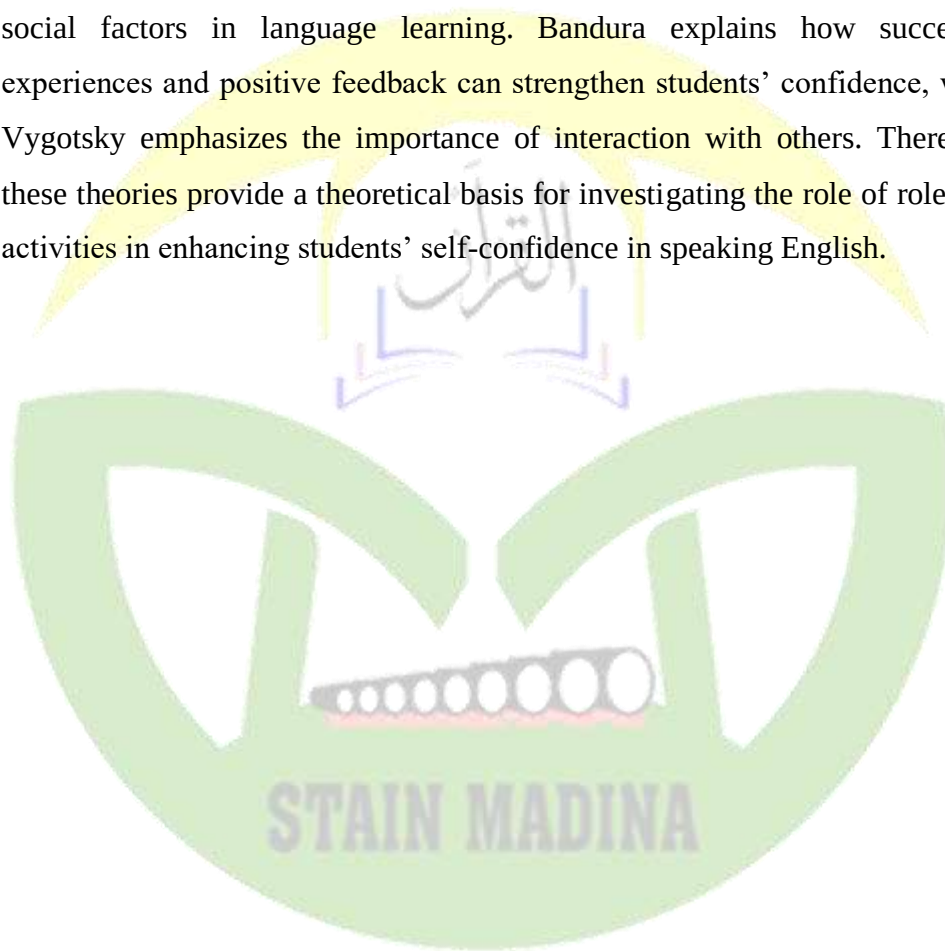
F. Theoretical Framework

This study draws upon Vygotsky's Social Constructivist Theory and Bandura's Self-Efficacy Theory. Vygotsky (1978) proposed that learning is a socially mediated process. Through role-play, learners engage in meaningful social interaction within the Zone of Proximal Development (ZPD), where they are guided by peers or instructors to perform beyond their current capabilities.

Meanwhile, Bandura's (1997) Self-Efficacy Theory explains the role of learners' beliefs in their ability to perform specific tasks. In this study, the theory plays an important role in explaining how role-play activities can

develop students' speaking confidence. When students successfully participate in role-play activities, such as being able to express their ideas, being understood by others, or receiving positive feedback, they may develop stronger beliefs in their speaking ability. These positive experiences can encourage students to participate more confidently in future speaking activities.

