

## Enhancing Self-Confidence in English Speaking through Role-Play Activities

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### Abstract

This study aimed to increase students' grade 9 student's self-confidence in speaking English at one Junior High School in Jakarta. This study uses the Classroom Action Research (CAR) method which aims to solve the problem of students' lack of self-confidence in speaking English. This classroom action research uses the Kurt Lewin model. This study was conducted in 2 cycles where each cycle consists of planning, action, observation, and reflection stages. In obtaining data, the researcher used qualitative and quantitative methods. Qualitative data were obtained through observation, while quantitative data were obtained through tests (pre-test and post-test). The results of this study found that the use of the role-play method had been successful with the criteria that 75% of students achieved the target score  $\geq 75$  based on the Minimum Competency Criteria (KKM). The results obtained through the test showed that 80% of students had achieved the target minimum competency criteria score. In addition, the second criterion is that students become more active during the teaching and learning process, so the results of the observation show that by using the role-play method, students become more active and also confident in speaking English.

**Keywords:** Self-Confidence; Role-Play Method

### INTRODUCTION

Speaking skills are one of the most important skills among the four other skills. Speaking skills are also considered important because by mastering speaking skills students can develop other skills. This is in line with what Srinivas (2019) said that speaking skills are the most important skill among the four language skills to be able to communicate well in this global world. Furthermore, Yoniswan (2020) said that speaking skills are considered important because this will enable students to develop reading, writing, thinking and listening skills. Then, speaking skills are very important because this is a means of communicating, good speaking skills will create successful communication with other people. This is in accordance with what Yuliana et al (2014) stated that speaking is a skill that students must master, which includes the process of creating and communicating meaning orally through language. Without good speaking skills, people may have difficulty communicating successfully with others Alzboun et al (2017). Based on the explanation above, speaking skills are the most important skill among the four others since mastering speaking skills allows students to acquire other abilities. Speaking skills are also important because this is a form of communicating with other people, good speaking skills can create good communication with other people.

However, in learning speaking skills there are several problems including lack of vocabulary, poor pronunciation, not fluent to speak, hard to focus, nervous to speak, and lack of confidence. This is in line with what was conveyed by Pardede et al (2022) which identified several issues, including: (1) challenges in listening and speaking, (2) limited vocabulary, (3) difficulty maintaining focus, (4) inhibition (such as a lack of self-confidence, afraid to making a mistakes, or feeling embarrassed about attracting attention to their speech), (5) a lack of ideas (struggling

to think of something to say or not knowing how to express themselves), and (6) low levels of participation. Similarly, Deliza and Sadikin (2023) observe that students face considerable difficulties in achieving fluency in English because it is not their primary language. Moreover, the lack of dedicated time for speaking practice provided by teachers further restricts students' chances to enhance their oral communication skills and develop fluency. Then, based on the problems above, a lack of self-confidence is also visible in the results of observations made by the researcher at one of Junior High School in Jakarta, where students still lack confidence in carrying out speaking skills during learning activities, where they often feel afraid of making mistakes or feel embarrassed. They experience this because they are afraid to say an English sentence and are also embarrassed if they make a mistake and are laughed at by their classmates. Therefore, the researcher was focused on increasing students' confidence in speaking English. Previous studies have explored various methods to address the issue of low self-confidence in students. Karsudianto (2020) employed the mingling game, where students interact and exchange information. Bunaya and Basikin (2019) utilized the Think Pair Share (TPS) method, a collaborative approach involving individual reflection, pair discussion, and whole-class sharing. Pujiani et al (2021) leveraged YouTube as a learning tool to enhance self-confidence. Additionally, Tshering (2022) demonstrated the effectiveness of role-playing in boosting students' self-confidence in speaking.

Based on the explanation above, one of the most interesting methods is the use of role-playing methods. The role-playing method is often used to overcome the problem of students' lack of self-confidence. This is in line with research conducted by Maulana & Lolita (2023) which shows that students feel that the type fully scripted role-playing method can increase their confidence in speaking English. Furthermore, this is also by research conducted by Tshering (2022) where the use type fully scripted role-playing methods can develop self-confidence and creativity in students as they are motivated to take part in speaking skills. Then, based on research conducted by Tipmontree & Tasanameelarp (2020), shows the effectiveness of type fully role-playing activities in increasing students' self-confidence in speaking English. Lestari et al (2019) also shows that using the type fully scripted role-playing method can increase students' self-confidence.

