

Self-Efficacy in Speaking Skills through Role-Play among Junior High School Students

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Abstract

Explore how role-play activities can enhance junior high school students' self-efficacy in speaking English as a foreign language. EFL students often face difficulties in developing speaking skills due to low confidence and anxiety, which hinder their ability to participate actively in classroom communication. Role-play is proposed as a practical aid to address this issue by offering authentic, interactive language practice in a supportive learning environment. Using a qualitative case study design, data were collected from eighth-grade students at a junior high school in Garut, West Java through observations, interviews, and reflective journals. The data were analyzed using Braun and Clarke's (2006) six-step thematic analysis framework. The results revealed three major themes: (1) Role-play as fun learning strategy and facilitating understanding of the material, (2) Building Speaking Self-Efficacy through Practice and (3) Emotional Challenges and Growth. The findings support Del Mar Haro-Soler self-efficacy theory, demonstrating that role-play provides all four factors of self-efficacy—mastery experience, vicarious experience, verbal persuasion, and emotional state. Students who were initially anxious and hesitant gradually became more confident, fluent, and engaged as they progressed through the stages of role-play. The study concludes that role-play not only enhance speaking performance but also fosters students' self-efficacy and belief in their speaking skill, making it a valuable pedagogical tool in EFL classrooms.

Keywords: *EFL, Junior High School, Qualitative Research, Role-Play, Self-Efficacy, Speaking Skills.*

INTRODUCTION

Speaking is one of the essential skills, especially for EFL learners. One of the important of English is English become international. language by mastering English, they will be capable to express their idea, opinion, thought, and gain more knowledge. In addition, by mastering English it is also can leads EFL learners to gain more opportunities to interact and cooperate with people around the world. As English has become an international language, so it plays a significant role in several fields, such as research, education, internet, and so on. Thus, it is essential for EFL learners to master English language. English is the major media for communication, so that is why improving speaking skill is crucial for EFL Learners to communicate with people of different language (Akhter et al., n.d., 2020). English has become international language that fulfilling the needs for common language in today's globalized world and allowing global interaction and communication (Akhter et al., n.d., 2020).

Despite the importance of speaking skills, many EFL learners, especially in Indonesia, face several challenges. Since English is not their native language, mastering speaking skills becomes very challenging. One of the main obstacles is a lack of confidence in their own abilities, causing them to underestimate themselves - a problem commonly referred to as low self-efficacy. EFL students often feel insecure when demonstrating their speaking ability because they assume that they cannot speak fluently, which causes them to remain silent (Hadisi & Muna, 2015; Ratnasari, 2020). Students with low self-efficacy tend to experience fear and doubt when speaking in front of their classmates, expressing ideas, or asking questions. They are also often afraid of making mistakes and being laughed at, thus making them reluctant to speak English.

In addition, practicing and improving English language skills can be difficult for students with low self-efficacy. They often experience fear and doubt, which hinders them from achieving their learning goals and causes them to perceive learning activities as more difficult than they actually are, ultimately leading to stress and failure (Dasmu, 2014). Low self-efficacy also correlates with task avoidance, which is driven by an exaggerated perception of difficulty (Paradewari, 2017). In addition to psychological barriers, students often experience difficulties in pronunciation, grammar and fluency during the learning process. These difficulties are often rooted in feelings of shyness and lack of confidence when speaking English in front of their peers or teachers (Arlinda, 2022).

Self-efficacy plays a significant role for EFL learners to attain their learning goals. Self-efficacy refers to someone's belief in their ability to perform their speaking skills and accomplish their task. Furthermore, self-efficacy has a significant impact toward the success of language learning, by affecting motivation and gain confidence, because it helps to overcome fear and anxiety. EFL learners with high self-efficacy tend to be more confidence, persistence and performed well in speaking English, as they believe on their own abilities. And they can manage their fear and anxiety.

But in contrast, EFL learners who have low self-efficacy tend to have less confidence as they do not believe in their own ability, as the result they fail in performance their speaking skill. Moreover, they will feel tough in managing their fear and anxiety. Therefore, it is important for fostering self-efficacy for EFL learners to build their confidence and belief in their own ability and to create supportive learning environments. Self-efficacy is the belief in one's own ability to carry out a task, representing of feeling confidence in various activities (Setianingsih et al., 2024). Developing and fostering self-efficacy in every EFL students is important as it will assist them in developing a firm belief in their ability to accomplish learning tasks effectively (Florenio Wijaya & Laos Mbato, n.d., 2020).