Together, Bandura's Self-Efficacy Theory and Vygotsky's Sociocultural Theory highlight the important role of both psychological and social factors in language learning. Bandura explains how successful experiences and positive feedback can strengthen students' confidence, while Vygotsky emphasizes the importance of interaction with others. Therefore, these theories provide a theoretical basis for investigating the role of role-play activities in enhancing students' self-confidence in speaking English.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study adopts a qualitative descriptive approach, which is considered suitable for exploring and understanding the complexities of human behavior, particularly in educational settings. The focus of this research is to deeply investigate how role-play activities contribute to enhancing students' confidence in speaking English. Unlike quantitative research, which relies on statistical data, qualitative research aims to obtain rich, detailed information that reflects participants' real experiences, thoughts, and feelings.

The qualitative descriptive design allows the researcher to capture the phenomena as they naturally occur in the classroom without controlling or manipulating the environment. According to Sandelowski (2000), qualitative descriptive studies are especially useful when straight descriptions of phenomena are desired, offering rich detail and contextual understanding without heavy theoretical interpretation. This approach enables the researcher to describe what happens, how it happens, and why it may happen in the context of language learning.

By using this design, the study is expected to provide an in-depth portrayal of the impact of role-play on learners' self-confidence in speaking, supported by narratives and observational data grounded in authentic classroom situations. As suggested by Lambert and Lambert (2012), qualitative descriptive research is suitable when the aim is to obtain information directly from those experiencing the phenomenon, making it appropriate for capturing students' perspectives and behaviors in real time.

B. Research Setting and Time

The research was conducted at the English Education Study Program (Tadris Bahasa Inggris) of STAIN Mandailing Natal. This program focuses on developing students' English proficiency and pedagogical skills. The

participants were third-semester students enrolled in the Speaking course, chosen because they had received foundational training in English communication and were actively engaged in speaking and role-play activities.

The study was carried out during the 2024/2025 academic year, over several weeks. Conducting the research during an active semester enabled the researcher to observe authentic classroom interactions and capture students' real-time behavior, participation, and reflections in their natural learning environment.

C. Subject of the Research

The subjects of this research consisted of **23 third-semester students** from the Tadris Bahasa Inggris program at STAIN Mandailing Natal. The participants were selected using **purposive sampling**, a non-probability sampling technique commonly applied in qualitative research. This approach allows the researcher to deliberately select individuals who possess relevant characteristics related to the study's objectives.

The inclusion criteria were as follows:

1. Students who had participated in role-play activities during the Speaking class.
2. Students with consistent attendance in the course.
3. Students willing to provide open and reflective responses to the questionnaire.

The total of 23 participants was considered adequate to provide diverse viewpoints while still allowing for in-depth qualitative analysis. This aligns with the concept of **data saturation**, in which data collection is continued until no new information emerges.

D. Data Collection Techniques

The data collection process consisted of three stages: **preparation**, **implementation**, and **data collection**.

1. Preparation Stage

At this stage, the researcher designed the research instruments, including an observation checklist, open-ended questionnaire, and documentation guideline. The researcher also obtained formal permission from the institution and reviewed the lecturer's lesson plan (RPS) to ensure that the role-play activities were implemented systematically within the course.

2. Implementation Stage

During the implementation, the research was conducted in the Speaking class of the third-semester students. The role-play activities were carried out based on the course syllabus and lesson plan. The researcher acted as a **non-participant observer**, meaning that the researcher did not interfere with the learning process but focused on observing the students' natural behavior and interaction patterns during role-play sessions.

3. Data Collection Stage

Data were collected through three primary instruments: **observation, open-ended questionnaire, and documentation**. Each instrument served a specific function in gathering information from different perspectives to ensure data credibility.

a. Observation

Observation was used to directly record students' behavior, attitudes, and participation during the role-play activities. The researcher observed indicators of students' confidence, such as their willingness to volunteer, ability to speak without hesitation, eye contact, body posture, voice clarity, and engagement with peers.

An **observation checklist** was employed to guide the process and ensure that data were systematically gathered. The observation focused on both verbal and non-verbal expressions of confidence. For instance, students who spoke clearly, maintained eye contact, or interacted actively with their group members were noted as demonstrating higher confidence.

The researcher took field notes throughout each session to document key moments, classroom atmosphere, and student reactions during the role-play. These notes provided contextual evidence to support the interpretation of questionnaire responses later on.

b. Open-Ended Questionnaire

After the role-play sessions, students were given an **open-ended questionnaire** designed to elicit their personal reflections, feelings, and perceptions about the use of role-play in improving their confidence in speaking English.

