Improving Students' Confidence in Speaking Skills Using Scripted Role Play at Yogyakarta Tourism Academy

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ARTICLE INFO

ABSTRACT

The research aims to investigate the efficacy of scripted role play in boosting students' confidence in speaking English at Yogyakarta Tourism Academy, focusing on third-grade students. Additionally, the study seeks to identify and address obstacles hindering students' speaking practice. This is qualitative descriptive employing interviews, observations, and literature reviews to gather data. The finding shows that scripted role-play can enhance students' speaking skills holds broader implications for language education and instructional practices. It suggests that structured and scaffolded activities like scripted role-play offer valuable opportunities for targeted language practice within a supportive learning environment. This implies that lecturers can incorporate scripted role-play into their curriculum to provide students with focused speaking practice, particularly for pronunciation, fluency, and intonation. The scripted role-play fosters collaboration and active participation among students, so it can contribute to a communicative and interactive classroom environment. Finally, scripted role-play can build students' confidence by providing clear guidelines and achievable goals. Students' confidence might be increased by knowing what to anticipate in a role-play scenario. Their comfort level with the script increases along with their confidence in their language skills leading them to more casual talks. Indeed, pronunciation can present a daunting obstacle for language learners. Scripted role-playing is a useful method in language training. It offers a safe environment for students to hone their language abilities, particularly their pronunciation while boosting their self-esteem and getting them ready for interpersonal interactions in the real world. However, scripted roleplay offers a promising solution and avenue for advancement.

Introduction

This time, proficiency in English is becoming increasingly essential due to its status as a global language pivotal in numerous international interactions. In Indonesia, English is taught as a compulsory subject at Yogyakarta Tourism Academy, recognizing the necessity of language skills for students, particularly in speaking. Proficiency in spoken English is crucial for professional engagement on a broader scale, emphasizing the importance of fluent conversation ability. Consequently, students are motivated to master both oral and written English to enhance their employability prospects as Chaney and Burk (1998) highlight in their seminal work, oral communication is not merely about speaking but involves a comprehensive understanding of listening, processing, and responding effectively.

In light of this, English language instruction should prioritize students' linguistic competence and communication development. It builds on the foundational work of Byrne (1986), who emphasized the importance of engaging students in meaningful communication activities. Byrne's methodology highlights techniques such as role-playing, debates, and group discussions as critical tools for language acquisition. Educators should employ innovative and dynamic teaching methods to foster engagement and effectiveness in learning. However, many students encounter challenges, particularly in speaking, which can dampen their enthusiasm, confidence, and interest in the language. Overcoming these obstacles necessitates consistent practice and supportive speaking partners. Speaking proficiency not only facilitates communication but also boosts students' self-confident (Kanza, 2015). Pedagogical strategies enhance oral proficiency among language learners (Thornbury, 2005). Brown (2007) as cited Parmawati (2018) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing speech of sounds as the main instrument.

Various factors contribute to students' speaking difficulties, including lack of interest, inadequate materials, media resources, and ineffective instructional techniques. Despite efforts, the mastery of English remains low among third-semester students at Yogyakarta Tourism Academy, particularly in subjects like English for Food and Beverage Service. Fear and nervousness often hinder students from expressing themselves confidently in English, leading to avoidance and reluctance to engage in speaking activities. However, employing instructional techniques like role play has proven effective in enhancing speaking skills and confidence among students (Lestari & Andini, 2020). According to Burns and Joyce (1997), effective speaking skills are critical for successful communication in a second language, yet they often remain a challenging aspect for learners to master. Luca and Heal (2006), role-play can serve as an effective teaching strategy to enhance these skills among students. It explores the impact of role-play exercises on students' ability to collaborate and communicate effectively.

Enhancing students' speaking confidence is a fundamental goal in language education. Among the myriad of teaching strategies available, scripted role-play stands out as an especially effective method. This approach provides learners with a clear structure and defined roles, reducing the anxiety associated with spontaneous speaking. Brown and Yule (1983), stated "Teaching the Spoken Language" emphasizes the importance of contextualized practice and interactive techniques in language acquisition (p. 25). Students can focus on improving their pronunciation, intonation, and overall fluency by practicing within a safe and supportive framework. Scripted role-play not only makes the learning process more engaging but also equips students with the confidence to use their language skills in real-world scenarios. Structured role play activities can contribute to language proficiency development among young learners, with a focus on practical applications within educational settings (Rayhan, 2014). The significance of this technique lies in its ability to transform hesitant speakers into confident communicators, ready to tackle the challenges of real-life interactions.