One of the methods that can be effective to foster students' self-efficacy is role-play. Role-play has been considered as a significant method in improving students' speaking skills and it can boost students' confidence (Truong & Le, 2024). Through role-play strategy students can be able increase their motivation to speak by improving their speaking skills and building their confidence (Hilmy Hidayatullah et al., 2023). In role-play, students stimulate real-life situations by acting out different roles. So it is requires for students to memorize and convey the conversation and increase their confidence to perform their speaking skills. Additionally, role-play can be considered as a fun learning activity. The aim of this study is to explore self-efficacy speaking skills through role-play among junior high school students in Garut. In addition, to explore the students regarding their self-efficacy

through role-play in speaking skills. This study will be conducted by qualitative design by case study.

METHOD

This study employs a qualitative approach with a case study design to explore students' self-efficacy through role-play in speaking skills. This design is chosen because it allows the researcher to gain an in-depth understanding of students' experiences within a specific and real-life context. A case study is particularly appropriate for examining contemporary phenomena such as the development of self-efficacy after participating in role-play activities (Assingkily, 2021; Muna, 2011). Through detailed observation and analysis of student experiences, the researcher aims to uncover how engaging in simulated speaking tasks influences their confidence and belief in their speaking abilities.

The participants in this study are 30 eighth-grade students, aged between 13 and 14 years old. The class will be selected based on the recommendation of the subject teacher, who has a good understanding of the students' characteristics and learning dynamics. To collect rich and varied data, the researcher will invite students to volunteer for interviews, from which five students will be selected to represent a range of experiences. Meanwhile, the remaining students will complete reflective journals based on their experiences with the role-play activities. This combination of interviews and written reflections is expected to provide comprehensive insights into the students' perceptions and development of self-efficacy.

Data will be collected through observation, interviews, and document analysis. Observation will be conducted to directly capture students' engagement, interaction, and participation during role-play sessions, offering authentic and contextual data. Semi-structured interviews will be used to explore the students' thoughts, feelings, and personal experiences in more depth, allowing for flexibility while maintaining a clear focus. Document analysis will include reviewing reflective journals and students' written work to support and enrich the data gathered from other sources. The use of these three methods enables data triangulation, which enhances the credibility and validity of the findings.

All collected data will be analyzed using thematic analysis as proposed by Braun and Clarke (2006). This method involves six key phases: becoming familiar with the data, generating initial codes, identifying themes, reviewing themes, defining and naming themes, and finally, writing the report. Thematic analysis allows the researcher to systematically organize and interpret patterns across the data set, offering both a detailed summary and meaningful interpretation of the research findings. By following this process, the study aims to capture the essence of how role-play contributes to the development of students' self-efficacy in speaking English

FINDINGS AND DISCUSSION

Findings

Role-play as fun learning strategy and facilitating understanding of the material

The findings of this research revealed that role-play helps students understand material in English speaking classes, transforming the learning environment into an interactive and participative space where students directly practice the language in meaningful contexts. Based on Henisah et al.'s (2023) instructional procedure—topic selection, dialogue preparation, group practice, and performance—students experienced

learning as a journey from observation to confident participation. Field notes documented cautious curiosity when role-play was introduced; though initially hesitant with low voices and avoiding eye contact when questioned, the clear procedure encouraged gradual participation. Reflective journals described role-play as “fun,” “exciting,” and “interesting,” indicating positive motivation and attitudes toward learning English, making learning less monotonous and fostering enthusiasm.

Interviews showed students understood material faster through role-play. S2 stated it helped them “quickly understand the material because it is immediately put into practice” while S3 emphasized it “helping understanding in learning by applying directly”.

Role-play also enhanced speaking skills, with students acknowledging that repeated practice helped them in pronunciation, fluency, and confidence. S5 noted it helped them learn correct English accent pronunciation. Field observations confirmed students practiced dialogues repeatedly, corrected each other’s pronunciation, and sought vocabulary clarification from the teacher. During the performance stage, initial nervousness decreased with repeated exposure, shifting the atmosphere from tension to enthusiasm, with students volunteering, speaking louder, and using gestures. Applause and teacher reinforcement encouraged reflection and motivation for continuous improvement.

Reflective journals and interviews confirmed role-plays encouraged them in English speaking, with students expressing pride and accomplishment after performances, motivating further engagement in speaking activities. S1 shared that practicing dialogues in class helped them feel “confident” and “more comfortable” using English in front of others despite initial challenges.