The questions encouraged participants to describe their experiences freely without being limited to predefined answers. Examples of prompts included:

- How do you feel when participating in role-play activities?
- In what ways do you think role-play helps you speak English more confidently?
- What challenges do you face during role-play activities?
- How do you overcome nervousness or fear when speaking in English?

The open-ended format allowed the researcher to capture detailed, honest, and nuanced responses that revealed students' individual perspectives. These written reflections provided valuable qualitative data that complemented the observational findings, helping to identify recurring themes related to self-confidence, motivation, and anxiety reduction.

c. documentation

Documentation was used to support and validate the data obtained from observation and questionnaires. The researcher collected various documents related to the teaching and learning process, such as:

- The **lesson plan (RPS)** prepared by the lecturer, which outlined learning objectives and activities related to role-play.

- **Students' role-play scripts** or performance notes, which illustrated their preparation and use of language in communicative contexts.
- **Photographs** of classroom activities, which served as visual evidence of students' participation and engagement during the sessions.

These documents were analyzed to provide additional insight into how the role-play activities were implemented and how students interacted in the classroom. They also served as **supporting evidence for triangulation**, ensuring that the findings were grounded in multiple forms of data rather than relying solely on self-reports or single observations.

Triangulation

To ensure the validity and credibility of the findings, the researcher applied **triangulation techniques** as proposed by Denzin (2017). This included:

- **Source Triangulation**, by comparing information obtained from different participants to identify consistency in their responses.
- **Technique Triangulation**, by cross-verifying data collected through multiple methods: observation, open-ended questionnaire, and documentation to confirm the accuracy and reliability of the findings.

This combination strengthened the interpretation of data and ensured that the conclusions were comprehensive and trustworthy.

E. Data Analysis Technique

The data were analyzed using the interactive model developed by Miles, Huberman, and Saldaña (2014), which involves three stages: data reduction, data display, and conclusion drawing/verification. In the data reduction stage, the researcher selected and organized the relevant data obtained from the questionnaire and observation checklist. In the data display stage, the data were

presented in tables and descriptive explanations to make the findings easier to understand. Finally, in the conclusion drawing and verification stage, the researcher interpreted the findings and checked their consistency with the research questions and the data collected.

To ensure the validity of the findings, the researcher verified the data by comparing the results from the questionnaire and observation checklist. The researcher also checked the consistency of the findings with the research objectives and the theoretical framework used in the study. This validation process was conducted to ensure that the findings accurately represented the students' self-confidence in speaking English during role-play activities.

1. Data Reduction

In this stage, the researcher reviewed and organized the raw data collected from observation, open-ended responses, and documentation. Irrelevant information was removed, and the remaining data were categorized into relevant themes such as indicators of confidence, learning attitudes, and reflections on role-play experiences.

2. Data Display

The organized data were presented in descriptive narratives and thematic summaries to facilitate interpretation. This stage helped the researcher identify patterns and relationships between students' experiences in role-play and their development of speaking confidence.

3. Conclusion Drawing and Verification

The researcher interpreted the emerging themes and patterns to draw conclusions that addressed the research objectives. To maintain validity, the findings were continually verified through triangulation, ensuring consistency between the observation, questionnaire, and documentation data.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings of the research entitled “Analysis of Role-Play Activities in Enhancing Self-Confidence in Speaking English.” The purpose of this chapter is to describe the findings obtained from the data collected during the research process. The participants of the study consisted of 23 students from the Tadris Bahasa Inggris Study Program at STAIN Mandailing Natal. The data were obtained through a questionnaire and an observation checklist. The questionnaire was used to identify students’ perceptions of role-play activities and their confidence in speaking English, while the observation checklist was used to identify students’ actual behaviors and participation during role-play activities.