Based on the discussion above, this indicates that employing the role-playing method can effectively address the issue of students' lack of confidence in speaking English. Therefore, this research used the role-playing method as a way to overcome the problem of students' lack of confidence in Junior High Schools. Also, from the discussion above, it can be concluded that many previous studies used fully scripted role-playing methods and there are still few studies that used structured role-playing methods. Therefore, this research used a structured role-playing method.

In conclusion, speaking skills are one of the most important skills among the other four skills, the better the speaking skills students have, the easier it will be to communicate with other people. Then in learning speaking skills, there are several obstacles, including a lack of vocabulary, poor pronunciation, not speaking fluently, difficulty focusing, nervousness about speaking, and lack of confidence. This research was focused on problems that arise based on observations in the form of a lack of self-confidence among students at one of Junior High Schools. Different with various methods used by previous research to overcome the problem of lack of self-confidence, this research this research used a structured-scripted role-playing method. Therefore, the primary objective of this research is to enhance the confidence of students in speaking English at a selected Junior High School in Jakarta. The research question of this study is formulated as follows: How does the implementation of role-play activities in the classroom increase students' self-confidence in speaking English at one of Junior High School in Jakarta?

## METHOD

This research employed the Action Research method, where the researcher examines their own issues or challenges within schools or educational settings, with the goal of enhancing educational practices (Creswell 2018). Action research is a research approach that is rooted in practical action (the action aspect) while simultaneously aiming to generate, inform, and develop theory (the research aspect) (Brown, 2019). Researcher think about the problem, collect and analyze data, and implement solutions or action plans based on their findings (Creswell 2018). Therefore, in accordance with the objectives of Classroom Action Research (CAR), this research seeks to offer a role-playing method that can increase students' self-confidence in speaking English speaking. The researcher adopt Kurt Lewin's (1946) design. This is because Kurt Lewin's design serves as a fundamental reference for other designs, particularly in conducting research using the classroom action method. According to this framework, there are four key components of the basic concept of classroom action research. (Kurt Lewin, 1946), including:

1. **Reconnaissance:** At this stage, the researcher learns important details about the student's level of confidence in speaking English, through classroom observations. And the results found based on observations were that students in one of Junior High Schools in Jakarta had a low level of self-confidence, this was shown by students often feeling embarrassed and also afraid when ordered to speak English.
2. **Planning:** This is a step to identify problems or problems that was be addressed. As well as to create learning strategies in the classroom which are then developed in research to solve learning problems. In this section, after identifying the problem, the researcher creates a learning strategy or lesson plan to deal with students' self-confidence problems by applying a structured role-playing method during teaching and learning activities.
3. **Action (Execution):** In this section, the researcher begins to carry out the learning plan that has been created by applying the structured role-playing method. Where students were instructed to play a character in various situations, and the dialogue they must use.
4. **Observation:** In this section, the researcher was observed the results of actions and collect them in implementing learning activities using the role-playing method. This is done to see whether the role-playing method can increase students' self-confidence in speaking English.
5. **Reflection:** In this section, the researcher begins to analyze the data that has been obtained to find out to what extent the data obtained can show the success of using the role-playing method in increasing students' confidence in speaking English. the researcher was also found out whether there are other problems and supporting factors for success in using this role-playing method. And if the criteria for class action success are achieved, then the next research action is stopped, but if the desired outcome has not been met, alternative actions will be implemented in the subsequent cycle.

Data was gathered through the administration of pre-tests and post-tests in each cycle. These tests was recorded and then assessed by considering self-confidence assessment categories such as verbal communication, body language, task engagement, and response to challenges which were adapted based on self-efficacy theory by (Bandura, 1994). In this theory there are 4 indicators, the first is verbal communication, Self-efficacy has a significant impact on verbal communication skills. Higher self-efficacy in communication results in lower communication anxiety and a greater willingness to engage in speaking tasks. As students' communication self-efficacy increases, they become more confident in their ability to articulate thoughts and ideas, which increases overall communication effectiveness. The second is body language, body language is a non-verbal expression of self-efficacy. Individuals with high self-efficacy tend to display confident body language,

such as maintaining eye contact and being open. The third is task engagement, self-efficacy plays an important role in task engagement. Individuals with strong self-efficacy beliefs are more likely to be fully engaged in tasks, set challenging goals, and persist through difficulties. And the last is the response to challenges, when faced with challenges, individuals with high self-efficacy tend to face problems with a positive mindset, seeing them as opportunities for growth, not insurmountable obstacles.