Role play offers a versatile and imaginative learning platform that promotes fluency, interaction, and motivation in the classroom. According to Ladousse (1995), it utilizes various communicative techniques to foster language proficiency while encouraging peer learning and shared responsibility between educators and learners. The significance of interactive learning activities in enhancing language proficiency is well-documented. This study builds on the work of Altun (2015), who demonstrated the efficacy of role-play activities in improving speaking skills in language classrooms. Specifically, Altun's research highlights that role-playing not only fosters active engagement but also provides learners with practical scenarios to apply their language knowledge in real-life contexts (Altun, 2015). Shen and Suwanthep (2011) argued that, "it (role-play) involves such speaking activities as behavioristic role-playing, recording and comparing, and listening and retelling, which require students to repeat the speaking materials over and over again" (p.6). Role play is useful in that it both enables learners to get exposed to the target language and communicate effectively. Learners need to be active in order to improve their communication skills. Building upon this, the writers aim to investigate the efficacy of scripted role play in boosting students' confidence in speaking English at Yogyakarta Tourism Academy, focusing on third-grade students. Additionally, the study seeks to identify and address obstacles hindering students' speaking practice.

Method

This research was a qualitative research. In this type of research, the researcher collected, classified, analyzed, and drew conclusion based on the data analysis without making a generalization. Cresswell (2009) states that a qualitative research is a study to investigate and understand the meaning individuals or groups assume to be a social or a human problem. It is used

to find out and know why and how a social phenomenon happens. The qualitative study was employed because the result of the analysis was the description of a certain phenomenon. In this study, researchers explained a symptom, fact, or reality that occurs in the field. This research focused on the efficacy of scripted role play in boosting students' confidence. There were forty-five students as research subjects, consisting of twenty-six female students and nineteen male students.

The researchers used interviews, observations, and literature reviews to gather data. Interviews was conducted to get more data related to the research. In descriptive qualitative research, the type of interview that suits best is often the semi-structured interview. This type of interview strikes a balance between structured and unstructured formats, allowing for both guidance and flexibility. Here is why it is particularly suitable for descriptive qualitative research, a semi-structured interview follows a predetermined set of open-ended questions, but allows the interviewer flexibility to explore topics in more depth as they arise during the conversation.

Language learning tools have advanced significantly, yet there remains a pressing need to address the psychological aspects influencing language acquisition. Confidence in speaking a foreign language is crucial for learners' overall proficiency and willingness to engage in communication. Griffee's (1997) research, which validated a questionnaire for assessing confidence in speaking English as a foreign language, establishes a fundamental framework for understanding and measuring this psychological construct. Using a mixed-methods approach, the study will assess the impact of targeted activities designed to enhance confidence, utilizing Griffee's validated questionnaire as a key assessment tool.

Accurately assessing speaking skills is crucial for understanding a learner's overall language ability (Luoma, 2009). Exploring the reliability and validity of both traditional and innovative assessment techniques, including face-to-face interviews, computer-based tests, and peer assessments. By comparing these methods, the study aims to provide insights into best practices for educators and policymakers to enhance the evaluation of speaking skills in diverse educational settings.

The key features of the data collection are guided structure; this is the interview which has a clear set of questions or topics that ensure all relevant areas are covered. This helps in systematically describing the phenomenon under study. Next is flexibility; while there is a structure, the interviewer can probe deeper based on the interviewee's responses, uncovering richer, more detailed information. Depth and breadth interview allow comprehensive data collection, captures both the broad scope and the nuanced details of the subject matter. The last is adaptability where the interviewer can adapt questions to better fit the context of each interview, making it suitable for diverse participants or settings.

The semi-structured interviews suit to descriptive qualitative research since it has descriptive depth, and it means there is flexibility to ask follow-up questions allows the interviewer to gather detailed descriptions and insights that are essential for qualitative research. It also has consistency and comparability, which means the predetermined questions ensure that each interview covers similar ground, which is important for describing and comparing different participants' experiences. It also conveys participant-centered, where the open-ended nature respects the participant's perspective, providing them the opportunity to express their thoughts and feelings in their own words, and the last is it has rich data, which means the approach facilitates the collection of rich, nuanced data that can be analyzed to identify patterns and themes, essential for qualitative description.