Observations supported these findings; during the first meeting, students actively engaged, grasped the lesson quickly, and responded enthusiastically during group discussions and preparation, showing motivation and eagerness to contribute. Role-play also encouraged their English language skills in general, as students mentioned it allowed them to practice pronunciation, speak with the correct accent, and become accustomed to speaking English. Student 3 stated, “English dialogues are very helpful in learning and speaking English” Student 4 shared, “With this role-play, I can practice speaking English at the same time” and Student 5 affirmed, “Through role-playing, we learn how to read British accents correctly”. Classroom observations confirmed students took pronunciation seriously and frequently asked about unfamiliar words, especially during the third meeting.

Students found role-play fun and interesting, enjoying working in groups and acting out scenarios as noted in reflective journals. Student 2 expressed that it was fun and helped them immerse in their roles while learning collaboratively, and student 1 mentioned it was interesting and that their group practiced enthusiastically. During the first meeting, students were divided into groups, actively paid attention to instructions, worked together to divide roles, and practiced with enthusiasm, showing increased confidence and excitement, particularly in the final meeting when they showcased their performances with greater confidence and enthusiasm.

Building Speaking Self-Efficacy through Practice

The findings of this study revealed that role-play activities take a significant role in increasing students' self-efficacy in speaking English, particularly in developing their confidence, fluency, and willingness to engage in speaking activities. Initially, many students

expressed fear and hesitation when asked to speak English in front of the class, driven by concerns over making mistakes and mispronouncing words, which was evident in field notes that recorded lowered gazes, soft voices, and reluctance to participate (Gunawan, et.al., 2019). However, as the role-play activities progressed following Henisah et al.'s (2023) structured procedure, students were gradually introduced to a safe and supportive environment where they could practice, rehearse, and seek clarifications within their groups before performing, reducing their anxiety and increasing their preparedness.

Interviews provided further evidence of this development. Student 1 shared that the practice sessions before performing helped them feel confident as they worked to master their dialogues, while student 3 noted that role-play activities significantly contributed to their confidence in speaking English. Students' reflective journals reinforced these statements, with student 5 highlighting that role-play expanded their speaking experiences and boosted their self-efficacy, while student 4 described how role-play provided opportunities to practice understanding and constructing English sentences, and student 5 reflected on improvements in their public speaking skills, noting their growing ability to speak in front of others with less fear.

The consistent practice opportunities in role-play sessions created mastery experiences as students engaged in repeated speaking activities, building their skills gradually. Students also benefited from vicarious experiences by observing their peers perform, which motivated hesitant students to try speaking themselves, demonstrating the social learning aspect of the role-play method. The teacher's constructive feedback and encouragement, along with applause and positive reinforcement from classmates, served as verbal persuasion that further reinforced the students' growing confidence. Field notes documented moments where students, after receiving praise, displayed visible signs of relaxation and pride, suggesting that immediate positive feedback played a significant role in shaping their emotional responses and attitudes toward speaking English.

As the students continued participating in role-play activities, their initial anxiety transformed into excitement and anticipation for future speaking opportunities. They transitioned from avoiding participation to volunteering for speaking roles, signaling a shift in their confidence of their speaking capabilities. The structured progression from preparation to group practice and eventually to classroom performance allowed students to experience small successes that reinforced their belief in their ability to speak English, contributing to a positive cycle of confidence-building.

Additionally, classroom observations indicated that role-play activities not only fostered confidence but also enhanced students' fluency and pronunciation. Students were observed practicing their lines diligently, seeking assistance with challenging vocabulary, and making efforts to use correct pronunciation during performances. Even when students forgot lines during performances, they were encouraged by their peers and teacher to continue, which helped them develop resilience and a growth mindset towards learning and using English.

Role-play also encouraged them in learning, with students actively participating in group discussions to divide roles, practice dialogues, and provide mutual support. This reducing students' fear of making mistakes and encouraging them to take risks in speaking English. The positive learning environment created by the role-play method made students

feel more comfortable and motivated to participate, with many students expressing a sense of accomplishment after successfully completing their role-play performances.