## RESULTS AND DISCUSSION

### Results

#### A. The Result of Implementing Role-Play in Class

##### Observation of Pre-Test

The observations conducted aimed to directly assess the teaching and learning process prior to the implementation of Classroom Action Research (CAR). Based on observations made by researchers when carrying out learning activities during the internship program at one of Junior High School in Jakarta, there are still many students who feel less confident when speaking English. This happens when students are asked to speak English, either reading or having a dialogue, they still feel embarrassed, afraid, and also lack confidence. They also experience uncertainty when practicing the material and exercises provided during learning activities, indicating that students struggle with their confidence. Consequently, they require a learning method that can enhance their speaking skills and boost their confidence in speaking English.

##### Observation of Cycle I

###### Planning Phases

In this phase, the researcher was conducted a pre-test on the 23<sup>th</sup> and 25<sup>th</sup> July 2024 to measure students' level of confidence in speaking English first and was conducted before the implementation of role-play method.

Based on the data, the researcher identified the students who met or exceeded the minimum passing score (75). To obtain the pre-test results, the researcher first calculated the mean score using the formula mentioned earlier.

$$\bar{X} = \frac{\sum x}{N}$$
$$\bar{X} = \frac{1637.5}{35}$$
$$\bar{X} = 46.78$$

Based on the data provided, to determine the percentage of students who met the minimum competency criteria target score, the researcher utilized the following formula:

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{7}{35} \times 100\%$$
$$P = 20\%$$

According to the pre-test results, the data indicated that the mean score was 46.78. Only seven students, representing 20% of the class, achieved a score that met the minimum competency criteria.

After conducting the pre-test, the researcher also made a plan to start implementing the role-playing method in cycle 1. Then, the researcher prepared a learning plan that includes competency standards and selects appropriate materials. This learning plan was taken from a source in the form of a book, namely "English Nusantara" for grade 9. The material taken was in the form of material in chapter 1 with the theme "Exploring Fauna of Indonesia" where the topic taken was "Bekantan". The topic discusses the characteristics of the Bekantan. At this

stage, the researcher also prepared a camera, laptop, and field notes.

### **Acting Phase**

The acting phase involves implementing the plans developed by the researcher. In this phase, the researcher takes on the role of the teacher, instructing grade 9-8 students at a junior high school in Jakarta using the role-playing method. The actions for the first cycle were conducted on July 30<sup>th</sup> and August 1<sup>st</sup>. During the lesson, the researcher employed three phases of learning: pre-activity, while-activity, and post-activity. In this classroom action implementation, the researcher aimed to engage students in class activities. In the first meeting, during the pre-activity phase, the researcher greeted the students and inquired about their well-being, as well as the upcoming activities. Then, in the while-activity phase, the researcher introduced the role-playing method, explaining its concept, function, purpose, and benefits for English learning activities. Then, the researcher went into the material in the book "English For Nusantara" where chapter 1 discusses "Exploring Fauna of Indonesia" The first animal discussed in this book is "Bekantan". Next, the researcher began to explain the characteristics of Bekantan such as the scientific name, body color, type of species, and others. Then in applying the role-playing method, the researcher used an example of a conversation consisting of 2 people in the book "English for Nusantara" where the conversation discussed the characteristics of Bekantan. The researcher read the conversation which was then followed by all students. Next, the researcher ordered the students to form groups consisting of 2 people who were selected based on their deskmates. They were given time to read and practice playing the characters in the conversation that the researcher had read before. After they practiced independently, the researcher asked them to appear in front of the class to play the characters in the conversation. And for the last in post-activity, before closing the learning in class, the researcher asks what difficulties they face during the learning activities.