Moreover, semi-structured interviews consist of preparations (develop a list of open-ended questions related to the research topic), flexibility in execution (be prepared to deviate from the script to follow interesting leads that emerge during the interviews, recording and transcribing (record the interviews (with permission) to capture all details and transcribe them for thorough analysis and ethical considerations (Ensure confidentiality and obtain informed consent from participants).

The Tourism Yogyakarta Academy third grader is the research subject. An observation was conducted when the students did the practice in the class. To assess the data, the researchers conducted interviews and observations.

Discussion

Scripted role-play not only makes the learning process more engaging but also equips students with the confidence to use their language skills in real-world scenarios. The significance of using scripted role play to enhance students' speaking confidence cannot be overstated. Nevertheless, the students still found obstacles in speaking practices. The focus of this research is discussed as follow.

The efficacy of scripted role plays in boosting students' confidence in speaking English

Based on interviews and observations, engaging in scripted role-play is highly beneficial for boosting students' confidence in speaking. Researchers conducted interviews with students while they practice dialogues through scripted one. Based on the observation and directly interview, students' expressed satisfaction when practicing speaking with their peers using this type of role-play, and the researcher found it beneficial for their skills. This approach introduces a fresh dynamic in improving speaking abilities, enabling students to interact based on pre-written text, thereby enhancing their vocabulary and fluency. With consistent practice, students become more fluent in speaking as they find suitable partners. Additionally, practicing scripted text allows for improvisation, further aiding in confidence-building. Students found scripted text particularly

valuable for enhancing their speaking confidence, as it enables them to explore their speaking passion with their chosen partners. This method also facilitated vocabulary expansion and mental preparedness for speaking exercises. Most students enjoyed speaking during scripted role-play sessions, benefiting from their partners' assistance when topics are forgotten.

In addition, utilizing scripted role-play within classroom settings can enhance students' cultural comprehension and empathy. According to Dorathy and Mahalakshmi (2011), the task-based approach, particularly through role-play activities, significantly enhances learners' engagement and proficiency in English in which role-play can be optimized to cater to various learning styles and proficiency levels. Task-based language teaching (TBLT), as described by Nunan (2003), focuses on utilizing significant tasks that reflect real-world language application. Nunan asserts that TBLT offers learners chances to practice language as they work on completing tasks, thus encouraging authentic communication (Nunan, 2003).

Role-plays frequently integrate cultural aspects, enabling students to grasp subtleties and viewpoints from diverse cultures. Through adopting varied roles and partaking in intercultural exchanges, students foster empathy and cultural awareness, vital for proficient communication in today's interconnected world. Engaging in scripted role-play can notably enhance students' English-speaking confidence. As they grow accustomed to embodying different roles and articulating themselves in diverse scenarios, students progressively surmount barriers and acquire the assurance to communicate fluently and eloquently in English. Nevertheless, the scripted role-play benefited to the students' speaking abilities in the following points.

1. **Structure and Control**

In comparing scripted and unscripted roleplay in practice among students, several key differences emerge covering structure and control, and each with its advantages and disadvantages. In scripted roleplay, students are provided with predetermined roles and dialogues to follow. This structure offers clear guidance and ensures that students focus on specific linguistic objectives, such as pronunciation, vocabulary, and grammar. Effective language learning hinges on understanding the intricate interplay between cognitive, affective, and linguistic factors, Brown (2000). While the unscripted one may also lead to linguistic inaccuracies and deviations from the learning objectives. Moreover, scripted roleplay allows lecturers to control the language input more effectively, ensuring that students are exposed to appropriate vocabulary and grammatical structures. This controlled environment can be particularly beneficial for the students who need targeted practice in specific linguistic areas. In unscripted role-play, there is less control over the language used by students. While this can reflect real-life communication more accurately, it may also result in students using language inaccurately or struggling to express themselves effectively, especially at the intermediate level.

Moreover, it can be found that scripted role-play provides a structured platform for students to focus on pronunciation, as they can repeatedly practice specific phrases and intonation patterns. This focused practice is particularly beneficial for intermediate students who are still refining their pronunciation skills. In unscripted role-play, pronunciation practice may be less emphasized, as students are more focused on communication and interaction. While students may still practice pronunciation naturally during unscripted roleplay, the lack of structure and repetition may limit the effectiveness of this practice for the learners.