Emotional Challenges and Growth

The findings of this study revealed that while role-play activities provided benefits such as building confidence and speaking skills, they also surfaced emotional challenges including fear, stress, and anxiety, particularly regarding pronunciation and speaking in front of others. Students expressed in their reflective journals feelings of nervousness and fear of making mistakes, with statements like “I might still be nervous when speaking English because I'm afraid of saying something wrong.” and “quite happy but afraid of mispronouncing words”. Initially, classroom observations noted students lowering their gaze, speaking softly, and showing reluctance to participate, indicating their discomfort and lack of fluency in English. However, as the structured stages of Henisah et al.'s procedure progressed, students began adapting and gaining confidence, with student 1 noting that although initially not confident, “eventually I got used to it” and student 2 sharing that initial nervousness faded, allowing them to perform with more confidence in subsequent sessions.

During the first performances, students exhibited gestures of discomfort such as bowing their heads, fidgeting with their hands, and speaking quietly due to fear of mistakes and lack of familiarity with English pronunciation. However, as role-play activities continued, students gradually became accustomed to the activity, and their confidence grew. They began to volunteer to perform, asked questions about pronunciation, and sought guidance on unfamiliar words, demonstrating their willingness to improve and participate actively. The supportive environment created by the teacher and friends, including encouragement and applause after performances, played a crucial role in transforming students' fear into motivation, providing emotional validation, and fostering resilience. Students who once hesitated to speak in front of the class were observed to speak louder, maintain eye contact, and use gestures confidently as they performed their dialogues.

Reflective journals and interview data indicated that students began associating English speaking with positive experiences, with some students expressing pride in their ability to perform and a sense of accomplishment after completing their role-play tasks. For example, student 5 stated that “I feel happy because I think English is a cool language,” reflecting a shift from anxiety to enjoyment and interest in English speaking activities. This shift is significant in the context of language learning, as positive emotional experiences can enhance students' self-efficacy beliefs and motivation to participate in speaking activities.

Furthermore, repeated practice and structured opportunities to perform helped students develop emotional resilience, which is crucial for language learning. By facing their fears and engaging in speaking tasks despite initial anxiety, students learned to manage their emotions and view challenges as opportunities for growth rather than obstacles. The role-play also contributed to emotional growth, as students worked together in groups, supported each other, and shared their experiences, creating a safe and encouraging learning environment. Students reported that practicing with students before performances helped them feel more prepared and confident, and observing their classmates perform provided inspiration and motivation to enhance their own speaking skills.

Classroom observations during the final meetings showed noticeable changes in students. Students who were initially shy and hesitant became more enthusiastic and engaged, volunteering to perform and expressing excitement about the role-play activities. The structured approach of preparing, practicing, and performing in a supportive environment allowed students to build confidence gradually, reinforcing their belief in their ability to speak English and reducing their fear of making mistakes.

Discussion

Role-play as a Fun Learning Strategy and Facilitating Understanding of the Material

One of the central findings of this study is that role-play is perceived by students as not only a fun and engaging learning strategy but also facilitate them to enhance their understanding of English speaking materials. This finding is consistent with a growing body of literature that highlights the pedagogical value of role-play in second language acquisition.

According to Arlinda (2022), a successful experience in performing a task leads to stronger beliefs in one's own ability, which directly enhances motivation and performance. In this study, role-play offered students structured opportunities to successfully complete language tasks, thereby boosting their self-confidence. Students reported that they felt more confident using English in front of others after completing their role-play performances. These experiences served as "mastery experiences," (Waddington, 2023).

The fun and interactive nature of role-play significantly contributed to students' enthusiasm and willingness to participate. As observed in their reflective journals and interviews, students frequently described role-play activities as "fun," "exciting," and "interesting." These affective responses are crucial in EFL learning contexts, where language anxiety often acts as a major barrier to participation. According to Truong & Le (2024), learning activities that are enjoyable and socially engaging increase intrinsic motivation and reduce the emotional filter that hinders language output. In this study, role-play created a psychologically safe and enjoyable classroom climate, enabling students to express themselves more freely and take risks in speaking English.

In terms of cognitive development, the findings revealed notable improvements in several key components of speaking skills, including pronunciation, fluency, vocabulary, and comprehension. This aligns with the theories proposed by Nilufar Kadamovna (2021) and Rao (2019), who emphasized that speaking proficiency is multi-faceted and involves not only linguistic accuracy but also the ability to communicate meaning effectively in context. Through repeated role-play sessions, students practiced their lines, corrected each other's pronunciation, and explored new vocabulary, indicating active engagement in language construction. These experiences reflect principles from task-based language learning, where students acquire language through authentic use rather than through passive absorption.

Moreover, role-play supports interactive speaking, a mode of communication described by Rao (2019) as dynamic and spontaneous, involving immediate exchanges of meaning. During performances, students responded to partners in real-time, adjusted their language use according to social cues, and used body language and intonation effectively. This real-life simulation aspect of role-play helps bridge the gap between classroom learning and real-world communication.