The findings are presented based on the focus of the research questions. The first research question concerns how role-play activities are applied in enhancing students’ self-confidence in speaking English, while the second research question concerns students’ perceptions of role-play activities in enhancing their self-confidence in speaking English. Therefore, the findings focus on the implementation of role-play activities, students’ speaking confidence, students’ perceptions, and the comparison between questionnaire and observation results.

1. The Implementation of Role-Play Activities in Speaking Class

The first finding concerns the implementation of role-play activities in the speaking class. Based on the observation checklist, role-play provided students with opportunities to practice speaking English through classroom interaction. During the activities, students were required to communicate with their classmates, perform assigned roles, use English expressions, and present their conversations or performances in front of others. These activities created opportunities for students to use English in a more

communicative situation rather than only responding to conventional speaking exercises.

The observation consisted of ten aspects related to students' confidence and speaking performance. The results showed that the first six aspects were observed **sometimes**, while the last four aspects were observed **always**. This finding indicates that the implementation of role-play produced different levels of students' performance across the observed indicators. Some behaviors related to speaking ability and confidence were not consistently demonstrated, while social interaction, body language, willingness to speak, and overall improvement in confidence were more consistently observed.

Table 4.1 : Observation

No.	Observation Aspect	Result
1	Student shows confidence when speaking English.	Sometimes
2	Student participates actively during role-play.	Sometimes
3	Student speaks with fluency during role-play.	Sometimes
4	Student uses correct pronunciation when speaking.	Sometimes
5	Student reduces hesitation or anxiety when speaking.	Sometimes
6	Student uses appropriate vocabulary and expressions.	Sometimes
7	Student interacts and cooperates well with peers.	Always
8	Student uses body language and gestures when speaking.	Always
9	Student is willing to speak in front of the class.	Always
10	Overall confidence in speaking improves through role-play.	Always

The first observation aspect, students showing confidence when speaking English, was categorized as *sometimes*. This means that confidence was visible during some role-play activities but was not consistently demonstrated. This finding suggests that students may have different levels of confidence when performing speaking tasks. Some

students may feel comfortable performing their roles, while others may still experience hesitation when speaking English. Therefore, role-play provided an opportunity for confidence development, but the development of confidence was not necessarily equal or immediate for every student.

The second aspect, active participation during role-play, was also observed as *sometimes*. This suggests that students participated in the activities, but their level of participation varied. Some students may have been more active in performing their roles, while others may have participated more cautiously. This variation is important because participation is closely related to speaking confidence. Students who are confident may be more willing to initiate or maintain conversations, whereas students who are less confident may require more encouragement and preparation before speaking.

The third aspect, speaking fluency, was observed as *sometimes*. This indicates that students were able to speak fluently in certain situations, but fluency was not consistently maintained throughout the role-play activities. The finding may indicate that students were still developing their ability to produce English spontaneously. Although role-play provides opportunities to practice speaking, fluency requires repeated practice and familiarity with vocabulary, expressions, pronunciation, and conversational patterns.

The fourth aspect, correct pronunciation, was also observed as *sometimes*. This finding indicates that students were able to produce understandable English pronunciation in some situations, but pronunciation was not consistently accurate. Pronunciation can be challenging for English learners because students may still be influenced by their first language or may lack confidence in producing unfamiliar sounds. Therefore, role-play can provide opportunities for pronunciation practice, but it may need to be combined with continuous pronunciation practice and feedback.

The fifth aspect, reduction of hesitation or anxiety, was observed as *sometimes*. This finding suggests that role-play may help some students feel less nervous when speaking, but anxiety was not completely eliminated.

Students may still experience hesitation when they need to remember vocabulary, pronounce words correctly, or speak in front of their classmates. This result demonstrates that self-confidence in speaking is a process that may develop gradually through repeated speaking experiences.

The sixth aspect, use of appropriate vocabulary and expressions, was also categorized as *sometimes*. Students were able to use appropriate vocabulary and expressions during some role-play performances, but the behavior was not consistently observed. This may be related to students' different levels of vocabulary knowledge and familiarity with the role-play situation. Nevertheless, the questionnaire findings provide further evidence that role-play gave students opportunities to use new vocabulary.