And then for the second meeting was carried out on August 1<sup>st</sup> the researcher continued the material at the last meeting about "Bekantan". In this session, the researcher explained more deeply about the habitat and habits of Bekantan, such as where Bekantan usually live, where they come from, and also what habits are done by Bekantan. After delivering the material, to apply the role-playing method, especially the structured type, the researcher asked the students to form groups of 2 people where the group was determined based on their deskmates, then after forming the group they were asked to make a conversation consisting of 2 people, where the conversation had to discuss the characteristics, habitat, or habits of Bekantan. The researcher also helped them in making the conversation and gave them directions. After the students made their conversation, the researcher asked the students to practice independently first and gave them time to ask if there were any difficulties in pronouncing English vocabulary based on the conversation they had made. Then after they practiced, the researcher asked each group to start acting out or playing the conversation they had made in front of the class. At the second meeting, the researcher also conducted a post-test cycle 1. In the application of the structured role-play method in this cycle, the researcher creates a situation and also a topic that is in accordance with the material being taught, then the students begin to create their own conversations based on the situation and also the topic that has been given by the researcher. After finishing making the conversation, the students then begin to play a role based on the conversation they have created. By applying this method, students become more active during learning activities.

### **Observing Phase**

In general, in cycle 1, the participation and involvement of students were still not active because students were still confused about the role-playing method. Furthermore, in terms of student self-confidence, it was still low, students still often felt shy and afraid to make mistakes in doing

role-playing activities. In terms of English language skills, students still seemed hesitant in pronouncing sentences, but there were some students who had quite good pronunciation and use of English grammar. Then in terms of creativity and improvisation, students were still lacking so they needed guidance and direction. In terms of engagement, students were quite responsive to all commands given. Next, in terms of support and collaboration between friends or groups, they were quite good, although many still needed direction and guidance. In terms of feedback reception, students were quite good at responding to every response given by researchers and peers. Finally, in terms of role assumption, students were still less effective, because they still felt shy and afraid. The results of this observation also showed that there were two students who turned out to have quite good abilities in speaking English, but these two students looked very unconfident and afraid even though their abilities were quite good in speaking English.

### Reflecting Phase

At this stage, the researcher determines the strengths and weaknesses of the first post-test action that has been carried out. Based on the data collected and analyzed by the researcher, it was found that students' self-confidence was still quite low in speaking English and it was also clearly visible that the students still looked stiff and rarely used their body language when playing a role, this was because they were still embarrassed and afraid of making mistakes in pronouncing English sentences. Therefore, the researcher who also acts as a teacher in implementing the role-playing method needs to give more attention, motivation, and practice to the students to make them more confident in speaking English. To find out the results of the student self-confidence assessment in the first post-test, you can see this result:

The mean score of students during the first post-test, the percentage of students who met the minimum competency criteria, and the increase in students' self-confidence scores from the pre-test to the first post-test. To calculate the mean score, the researcher will use the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{2231.25}{35}$$

$$\bar{X} = 63.75$$

Next, to find out the percentage of classes that passed the minimum competency criteria, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{15}{35} \times 100\%$$

$$P = 42,8\%$$

Finally, to know whether students improve their self-confidence score or not the researcher used the following formula:

$$P = \frac{y1 - y}{y} \times 100\%$$

$$P = \frac{63.75 - 46.78}{46.78} \times 100\%$$

$$P = 36.27\%$$

The researcher found that the mean student score in the first cycle was 63.75. Self-confidence scores improved by 36.27% from the pre-test to the post-test 1. However, this increase was

insufficient to meet the target of 75% of students passing the minimum competency criteria. Only 15 students (42.8%) achieved this. Therefore, the researcher needs to continue to the next cycle.