However, despite its many advantages, the study also observed initial challenges, particularly among students with low speaking confidence or language anxiety. During early role-play sessions, some students exhibited signs of discomfort—such as avoiding eye contact, speaking in low voices, or hesitating to participate. These behaviors are linked to what Del Mar Haro-Soler (2021) identifies as the “emotional state” component of self-efficacy, where negative emotions like fear and shame lower students' belief in their ability to succeed. In particular, students feared making mistakes in pronunciation or grammar, which initially hindered their performance.

To address these challenges, it is essential that role-play activities be carefully structured and scaffolded. As proposed by Henisah et al. (2023), the role-play instructional procedure should follow four key stages: 1) topic selection, 2) dialogue teaching, 3) group practice, and 4) classroom performance. The present study found that this framework helped reduce students' cognitive and emotional load. For instance, pre-role-play activities such as vocabulary review, pronunciation drills, and modeling examples were effective in boosting students' preparedness and lowering their anxiety. Furthermore, positive reinforcement from both teachers and peers—through verbal praise and applause—played a crucial role in shifting students' emotional responses from fear to pride and excitement.

Additionally, the role-play approach nurtured generalized self-efficacy, as students began to transfer their confidence beyond the classroom. Several participants mentioned that they felt more comfortable speaking English in daily life settings, such as with friends, family members, or during school presentations. This indicates that their belief in their English-speaking ability had generalized across contexts, a dimension of self-efficacy referred to as generality by Bandura cited in (Arlinda, 2022).

Building Speaking Self-Efficacy through Practice

A major focus of this study was to explore how role-play activities contribute to building students' self-efficacy in speaking English, particularly in the context of junior high school learners who are often in the early stages of developing their communicative competence. Drawing upon Del Mar Haro-Soler (2021) self-efficacy theory, the findings of this research illustrate how each of the four key sources of self-efficacy—mastery experience, vicarious experience, verbal persuasion, and emotional states—played a critical role in shaping students' confidence and willingness to engage in speaking tasks through role-play.

The first factors of self-efficacy, mastery experience, was clearly observed throughout the role-play sessions. Students were given multiple opportunities to engage in speaking practice, from preparing their dialogues, rehearsing in groups, to eventually performing in front of the class. These repeated practice opportunities helped students achieve small, tangible successes that gradually built their belief in their ability to speak English. As suggested by Waddington (2023), successful task completion fosters a cycle of competence and confidence, wherein each positive experience reinforces the belief that further success is possible. In this study, students who initially expressed anxiety and hesitation gradually showed signs of growth as they became more accustomed to speaking in front of others. They were able to remember their lines, improve their pronunciation, and even improvise when forgetting parts of the dialogue—behaviors that clearly indicate an increase in their perceived speaking competence.

The second factors of self-efficacy, vicarious experience, also emerged as a significant factor. As students observed their friends perform successfully, they became inspired and more motivated to take part themselves. This observational learning effect, highlighted by Del Mar Haro-Soler (2021), suggests that students who are uncertain about their abilities benefit from watching others succeed in similar tasks. Seeing classmates overcome nervousness and perform well encouraged less confident students to try speaking, especially when they witnessed their peers receiving praise or handling mistakes without embarrassment.

The third factors, verbal persuasion, was also strongly evident in the role-play process. Throughout the implementation of the activities, both teachers and peers offered continuous encouragement, constructive feedback, and positive reinforcement. Praise was given for effort, improvement, and creativity, not just for accuracy, which created a more supportive environment where students felt recognized and valued. According to Del Mar Haro-Soler (2021), verbal persuasion, particularly when delivered by credible and supportive figures, can significantly boost individuals' confidence, especially when it comes at moments of vulnerability. In this study, the teacher's feedback often emphasized progress rather than perfection, which helped reduce students' fear of making mistakes. Peer applause and encouragement after performances were especially powerful in reinforcing students' self-worth and motivating further participation.