In contrast, the seventh aspect, interaction and cooperation with peers, was observed as *always*. This was one of the strongest findings from the observation. Role-play requires students to communicate and cooperate with other participants in order to complete the assigned situation. Students therefore had opportunities to practice English while working together. This interaction can create a supportive environment because students do not perform the activity completely alone.

The eighth aspect, use of body language and gestures, was also observed as *always*. This indicates that students consistently used non-verbal communication while performing their roles. Body language, gestures, and facial expressions can help students communicate meaning and make their performances more natural. The consistent use of these behaviors also indicates that role-play encouraged students to express themselves beyond the use of spoken words alone.

The ninth aspect, willingness to speak in front of the class, was observed as *always*. This is an important finding because willingness to speak is closely related to speaking confidence. Even though some students still showed hesitation, they were willing to participate in front of their classmates. The role-play format may have helped students feel that they

were performing a particular role rather than simply being individually evaluated on their English ability.

Finally, the tenth aspect, overall confidence in speaking improving through role-play, was observed as *always*. This indicates that, from the observer's perspective, the role-play activities provided an environment in which students demonstrated overall development in speaking confidence. However, this finding should be interpreted together with the first six observation aspects, which were only observed *sometimes*. Therefore, the overall finding does not mean that every individual aspect of speaking confidence was consistently strong.

2. Students' Perceptions of Role-Play Activities

The second major finding concerns students' perceptions of role-play activities. The questionnaire consisted of **20 statements** using a five-point Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. The questionnaire was completed by **23 students**, resulting in a total of **460 responses**.

The overall mean of the questionnaire responses was **3.62 out of 5**. This result indicates that students' perceptions of role-play activities were generally positive. The responses show that students tended to agree that role-play provided useful opportunities for speaking practice, supported classroom interaction, created a positive learning atmosphere, and contributed to their confidence in using English.

Table4.2 : The results of the questionnaire are presented below.

Item	Statement Focus	Mean
1	Participation in role-play activities	3.52
2	Frequency of role-play use	3.48
3	Understanding role-play instructions	3.74
4	Comfort working with classmates	3.74
5	Increased confidence in speaking English	3.74
6	Insufficient speaking practice through role-play*	3.26
7	Reduction of anxiety	3.61
8	Fear of making mistakes	3.57
9	Speaking fluency	3.70
10	Attention during speaking activities	3.74
11	Use of new vocabulary	3.83
12	Speaking more naturally	3.61
13	Active participation	3.65
14	Enthusiasm for learning speaking	3.52
15	Positive and supportive classroom atmosphere	3.78
16	Willingness to speak in front of classmates	3.43
17	Overall speaking ability	3.61
18	Effectiveness of role-play in increasing confidence	3.65
19	Increased confidence through role-play	3.65
20	Recommendation for more frequent role-play	3.52

The highest mean was found in item 11, with a mean of 3.83. This item states that role-play encourages students to use new vocabulary when speaking English. The result indicates that students perceived role-play as a useful opportunity to apply vocabulary in an actual speaking context. Instead of only memorizing vocabulary, students had opportunities to use

words and expressions as part of a role or situation. This may make vocabulary learning more connected to communication.

The second-highest mean was found in item 15, with a mean of 3.78. This item concerns whether role-play creates a positive and supportive classroom atmosphere. The result indicates that students generally viewed the classroom environment during role-play positively. A supportive atmosphere is important in speaking classes because students may feel more comfortable expressing themselves when they are working with classmates and participating in an activity that is structured around a particular role.

Items 3, 4, 5, and 10 each obtained a mean of 3.74. Item 3 indicates that students generally understood the instructions provided during role-play. Item 4 shows that students felt comfortable working with their classmates. Item 5 indicates that students generally felt more confident speaking English through role-play. Item 10 indicates that role-play increased students' attention during speaking activities. Taken together, these findings suggest that students generally understood the activity and felt comfortable participating in it.

Item 9, which concerns speaking fluency, obtained a mean of 3.70. This result indicates that students generally perceived role-play as helpful in developing their ability to speak English more fluently. Role-play requires students to produce language within a particular communicative context, which gives them an opportunity to practice speaking beyond isolated sentences or vocabulary exercises.

