

**TEACHERS' IMPLEMENTATION OF ROLE-PLAY IN INDONESIAN
HIGH SCHOOL ENGLISH CLASSROOM: A CASE STUDY**



A THESIS

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH PURWOKERTO

2025

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INDONESIAN HIGH SCHOOL ENGLISH CLASSROOM: A
CASE STUDY**



Submitted to the English Language Education Department as a Partial Fulfilment
of the Requirements for an S.Pd. Degree

Written by:

Muhammad Farhan Algifariz

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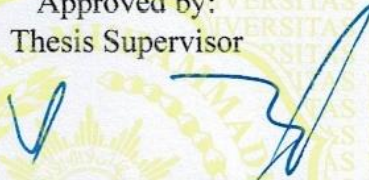
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2025

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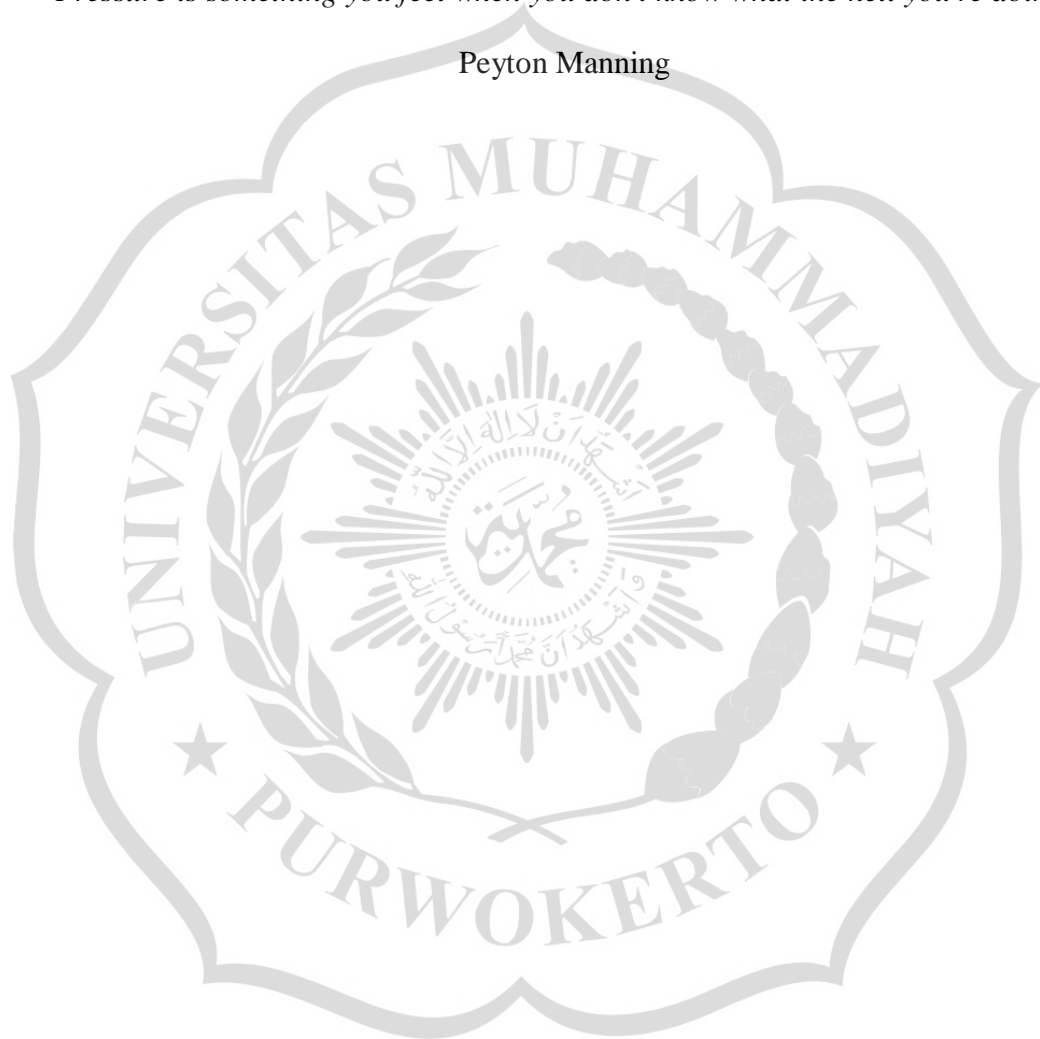
MOTTO

“Indeed, with hardship comes ease...”