Finally, scripted role-play can help build students' confidence by providing clear guidelines and achievable goals. As students become more comfortable with scripted dialogues, they gain confidence in their ability to communicate effectively in English. In contrast to the scripted one, unscripted roleplay may be more intimidating for the students, as they may feel uncertain about what to say or how to respond in real-time situations. This can hinder their confidence and willingness to participate actively in the activity. Overall, while both scripted and unscripted roleplay have their merits, scripted role-play tends to be more beneficial for the students due to its structured nature, controlled language input, focused pronunciation practice, and confidence-building opportunities.

Students can concentrate on honing certain vocabulary, grammatical structures, and pronunciation by using pre-made scripts. This focused exercise enhances accuracy and strengthens language concepts. With a predetermined script, students do not have to worry about coming up with material; instead, they can focus on honing their pronunciation and intonation. Practice the same material repeatedly to develop memory and enhance pronunciation in general. The students also become more confident when they have preparation and have time to practice. They are more inclined to take chances and speak up in unplanned circumstances as they grow more at ease using the language in a controlled environment. Effective presentations not only convey information but also engage the audience, making the content more memorable and impactful (Chivers and Shoolbred, 2007). On the other hand, teachers can more easily assess students' performance and provide specific feedback on areas such as pronunciation, fluency, and use of language. The predictability of scripted role-plays makes it simpler to identify and address individual student needs.

2. Clear Guidelines and Achievable Goals

The emergence of patterns favoring scripted role-play in language learning contexts can be attributed to several factors for each carrying implications for future research and practical applications. In terms of pedagogical effectiveness, scripted role-play offers a structured and controlled environment for language practice, allowing instructors to target specific linguistic objectives such as pronunciation, vocabulary, and grammar. The interactive approach can be

implemented in modern classrooms and their impact on student engagement and learning outcomes as it is stated in Brown (1994) which emphasizes the importance of incorporating principles of interaction in teaching practices to enhance language acquisition. The structured nature of scripted role-play enables instructors to control the language input more effectively, ensuring that students are exposed to appropriate vocabulary and grammatical structures. The observation reveals that scripted roleplay can help build students' confidence by providing clear guidelines and achievable goals, particularly for the learners who may still be developing their language skills. It also may enhance students' motivation and engagement by providing a clear framework for interaction and language practice, including the opportunities for focused pronunciation practice through repetition of specific phrases and intonation patterns.

Practical applications of these findings could include the development of structured role-play materials and resources for language instructors, as well as training programs to help teachers effectively implement scripted role-play activities in their classrooms. Additionally, language learning curriculum designers could integrate scripted role-play activities into instructional materials to provide students with more opportunities for structured language practice and skill development. Overall, further research into the patterns and implications of scripted roleplay in language learning contexts can contribute to the refinement of language teaching methodologies and the optimization of learning experiences for students.

3. Implications and Applications

The finding that scripted role-play can enhance students' speaking skills holds broader implications for language education and instructional practices. Firstly, it suggests that structured and scaffolded activities like scripted role-play offer valuable opportunities for targeted language practice within a supportive learning environment. This implies that lecturers can incorporate scripted role-play into their curriculum to provide students with focused speaking practice, particularly for aspects such as pronunciation, fluency, and intonation.

Moreover, the effectiveness of scripted role-play in enhancing speaking skills underscores the importance of systematic language instruction and deliberate practice. It highlights the value of providing learners with clear guidelines, models, and opportunities for repetition and refinement. As such, the lecturers can use scripted role-play not only as a tool for skill development but also as a means to build learners' confidence and motivation in speaking English.

Furthermore, the finding that scripted role-play fosters collaboration and active participation among students suggests that it can contribute to a communicative and interactive classroom environment. Building on the foundational work of Huang and Shan (2008), who highlighted the benefits of role-play in promoting interactive and practical language use, engaging in scripted role-play activities, students not only practice speaking but also develop interpersonal and intercultural

communication skills. This implies that scripted role-play has the potential to promote a sense of community and mutual support among learners, enhancing their overall language learning experience.