Items 7 and 8 concern anxiety and fear of making mistakes. Item 7 obtained a mean of 3.61, while item 8 obtained a mean of 3.57. These results indicate that students generally perceived role-play as helping them deal with anxiety and fear of making mistakes. However, the means are not extremely high, suggesting that some students may still experience nervousness or concern about making mistakes while speaking English.

Item 16, concerning willingness to speak in front of classmates, obtained a mean of 3.43. This was one of the relatively lower results among the confidence-related items. The result indicates that although students generally had a positive response, willingness to speak publicly may remain challenging for some students. This finding is consistent with the observation result, where confidence and active participation were observed only *sometimes*, although willingness to speak in front of the class was observed *always*.

3. Students' Self-Confidence in Speaking English

The questionnaire findings provide several indications regarding students' self-confidence in speaking English. Item 5, which states that role-play makes students feel more confident to speak English, obtained a mean of **3.74**. This indicates that students generally agreed that role-play contributed positively to their confidence.

Similarly, item 18 obtained a mean of **3.65**, indicating that students generally perceived role-play as effective in increasing students' confidence in speaking English. Item 19 also obtained a mean of **3.65**, showing that students generally felt more confident speaking English through role-play.

These findings suggest that role-play was not perceived merely as a classroom performance activity. Instead, students viewed it as an opportunity to practice English and develop greater confidence. When students are given a specific role and situation, they may have a clearer idea of what they need to say and how they should respond. This structure can reduce some of the difficulty associated with producing spontaneous speech.

However, the observation results provide a more nuanced picture. The first observation aspect, concerning students' confidence when speaking English, was recorded as *sometimes*. This means that although students perceived role-play positively, observable confidence was not consistently demonstrated in every situation. This difference is important because self-

confidence is an internal perception, while observation focuses on external behavior.

The findings therefore suggest that students' perceived confidence may develop before it becomes consistently visible in their speaking performance. Students may feel more comfortable with role-play but may still hesitate when dealing with pronunciation, vocabulary, fluency, or anxiety. Continued practice may be needed for students to transform their increased confidence into consistent speaking behavior.

4. Triangulation of Questionnaire and Observation Findings

The questionnaire and observation findings provide complementary evidence. The questionnaire represents the students' own perceptions and experiences, whereas the observation provides information about students' behavior during role-play activities. Comparing these two sources helps provide a more comprehensive understanding of the phenomenon.

The questionnaire showed an overall positive perception, with an overall mean of **3.62**. Students particularly responded positively to the use of new vocabulary, the positive classroom atmosphere, understanding instructions, working with classmates, and increased confidence. These findings suggest that students generally considered role-play to be a useful activity for their English speaking class.

The observation results support several of these findings. Students were observed to **always** interact and cooperate with their peers, use body language and gestures, and show willingness to speak in front of the class. These observations are consistent with the questionnaire results concerning cooperation, participation, and confidence.

However, the observation also showed that confidence, fluency, pronunciation, anxiety reduction, and vocabulary use were only observed *sometimes*. This finding provides an important qualification to the questionnaire results. Students generally believed that role-play was beneficial, but the observed performance suggests that some aspects of speaking confidence still needed development.

Therefore, the triangulation indicates that role-play was generally a positive and supportive activity for students. At the same time, it should not be interpreted as a method that automatically produces high confidence in every aspect of speaking. Instead, role-play appears to provide **opportunities and a supportive environment** through which students can gradually develop confidence and speaking ability.

B. Discussion

1. The Implementation of Role-Play Activities in Enhancing Students' Self-Confidence

The findings show that role-play provided students with opportunities to use English through interactive and communicative activities. The observation showed that students consistently interacted and cooperated with their peers, used gestures and body language, and were willing to speak in front of the class. These behaviors indicate that the role-play activity created opportunities for students to participate in speaking situations rather than remaining passive learners.

The finding is particularly relevant to the development of speaking confidence because confidence can be supported when learners are given opportunities to perform a task repeatedly. In role-play, students have a particular situation and role to guide their communication. This structure may make speaking tasks more manageable because students do not have to create an entire conversation without context.