(Qur'an, 94:6-7)

“Pressure is something you feel when you don't know what the hell you're doing.”

Peyton Manning



DEDICATION

Thanks to Allah, with greetings to our prophet Muhammad SAW and in the name of Allah, the Most Merciful and Compassionate, Shalawat. With thanks, I dedicate this final project to:

1. My beloved parents, who always provide endless prayer, support, and affection. Thank you for the sacrifices and the invaluable love you have shown so far.
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The writer honestly admits that this work is not perfect. Any criticisms, comments, and suggestions are welcome for the improvement of this paper. However, the writer hopes this paper will be useful and beneficial for the readers

Purwokerto, 9 Agustus 2025

Muhammad Farhan Algifariz

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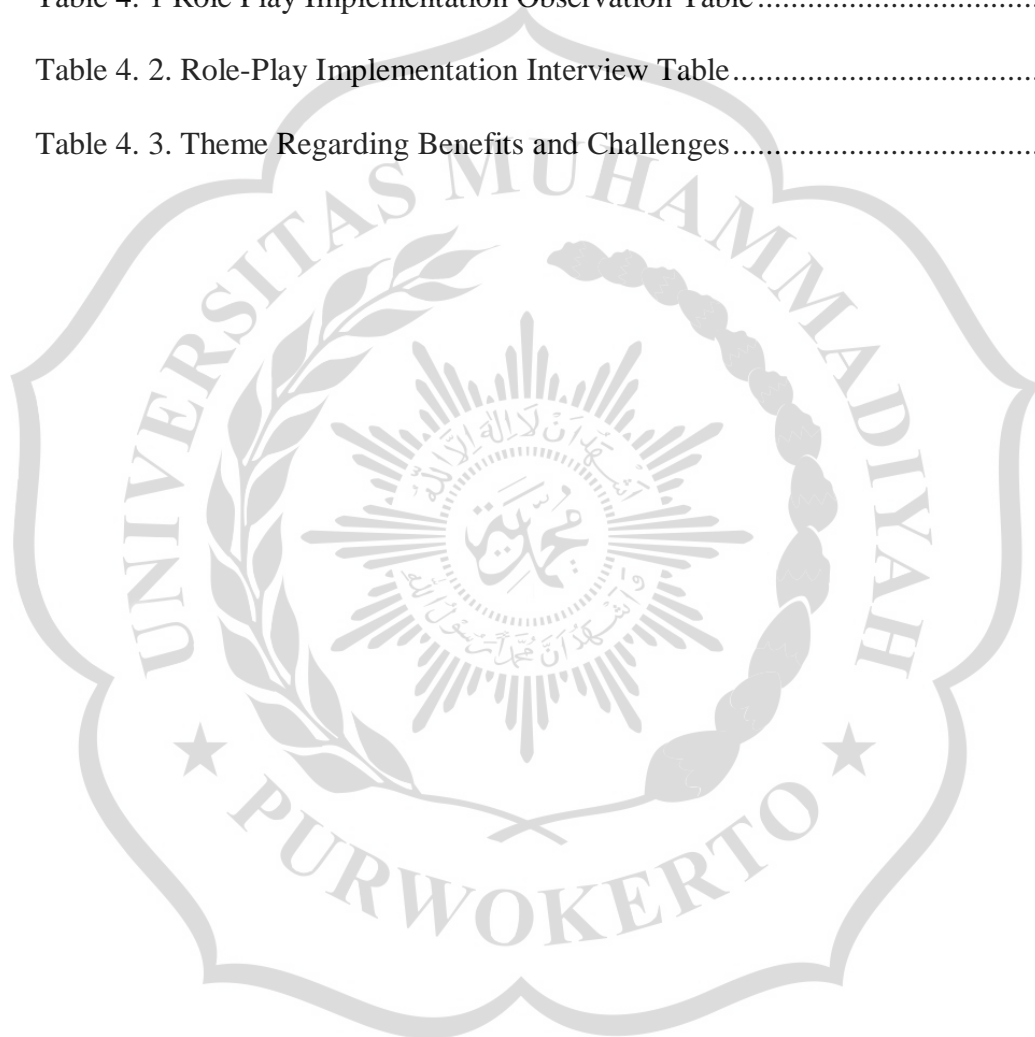
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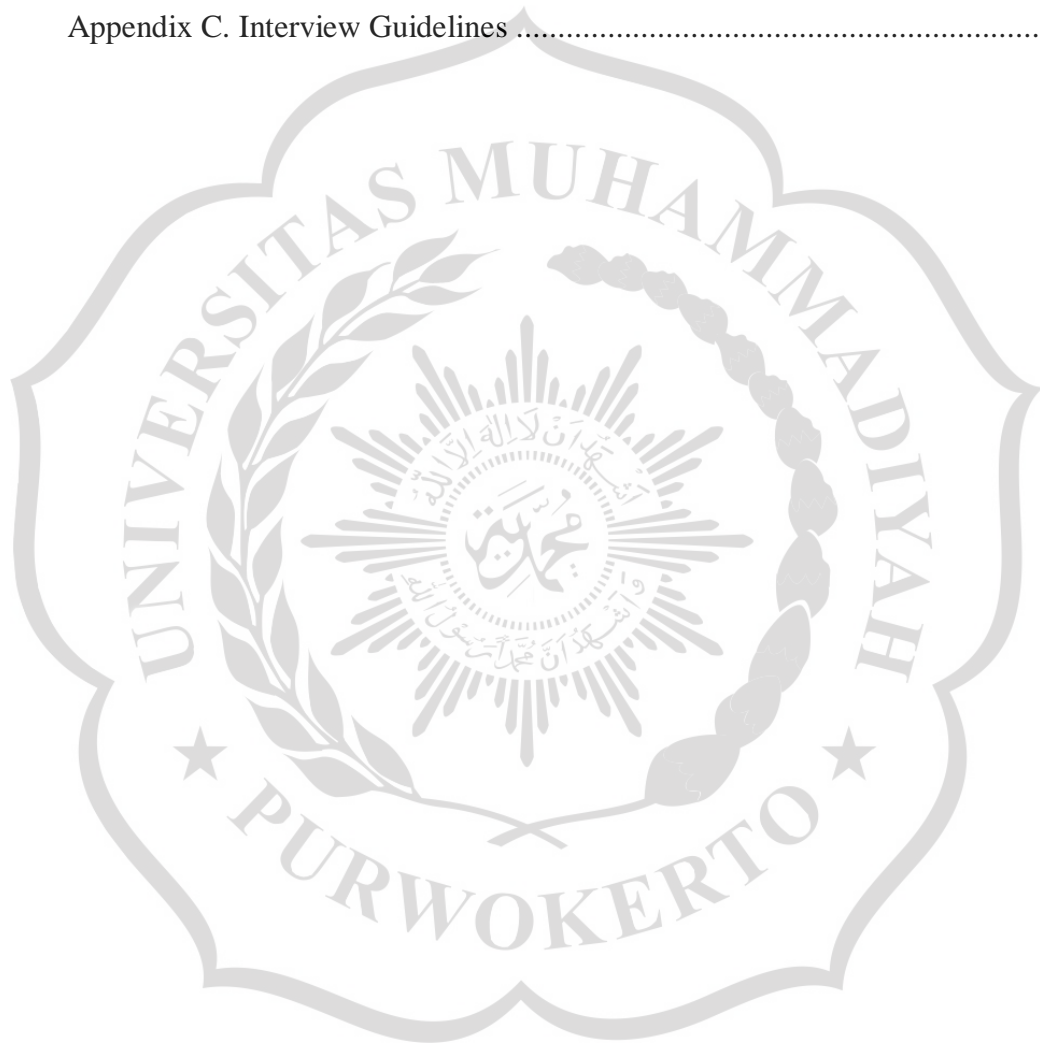
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Abstract

This study investigates how Indonesian high school English teachers utilize role-play as a teaching strategy within the framework of Communicative Language Teaching (CLT). Using a case study design, data were collected through classroom observations, semi-structured interviews, and lesson plan documentation. The results reveal that teachers follow a structured procedure: introducing the topic, providing vocabulary support, assigning roles, allowing rehearsal, conducting performances, and offering feedback and follow-up. Role-play is perceived to enhance students' confidence, pronunciation, and peer collaboration. However, teachers also encounter challenges such as student shyness, limited time, and language barriers. Despite these obstacles, role-play remains an effective method to encourage authentic speaking practice. The findings highlight the importance of teacher flexibility and planning in adapting role-play to real classroom contexts. This study contributes to understanding practical role-play implementation and offers insights for teacher training and future research.

Keywords: role-play, communicative language teaching, teachers' perception, speaking skills, Indonesian high school classrooms.