In addition, the positive outcomes associated with scripted role-play highlight the importance of incorporating diverse and engaging instructional strategies in language education. By providing students with varied opportunities for language practice and incorporating a variety of interactive activities can significantly promote speaking proficiency in a second language, lecturers can cater to different learning styles and preferences, ultimately fostering more inclusive and effective learning environments. According to Kayi (2006), incorporating a variety of interactive activities can significantly promote speaking proficiency in a second language.

Overall, the finding that scripted role-play can enhance students' speaking skills underscores the significance of innovative and evidence-based approaches in language teaching. By leveraging the benefits of scripted role-play, lecturers can empower students to become more confident, proficient, and communicative speakers of English, ultimately preparing them for success in academic, professional, and social contexts. Communicative Language Teaching (CLT) on second language investigates the practical application of these principles in contemporary classrooms. It emphasizes interaction as both the means and the ultimate goal of learning a language (Littlewood, 1981).

4. Future Directions

The finding that scripted role-play enhances students' English-speaking skills also opens up several promising avenues for future research in language education. One area worth exploring is the long-term impact of scripted role-play on speaking proficiency. While existing studies have demonstrated immediate improvements in speaking skills, further research could investigate whether these gains are sustained over time and whether they transfer to real-world communication contexts. Longitudinal studies tracking students' progress beyond the duration of scripted role-play interventions could provide valuable insights into the lasting effects of this instructional approach.

Additionally, future research could delve into the effectiveness of different types of scripted role-play activities. The scripted roleplay with predetermined roles and dialogues, is potential to explore variations such as interactive storytelling, simulated scenarios, or digital role-play platforms. Investigating the comparative effectiveness of these different formats could help educators tailor their instructional strategies to better meet the diverse needs and preferences of learners. Interactive digital platforms like WhatsApp can effectively facilitate language learning and communication skills development among secondary school students (Ristanti, 2019).

Furthermore, there is a need for research examining the optimal integration of scripted role-play into language curricula. Questions remain regarding the frequency, duration, and timing of scripted role-play activities within a course of study. Exploring the ideal dosage and sequencing of scripted role-play interventions could provide guidance for curriculum designers and instructors seeking to maximize the benefits of this instructional approach while balancing other pedagogical priorities.

Another area ripe for exploration is the potential of scripted role-play to support the development of specific speaking sub-skills, such as pronunciation, intonation, or conversational strategies. While existing research has demonstrated overall improvements in speaking proficiency, further investigation into the mechanisms underlying these gains could shed light on the specific aspects of speaking that are most effectively targeted through scripted role-play. This knowledge could inform the design of more targeted interventions and instructional materials for addressing learners' specific speaking needs.

Finally, the findings regarding the effectiveness of scripted role-play in enhancing students' English-speaking skills lay a solid foundation for future research aimed at refining and optimizing this instructional approach. By addressing these areas of inquiry, researchers can contribute to a deeper understanding of how scripted role-play can best support language learners in developing their speaking abilities and achieving communicative competence.

Students' Obstacles in Speaking

The researchers highlighted that students encounter obstacles primarily found on pronunciation difficulties in English language acquisition. Pronunciation poses a significant challenge for many learners, despite their diligent endeavors. Attaining precise and clear pronunciation often seems unattainable. Various factors contribute to these challenges, and the text delves into how scripted roleplay offers a viable solution to this issue.

Firstly, a significant factor contributing to pronunciation difficulties is the varied phonetic systems found in different languages. English, in particular, presents a multitude of phonemes and intricate articulatory subtleties that can perplex learners. Moreover, the distinctions between written and spoken English exacerbate the issue, as students contend with unfamiliar sounds and phonetic principles.

Furthermore, the absence of exposure to genuine spoken English environments poses a challenge and can be problematic. Although classroom environments are beneficial for teaching, they may not accurately simulate real-world conversational situations. Consequently, students may find it challenging to absorb correct pronunciation patterns and intonation. Additionally, the fear of embarrassment or ridicule frequently prevents students from openly practicing pronunciation.

The anxiety surrounding making errors or sounding incomprehensible diminishes their confidence, resulting in reluctance to engage in spoken English interactions.