The questionnaire findings also support this interpretation. Item 5 obtained a mean of **3.74**, showing that students generally agreed that role-play made them more confident in speaking English. Item 18 and item 19 also obtained means of **3.65**, indicating positive perceptions regarding the effectiveness of role-play and the development of confidence.

From the perspective of **Bandura's Self-Efficacy Theory**, students' confidence can be influenced by their experiences in performing tasks. In the context of this study, role-play gives students opportunities to perform

speaking tasks and experience themselves using English in front of others. Successful participation may contribute to stronger beliefs about their ability to communicate in English.

Nevertheless, the observation result showing that confidence was only *sometimes* visible should also be considered. It suggests that students' confidence was not uniform. Some students may have been comfortable participating, while others may still have needed additional support. Therefore, role-play can be viewed as a supporting activity for confidence development rather than a single activity that immediately eliminates speaking difficulties.

2. Role-Play, Social Interaction, and Students' Confidence

One of the strongest findings from the observation was that students **always interacted and cooperated well with their peers**. This finding demonstrates that role-play encouraged social interaction as an important part of speaking practice.

The questionnaire result for item 4, with a mean of **3.74**, supports this finding. Students generally felt comfortable working with their classmates during role-play. Working with peers may reduce the pressure associated with speaking English individually because students can practice together, exchange ideas, and support one another.

This finding can be connected with **Vygotsky's Social Constructivist Theory**, which emphasizes the importance of social interaction in the learning process. From this perspective, learning occurs not only through individual activity but also through interaction with others. Role-play provides a social context in which students can construct and practice language through communication with their classmates.

The social nature of role-play may also contribute to students' willingness to participate. Instead of simply answering questions from the lecturer, students become participants in a communicative situation. They have to listen to their peers, respond appropriately, and continue the

interaction. Such experiences can help students become more familiar with using English in social communication.

Therefore, the findings suggest that the interactional nature of role-play is an important element in supporting students' speaking confidence. The activity provides students with opportunities to communicate, cooperate, and learn from one another.

3. Role-Play and Anxiety Reduction

Another important finding concerns students' anxiety when speaking English. Item 7 obtained a mean of **3.61**, indicating that students generally agreed that role-play helped reduce their anxiety. Item 8 obtained a mean of **3.57**, suggesting that students also generally felt less afraid of making mistakes during role-play.

These findings suggest that role-play may create a less threatening environment for speaking practice. When students perform a role, they can focus on the situation and character they are presenting. This may reduce some of the personal pressure they experience when speaking directly as themselves.

However, the observation showed that the reduction of hesitation or anxiety was only **sometimes** observed. This finding indicates that the positive perception of students did not necessarily mean that anxiety disappeared completely. Students may still feel nervous when speaking in front of others, particularly when they are uncertain about vocabulary, pronunciation, or grammar.

This difference between students' perceptions and observed behavior is important in interpreting the findings. It demonstrates that anxiety is not always easy to identify externally. A student may participate in an activity even while experiencing internal nervousness. Therefore, questionnaire data are useful for understanding students' subjective experiences, while observation helps identify visible behaviors.

Overall, role-play appears to provide a supportive context that can help students deal with speaking anxiety, but continued practice is still necessary for anxiety reduction to become more consistent.

4. Role-Play and Speaking Fluency

The questionnaire result for item 9 was **3.70**, indicating that students generally agreed that role-play helped them speak English more fluently. This positive perception suggests that students recognized the value of repeated speaking practice through role-play.

Speaking fluency involves the ability to produce language with an appropriate level of continuity and without excessive hesitation. Role-play can provide students with opportunities to practice conversational sequences, responses, and expressions within meaningful situations. This makes the speaking practice more contextual than simply memorizing individual sentences.

However, the observation showed that fluency was only observed **sometimes**. This suggests that although students perceived role-play as helpful, fluent speaking had not yet become a consistent characteristic of all performances.