## **Observation of Cycle II**

### **Planning Phases**

Actions in cycle 2 were carried out on August 7<sup>th</sup> and 9<sup>th</sup>, 2024. Actions were carried out based on the learning plan that had been prepared. In cycle 2, the researcher will teach students using the same learning method, the role-playing method. Here, the researcher tries to make students more confident and flexible and not stiff, and they use their gestures or body language more often while playing their roles. In the first meeting of cycle 2, researchers still use the same 3 stages of learning in class, namely pre-activity, while-activity and also post-activity. Where in this first meeting in pre-activity, the researcher saying greeting and asking about the students' conditions. As well as the activities to be carried out. And remaining about last material. And then, the researcher continued the material by discussing what Noun Groups are that describe animals in Indonesia, for example; A long-nosed monkey, The big, long-nosed monkey in a mangrove tree. After explaining about noun groups that describe animals, the teacher gave examples of noun group sentences which the researcher then ordered the students to identify and underline the noun group in the sentence. Then to train their self-confidence by applying the role-playing method, the researcher gave and read an example of a dialogue using noun groups that describe animals which were then followed by the students together, then the researcher ordered the students to practice the dialogue in pairs. Before closing the learning in class, the researcher asks what difficulties they face during the learning activities. Asking whether there are any questions or not. And las saying greeting.

For the second meeting, the researcher continued the next material about animals in Indonesia which this time was discussed as "Orangutan". Then the researcher gave the audio to be listened to by the students related to the characteristics, habitat, and habits of "Orangutans" After the students listened to the audio, the researcher asked the students to fill out the worksheet in the printed book "English Nusantara" where the worksheet contained questions that were appropriate and related to the audio given. Furthermore, to apply the structured role-playing method, the researcher asked the students to create a conversation consisting of 2 characters and the conversation must also discuss the material given today, namely the characteristics, habitat, and habits of "Orangutan". After the students finished the conversation, they were given time to practice independently, which then they would perform in front of the class. In the second meeting also, the researcher decided to do post-test 2. In the second cycle, the researcher continues to apply the structured role-playing method. The researcher creates a situation and also a topic that is in accordance with the material being taught which is different from the material in the first cycle, then students start to create their own conversations based on the situation and also the topic that has been given by the researcher. After finishing making the conversation, students then start to play roles based on the conversation they have created. By applying this method, students become more active and also more courageous to come forward during the learning activities.

### **Observing Phase**

In general, in cycle 2, students' involvement in role-playing activities is more active and they have begun to be more fluid during the implementation of the role-play method. In terms of self-confidence, students are more confident compared to cycle 1, they are more confident and are no longer afraid of making mistakes when speaking English, they also feel more enthusiastic in carrying out role-playing activities. And in terms of language skills, students are better than

in the previous cycle, they are clearer in pronouncing English sentences. In terms of creativity and improvisation, students are also more creative in improvising in making a dialogue according to the theme and situation that has been determined. Furthermore, in terms of involvement, they are more responsive. To all the commands that I convey during the implementation of this role-playing method. Then, in terms of collaboration between friends or groups during the activity of making scenarios for role-playing activities, students are quite good, and they no longer need more direction in carrying out role-playing activities. Then, in terms of receiving feedback, students are quite good at responding to every response given by researchers and their friends. In terms of the ability to realize the role of students, it is better and more effective, they feel more confident and are more consistent and flexible in playing their respective roles.

### **Reflecting Phase**

Based on the results of observations conducted by the researcher and also assisted by the Co-Researcher, the researcher was satisfied with the results shown in the classroom action cycle 2, this was due to the application of the role-playing method in increasing students' confidence in speaking English showing many changes compared to cycle 1. The results of post-test 2 that had been carried out, it showed that 28 (80%) students had passed the minimum competency criteria target score. Therefore, this has shown that the success of the action has met the requirements, namely 75% of students have passed the minimum competency criteria students with a score of 75.

In addition, based on observation data, students showed that they were more confident, and more courageous, especially in speaking English. Where students who initially felt afraid and not confident when ordered to speak English and left felt not ashamed and not afraid to speak English. Although there are still some students who are wrong in pronouncing some English words, these students have shown an attitude of confidence, more courage, and not afraid even though they are wrong in pronouncing some words. Therefore, based on the results of the post-test in cycle 2 and also the results of the researcher's observations have achieved the goal, namely that students are able to increase their confidence in speaking English. So, researchers and teachers do not need to continue to the next cycle. To find out the results of the student self-confidence assessment in the second post-test, you can see this result:

In the second cycle, the researcher calculated the mean student scores, the percentage of students who passed the minimum competency criteria, and the increase in student self-confidence scores from the pre-test to the second post- test.

