

**TEACHERS' PERCEPTIONS OF THE IMPLEMENTATION
OF ROLE PLAY TECHNIQUE IN TEACHING ENGLISH SPEAKING**

THESIS

By:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGES AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
PALANGKA RAYA UNIVERSITY
2026**

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OF ROLE PLAY TECHNIQUE IN TEACHING ENGLISH SPEAKING**

THESIS

Presented to
Faculty of Teacher Training and Education
Universitas Palangka Raya
in partial fulfillment of the requirements
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Sarjana Pendidikan

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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2026**

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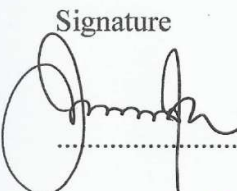
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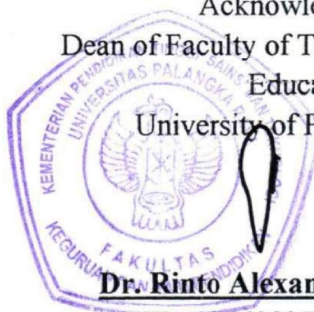
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ABSTRACT

Adji, Tegar Sukma. 2026. Teachers' Perceptions of The Implementation of Role Play Technique in Teaching English Speaking. Thesis. Study Program of English Language Education, Department of Languages and Arts Education, Faculty of Teacher Training and Education, Universitas Palangka Raya. Supervisor I: Akhmad Fauzan, Supervisor II: Muhammad Subhan Fikri.

Key Words: Teachers' perception, Speaking, Roleplay

This study explored teachers' perceptions of the implementation of roleplay in teaching English speaking. Speaking is an important aspect of language learning; however, many students often struggle to express themselves. As a result, teachers would employ various methods to encourage participation in speaking activities, including roleplay. This study aimed to investigate how teachers perceive roleplay in teaching speaking and how these perceptions influence their classroom activities.

This research employed a qualitative approach. The participants of this study were two English teachers from the same school. The data were collected through semi-structured interviews to gain a direct understanding of teachers' views and experiences of implementing roleplay in their classes. The collected data were then analyzed using thematic analysis to identify recurring patterns and themes related to the teacher's perception.

The findings revealed that these teachers generally held positive perceptions of roleplay. Through its clear assessment, an increase in student performance and confidence. Overall, the results suggest that roleplay is perceived as a valuable method for supporting speaking activities in the classroom.

ABSTRAK

Adji, Tegar Sukma. 2026. Persepsi Guru Terhadap Penerapan Bermain Peran dalam Pengajaran Bahasa Inggris. Skripsi. Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Palangka Raya. Pembimbing I: Akhmad Fauzan, Pembimbing II: Muhammad Subhan Fikri.

Kata Kunci: Persepsi guru, Berbicara, Bermain peran

Penelitian ini mengkaji persepsi guru terhadap penerapan peran bermain (roleplay) dalam pengajaran berbicara bahasa Inggris. Berbicara merupakan aspek penting dalam pembelajaran bahasa; namun, banyak siswa seringkali kesulitan dalam mengekspresikan diri. Akibatnya, guru sering menggunakan berbagai metode untuk mendorong partisipasi dalam aktivitas berbicara, termasuk peran bermain. Penelitian ini bertujuan untuk menyelidiki bagaimana guru memandang peran bermain dalam pengajaran berbicara dan bagaimana persepsi tersebut mempengaruhi aktivitas di kelas.

Penelitian ini menggunakan pendekatan kualitatif. Peserta penelitian ini adalah dua guru bahasa Inggris dari sekolah yang sama. Data dikumpulkan melalui wawancara semi-terstruktur untuk memperoleh pemahaman langsung tentang pandangan dan pengalaman guru dalam menerapkan peran bermain (roleplay) di kelas mereka. Data yang dikumpulkan kemudian dianalisis menggunakan analisis tematik untuk mengidentifikasi pola dan tema yang berulang terkait persepsi guru.

Temuan menunjukkan bahwa para guru umumnya memiliki persepsi positif terhadap peran bermain. Melalui penilaian yang jelas, terdapat peningkatan dalam kinerja dan kepercayaan diri siswa. Secara keseluruhan, hasil penelitian menyarankan bahwa peran bermain dianggap sebagai metode yang berharga untuk mendukung aktivitas berbicara di kelas.

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The author understands that this thesis is far from perfect and can definitely be improved; with that, any feedback and suggestions are truly appreciated. The author hopes this thesis will be beneficial to readers.

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