Perhaps one of the most crucial aspects in the development of speaking self-efficacy was the management of students' emotional and physiological states. Emotional reactions such as anxiety, fear of judgment, and embarrassment are well-documented inhibitors of speaking performance in foreign language learning. As Del Mar Haro-Soler (2021) notes, negative emotional states can severely undermine self-efficacy by causing individuals to misinterpret their nervousness as evidence of inability. This was evident in the early stages of the study, where many students avoided eye contact, spoke with soft voices, or declined to participate altogether due to feelings of intimidation. However, as the role-play program continued and students became more familiar with the structure and expectations, their anxiety began to diminish. The supportive classroom environment, characterized by collaborative group work, non-threatening feedback, and shared responsibility, helped students manage their emotions more effectively. Reflective journals and interviews consistently revealed a shift in emotional perception—from fear and hesitation to excitement and anticipation. Students described how they "got used to" speaking English in front of others and even began to look forward to performing, indicating that their emotional state had transformed from one of inhibition to one of motivation.

Emotional Challenges and Growth

Although role-playing provided significant language and motivational advantages, this study also revealed the emotional challenges that students initially faced when participating in English-speaking activities. Many students experienced negative emotions, such as fear, nervousness, and embarrassment, especially during the early stages of implementation. These reactions are indicative of low self-efficacy, particularly the strength dimension, where learners lack confidence in their capabilities and anticipate failure in speaking tasks (Arlinda, 2022). This emotional barrier manifested clearly through students' body language and behavior during the first sessions—bowed heads, lowered voices, limited

eye contact, and physical agitation—suggesting a reluctance to engage due to a fear of making mistakes or being judged by peers.

According to Del Mar Haro-Soler (2021), such emotional states can significantly impact students' motivation and performance. Negative affect not only inhibits participation but also reinforces a fixed mindset, where learners view difficulties as confirmation of their inability. In this study, a clear transformation occurred as students progressed through multiple role-play sessions. Repeated practice, structured guidance, and the support of teachers and peers enabled students to develop emotional resilience—the capacity to manage stress, regulate anxiety, and persist in the face of challenge.

This process of emotional growth was marked by several observable changes. Students who had initially avoided participation began to volunteer for speaking roles, seek clarification on pronunciation, and perform more confidently. They no longer viewed role-play as a threat but rather as an opportunity for personal growth. This emotional shift from fear to confidence strongly supports the idea that structured, repeated success in speaking tasks can gradually transform learners' affective responses. As Del Mar Haro-Soler (2021) highlights, students' perceptions of stress and challenge can evolve when they encounter supportive learning conditions and gain a sense of agency in their learning process.

In addition, the repeated cycle of preparation, rehearsal, and performance in a supportive classroom context created opportunities for internalizing success. Students came to associate speaking English not with judgment or failure, but with progress, recognition, and positive experiences. As their self-efficacy increased, so too did their willingness to experiment with language, take risks, and speak more fluently and spontaneously. The interviews and reflective journals further confirmed that students felt more emotionally prepared to handle public speaking after engaging in role-play. Some reported feeling "happy," "less afraid," and even "proud" of their ability to speak in front of the class—clear indicators of emotional development.

CONCLUSION

This study aimed to explore students' self-efficacy through the use of role-play, focusing on junior high school learners in an English as a Foreign Language (EFL) context. Employing a qualitative research design, data were gathered through classroom observations, student interviews, and reflective journals, and were analyzed using Braun and Clarke's (2006) six-phase thematic analysis framework. The results of the analysis revealed three key themes: the effectiveness of role-play as an engaging and enjoyable learning strategy, its significant contribution to the development of speaking self-efficacy, and the emotional journey experienced by students throughout the process. Students found role-play to be fun and motivating, which helped them understand the material more easily. The structured steps of the role-play activities—such as topic selection, dialogue preparation, group rehearsals, and classroom performance—played a critical role in boosting students' confidence, motivation, and willingness to speak English, in line with the four sources of self-efficacy proposed by Del Mar Haro-Soler (2021). Although students initially experienced fear, anxiety, and embarrassment, these emotional challenges gradually shifted into personal growth as they gained more exposure and practice through role-play.

Based on the findings, it is recommended that teachers integrate role-play more consistently into English language classes as a practical and enjoyable strategy to strengthen students' speaking skills. Activities should be relevant to students' experiences and abilities, with clear instructions, role modeling, and constructive feedback to foster confidence and reduce anxiety. Students are encouraged to actively participate, collaborate with peers, and practice regularly to enhance their speaking proficiency and build self-confidence. Reflecting on their own performances and learning from mistakes will further support their development. For future researchers, this study opens opportunities to investigate the impact of role-play in different educational levels or regional contexts, and to examine its potential in other language areas such as vocabulary enrichment or reading comprehension, thereby expanding the understanding of role-play's role in EFL classroom.

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