First, calculating the mean of students in the second post-test result

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{2612.5}{35}$$

$$\bar{X} = 74.64$$

Next, to find out the percentage of classes that passed the minimum competency criteria in second post-test, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{28}{35} \times 100\%$$

$$P = 80\%$$

Finally, to know whether students improve from the pre-test to the second post-test:



$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{74.64 - 46.78}{46.78} \times 100\%$$

$$P = 59.55\%$$

Based on the calculation results, the researcher found that the mean score of the second post-test results was 74.64, indicating that 28 (80%) students met the minimum competency criteria. Additionally, the overall results showed an average increase of 59.55% from the pre-test to the second post-test. These outcomes demonstrate that the actions taken were successful, as 75% of students achieved a score of at least 75. Therefore, these values indicate the success of the classroom action research on students in grades 9-8 at one of the junior high schools in Jakarta. The analysis of the outcomes can be seen through the pre-test, post-test 1, and post-test 2 results, which are illustrated in the following diagram:

Figure 1 Students' Score Mean Improvement

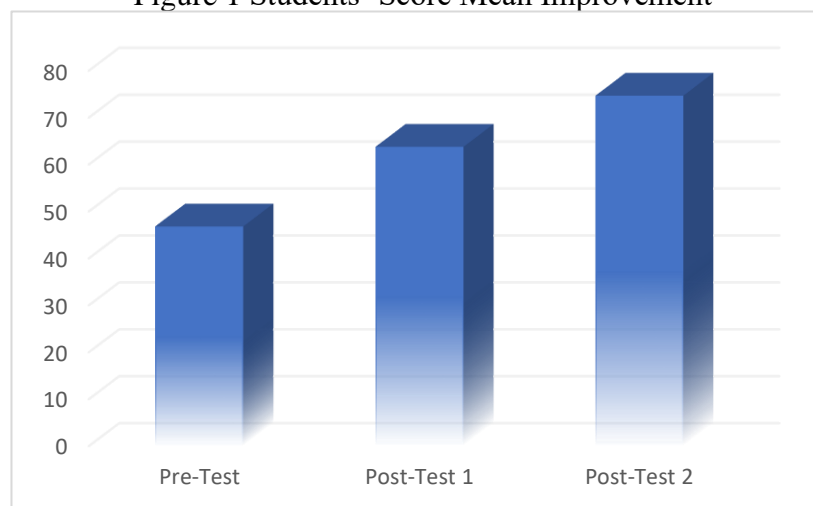
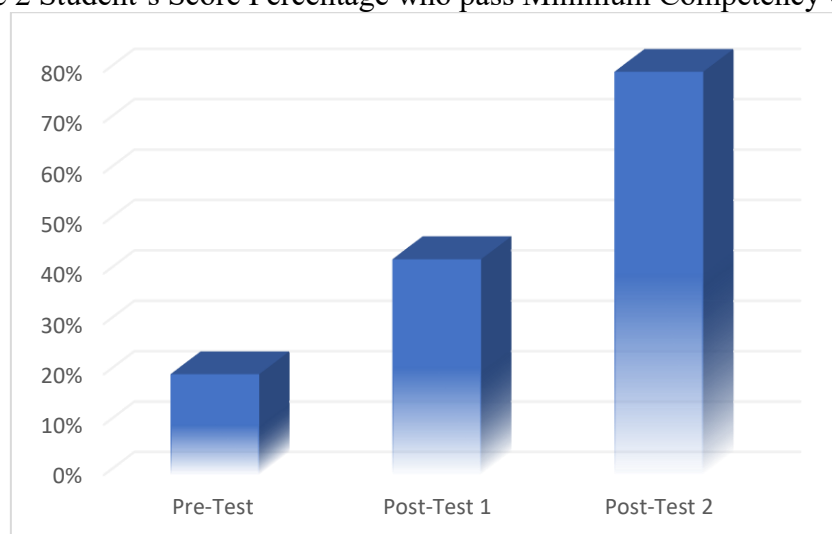


Figure 2 Student's Score Percentage who pass Minimum Competency Criteria



Before implementing the role-playing method to enhance students' confidence in speaking English, the researcher conducted a pre-test. The pre-test results showed a mean class score of

46.78. To determine the number of students who met the minimum competency criteria, the researcher calculated the percentage of students' confidence scores. The data revealed that only about 20% of the students achieved the minimum competency criteria, which translates to seven students scoring 75 or higher. Conversely, twenty-eight students scored below this minimum competency threshold.