Introducing scripted role-play emerges as an effective educational strategy directly addressing these pronunciation challenges. Scripted role-play establishes a structured platform where students can engage in realistic conversational scenarios. By assuming predetermined roles and following scripted dialogue, students can concentrate on honing their pronunciation skills without apprehension of criticism. Furthermore, scripted role-play encourages active involvement and cooperation among participants. Through consistent practice, students develop a better grasp of the rhythm, emphasis, and intonation patterns inherent in spoken English. This fosters confidence in their pronunciation abilities and enhances their sensitivity to phonetic nuances. Additionally, it provides a supportive environment for experimentation and feedback. Peers and instructors offer constructive critiques and guidance, enabling students to refine their pronunciation gradually. This iterative process promotes ongoing progress and instils a sense of achievement and motivation among learners.

Indeed, pronunciation can present a daunting obstacle for language learners; however, scripted roleplay offers a promising solution and avenue for advancement. By replicating genuine conversational scenarios in a nurturing educational setting, scripted role-play enables students to overcome pronunciation difficulties with assurance and skill. It turns pronunciation practice from a daunting challenge into a gratifying and enriching expedition of linguistic development and self-realization.

Conclusion

Scripted roleplay activities offer significant contributions to enhancing students' English-speaking skills, fostering fluency, and proficiency. In terms of immersive language practice, engaging in scripted roleplay provides students with immersive language practice where they can actively participate in real-life scenarios. By assuming different roles and interacting within a structured context, students immerse themselves in English conversation, allowing them to practice vocabulary, grammar, and pronunciation in a meaningful way with their classmates both in the classroom and outside one. In this phase students have the opportunity to engage in spontaneous conversations within the confines of a predetermined scenario. This encourages the development of natural fluency as students must respond to prompts and interact with peers in real-time, mimicking authentic communication situations they may encounter in the real world. Furthermore, scripted roleplay often introduces students to new vocabulary specific to various scenarios and contexts. As they familiarize themselves with the language used in the script and incorporate it into their dialogue, students expand their vocabulary repertoire. This exposure to diverse linguistic contexts enhances their ability to express themselves more effectively in English.

On the other hand, this study has some potential limitations. First, there is a lack of spontaneity. While scripted roleplay can improve fluency and proficiency, it may not fully prepare students for completely unscripted conversations. The predetermined nature of the scripts limits the scope for students to practice spontaneous language use and creative problem-solving in communication. The second limitation is context-specific vocabulary. The vocabulary learned through scripted roleplay is often specific to the scenarios presented in the scripts. This may limit students' ability to apply this vocabulary in different contexts, potentially restricting their overall language versatility. The third limitation is dependence on script quality. The effectiveness of scripted roleplay heavily depends on the quality and relevance of the scripts used. Poorly designed scripts that do not reflect real-life situations or use outdated language may hinder the learning process. The fourth limitation is classroom dynamics. The success of roleplay activities can be influenced by classroom dynamics and student personalities. Some students may feel self-conscious or reluctant to participate fully, which can limit their engagement and the overall effectiveness of the activity. The fifth limitation is assessment challenges. Measuring the improvement in speaking skills solely through roleplay activities can be challenging. It may be difficult to quantify the specific gains in fluency, pronunciation, and vocabulary expansion attributable to the roleplay alone, without considering other factors and language learning activities.

There are a number of gaps in our knowledge around scripted roleplay in research that follow from our findings, and would benefit from further research, including realist evaluation to extend and further test the theory we have developed here:

1. Incorporate Unscripted Elements: Future studies should explore the integration of unscripted, impromptu speaking tasks within the roleplay framework to encourage more spontaneous language use and enhance students' ability to handle unpredictable conversations.

2. Diverse Contexts and Scenarios: Researchers should include a wider variety of scenarios in the roleplay activities to expose students to different contexts and vocabularies. This can help in developing a more versatile language skill set.

3. Longitudinal Studies: Conduct longitudinal studies to examine the long-term impact of scripted roleplay on students' speaking skills. This would provide a clearer picture of how these activities influence language retention and real-world application over time.

4. Comparative Studies: Compare the effectiveness of scripted roleplay with other language learning methods, such as free conversation practice or task-based learning, to determine the relative benefits and limitations of each approach.

5. Incorporate Technology: Future studies could explore the use of technology, such as virtual reality (VR) and interactive language apps, to create more immersive and dynamic roleplay environments. This can potentially enhance student engagement and provide more realistic practice scenarios.

6. Holistic Assessment Methods: Develop more comprehensive assessment methods that include qualitative measures, such as student feedback and self-assessment, alongside quantitative measures, like language proficiency tests, to better evaluate the effectiveness of scripted roleplay activities.

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