The difference may be explained by the fact that students require repeated exposure and practice before improvements in fluency become consistently visible. Role-play can provide the opportunity for such practice, but the frequency and duration of the activities may influence how much students develop their fluency.

Therefore, the findings suggest that role-play has potential to support speaking fluency, but students may need to participate in role-play regularly to develop greater consistency in their spoken English.

5. Role-Play and Willingness to Speak

Willingness to speak is another important aspect of speaking confidence. The observation showed that students were **always willing to speak in front of the class** during role-play. This was one of the strongest behavioral findings in the study.

However, the questionnaire result for item 16 was **3.43**, which was relatively lower than several other items. This suggests that students generally had a positive perception of their willingness to speak, but the level of confidence may differ among students.

The difference between the questionnaire and observation results can be interpreted as an indication that role-play encouraged students to participate even when they did not feel completely confident. The structure of the activity may have given students a reason and opportunity to speak in front of others.

This is important because willingness to speak is not necessarily the same as complete absence of nervousness. A student may still feel nervous but be willing to participate. In this study, role-play appears to have encouraged students to take part in speaking activities despite some continuing difficulties.

Therefore, role-play may contribute to the development of speaking confidence by creating opportunities for students to overcome hesitation through actual participation.

6. Role-Play, Vocabulary, and Natural Speaking

The highest questionnaire mean was found in item 11, with a score of **3.83**, indicating that students generally agreed that role-play encouraged them to use new vocabulary when speaking English. This was one of the clearest positive perceptions in the questionnaire data.

The use of vocabulary in context is important because knowing vocabulary does not necessarily mean that students can use it effectively in communication. Role-play provides students with a situation in which certain words and expressions become relevant to the conversation. As a result, students have opportunities to practice vocabulary as part of meaningful communication.

Item 12, concerning speaking English more naturally, obtained a mean of **3.61**. This also suggests a generally positive perception. Students may

perceive that role-play allows them to practice expressions and responses in a way that resembles real communication.

However, the observation showed that appropriate vocabulary and expressions were used only **sometimes**. This indicates that students' perceptions of vocabulary development were more positive than what was consistently visible during observation. Again, this difference suggests that students may recognize the usefulness of role-play for vocabulary practice even though their ability to use vocabulary consistently is still developing.

7. Overall Discussion of the Findings

Overall, the findings indicate that role-play activities were generally perceived as beneficial by the 23 students participating in the study. The questionnaire produced an overall mean of **3.62 out of 5**, indicating a generally positive response toward role-play and its relationship to speaking confidence.

The strongest questionnaire findings were related to the use of new vocabulary, positive classroom atmosphere, understanding instructions, cooperation with classmates, and increased confidence. These findings suggest that role-play provided students with a learning environment in which they could practice English through interaction and participation.

The observation findings further demonstrated that students consistently interacted and cooperated with their peers, used body language and gestures, and were willing to speak in front of the class. These behaviors support the idea that role-play encouraged students to become active participants in the speaking classroom.

At the same time, the findings also demonstrate that some aspects of speaking confidence were not consistently observed. Confidence, active participation, fluency, pronunciation, anxiety reduction, and vocabulary use were observed only *sometimes*. This means that role-play should not be viewed as an immediate solution to all difficulties in speaking English.

The combination of questionnaire and observation findings therefore provides a more balanced interpretation. Students generally **perceived**

role-play positively, and the classroom observations showed several positive behaviors associated with confidence. However, some speaking skills and confidence indicators still required further development.

Based on these findings, role-play can be understood as a **supportive and interactive speaking activity that provides students with opportunities to practice English, interact with peers, use new vocabulary, express themselves through verbal and non-verbal communication, and become more willing to speak in front of others.** Its contribution to self-confidence appears to occur through participation and repeated speaking experiences rather than through an immediate or uniform improvement in every aspect of speaking performance.

This interpretation is consistent with the qualitative descriptive design of the study. The findings describe students' experiences, perceptions, and observed behaviors rather than statistically proving a causal relationship between role-play and increased confidence. Therefore, the appropriate conclusion is that **role-play activities supported and contributed to the development of students' self-confidence in speaking English within the context of the observed speaking class.**