Following the calculation of the pre-test results, the researcher conducted classroom action research using the role-playing method to enhance students' confidence in speaking English. The results of the first post-test showed a mean score of 63.75, representing an increase of 16.97 points (63.75 - 46.78) or 36.27%. Additionally, 42.8% of students passed the minimum competency criteria, with fifteen students meeting this threshold and twenty other students scoring below it.

After implementing cycle 2, the researcher conducted the second post-test to evaluate the increase in students' confidence in speaking English. The mean score of the second post-test was 74.64, showing an increase of 10.89 points (74.64 - 63.75) from the first post-test. The overall improvement in students' speaking ability from the pre-test to the second post-test was 27.86 points (74.64 - 46.78), which represents a 59.55% increase. Furthermore, 80% of students passed the minimum competency criteria in the second post-test, with 28 students meeting this threshold and 7 students not passing. Consequently, the researcher achieved the criteria for the success of the action research.

## Discussion

In this section, the researcher discusses how to increase students' self-confidence in speaking English by applying the role-playing method. Self-confidence is a very important aspect that students must have, especially in English learning activities. As stated by Lander & Brown (2001) self-confidence is a belief that students have in completing a task completely. With self-confidence, a person will have a positive attitude and a realistic perception of themselves, thus allowing them to do achieve something (Pratama 2017 cited in Muqorrobin et al 2022). Then according to Sagimin (2012) the role-playing method is an effective way to help students increase their self-confidence in speaking English. Therefore, researchers use the role-playing method as one way to increase students' self-confidence in speaking English.

Then based on the Rubric for Assessing Confidence by Bandura's and observation aspects. After implementing the role-playing method in terms of verbal communication, students became more willing to engage in speaking tasks. Furthermore, in terms of body language, students experienced a process of improvement where initially students rarely used body language but slowly began to pay attention to the body language they used. Then in terms of task engagement, students were able to carry out or follow the directions given by the researcher quite well. Finally, in terms of response to challenges, students showed a very good and positive response.

Based on the observation aspect, in terms of student participation, the activeness of students improved while using the role-playing method. And also, student confidence also changed during activities carried out using the role-playing method. Furthermore, in terms of language proficiency, the accuracy of grammar used by students in making conversations also improved from cycle 1 and cycle 2. They also looked more creative in terms of using language to express their ideas. Students also showed a very responsive attitude when researchers gave orders and directions during role-playing activities. They are also able to collaborate quite well with their colleagues in making a conversation or when playing a role. And finally, during their role-play, those who initially seemed less effective can slowly become more effective.

### **A. Role-Play Stimulate Students' Self-Confidence**

Students are afraid of making mistakes in pronouncing English vocabulary, where students are not fluent in pronouncing a word or sentence. This happened when the researcher conducted this study and was proven when students started playing their roles, where there were several students who did not use a clear voice and also their pronunciation was still unclear. Based on observations, this is because students feel afraid and embarrassed if they make mistakes, resulting in them lacking confidence. This is also in accordance with what Aras et al (2022) said pronunciation is also a problem faced by students because listeners cannot understand clearly when speaking. Then of course the biggest problem faced is the lack of self-confidence of students lack of self-confidence is one of the problems that most often occurs during speaking skills learning activities. When students feel less confident in speaking English, they often feel afraid of making mistakes and are embarrassed before trying. This is in line with Pardede et al (2022) said, that students feel less confident, worried about making mistakes, and afraid or embarrassed about the concerns they express. Furthermore, students feel afraid to speak in front of many people (lack of confidence). Therefore, this study focuses on increasing the self-confidence of grade 9-8 students at one of Junior High School in Jakarta in speaking English. In this case, the researcher used the structured role-playing method by providing several situations, conditions and also topics that had been determined by the researcher based on the material taught at each meeting. Then the students were asked to create a conversation that was in accordance with the situation, conditions, and also topics that had been adjusted by the researcher, after creating the conversation the students were asked to appear in front of the class playing a role that was in accordance with the conversation they had created. During this activity, the researcher saw that this method had an impact on increasing students' self-confidence in speaking English, where students became more active in asking questions and also more confident in appearing in front without having to be asked again by the researcher, they voluntarily and bravely appeared in front of the class. Therefore, based on the researcher's experience in implementing the structured role-playing method, shows that this method provides a lot of positive progress. Where at the beginning of the meeting, many students still had very low self-confidence, were afraid of making mistakes, and were also embarrassed when asked to speak English. This is in line with what Tipmontree & Tasanameelarp (2020) said showing the effectiveness of method role-playing activities in increasing students' self-confidence in speaking English.

### **B. Role-Play Activated Students' Enthusiasm and Activeness**

The researcher in this classroom action used a structured role-playing method where the researcher could set a more specific scenario by conveying some information such as the situation, character, and what conversation should be discussed. The use of this role-playing method has a positive impact on the level of student confidence and activeness, where students are starting to be braver and are no longer afraid and shy to speak English. This is also proven by the value of the pre-test, post-test 1, and post-test 2 which are increasing. This is in line with previous research conducted by Sagimin (2012) the role-playing method is an effective way to help shy students improve their speaking skills.

In role-playing activities, students are given roles to play and encouraged to create their own dialogues. This allows them to practice speaking English in a safe and controlled environment, which can help them become enthusiasm and more activeness. Furthermore, the positive thing given by using the role-playing method is that students are more confident and more motivated during the learning process where students are brave enough to appear in front without having to be asked to come forward. This is in line with research conducted by Yuliana et al (2014) through role-playing, students can explore their potential to participate more actively in the

teaching and learning process.

Students have the opportunity to hone their public speaking skills, which they can easily do in front of the class. The role-playing method also has an impact on students to practice their pronunciation in speaking English, during the classroom action activities researchers often answer several questions about how to pronounce English words correctly. This shows that students are more motivated and can improve their pronunciation skills. This is in line with research conducted by Alabsi (2016) the application of role-playing can increase motivation, self-confidence, and student involvement because it allows students to use their imagination. In addition, role-playing can also help students improve their pronunciation and fluency in English, this is because students are required to think quickly and speak directly.

In conclusion, the role-playing method is very positive for students in increasing their confidence in speaking English. At first, the students felt less confident, embarrassed, and also afraid to speak English due to a lack of vocabulary, and fear of mispronunciation so they felt less confident. By applying the role-playing method slowly this can be avoided, this is in line with the theory stated by Purnamawati et al (2015) role-play can also overcome problems in speaking aspects such as fluency and accuracy in speaking because students feel comfortable and happy when given the opportunity to play various roles so that they can increase their confidence in speaking English. Then the level of self-confidence also increased according to the results of the students' self-confidence scores carried out on the pre-test, post-test 1, to post-test 2 the results showed an increase, this is also the same as previous research conducted by Maulana & Lolita (2023) implies that there is an impact that the application of role-playing has on students' speaking skills. This is based on the results of the pre-test which was carried out at 72.5 and after implementing the role-playing method the post-test results were 84.3. This research also shows quite satisfactory conclusions, where the application of role-playing is considered quite effective in practice in overcoming students' concerns about their speaking skills and increasing their self-confidence, where the results of the pre-test and post-test have increased.

## CONCLUSION

Based on the results of the data analysis, the researcher concluded that the use of role-playing methods can increase students' confidence in speaking English. Several data, such as the results of the pre-test and post-test support this conclusion. In the pre-test, the mean score of students only reached 48.78, while in post-test 1 the average score of students increased to 63.75, then in post-test 2 the average score of students increased again to 74.64 with 80% of students achieving minimum competency criteria. Thus, this shows a significant increase in the use of role-playing methods in increasing students' confidence. In addition, the application of the role-playing method in an effort to increase students' confidence provides more opportunities for students to be active and cooperative in speaking activities, and the role-playing method also has effective activities to increase students' confidence supported by observation data

And then for the recommendation the role-playing method can be an alternative for English teachers in teaching students' speaking skills. This is because the role-playing method has a fairly positive impact, where students play a more active and braver role during the learning activities. This study only used one type of role-playing, namely structured. For further research, other types of role-playing can be used. And also, this study only focuses on how students' confidence in speaking English can increase. Recommendations for further research can focus more on developing students' speaking skills such as pronunciation, grammar, vocabulary, fluency, and comprehension when using the role-playing method.

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