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ENGLISH TEACHERS' CHALLENGES & COPING STRATEGIES IN ROLE-PLAY-BASED SPEAKING INSTRUCTION

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi tantangan yang dihadapi guru bahasa Inggris dalam menerapkan teknik bermain peran *role play* guna meningkatkan keterampilan berbicara siswa, serta strategi yang digunakan untuk mengatasinya. Metode penelitian yang digunakan adalah desain penelitian kualitatif dasar dengan melibatkan empat guru bahasa Inggris SMA sebagai partisipan. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik. Untuk menjamin kredibilitas dan validitas, penelitian ini menggunakan triangulasi data guna membandingkan informasi dari setiap sumber atau informan. Hasil penelitian menunjukkan bahwa guru bahasa Inggris SMA menghadapi berbagai tantangan. Tantangan-tantangan tersebut berasal dari tiga sumber: siswa, guru, dan lingkungan pembelajaran. Tantangan-tantangan itu meliputi perbedaan perilaku siswa terhadap kegiatan bermain peran, kurangnya kesiapan dan fokus siswa, persiapan guru, penyesuaian alokasi waktu, pengelolaan dinamika kelas selama kegiatan bermain peran, serta kondisi ruang kelas. Untuk mengatasi tantangan-tantangan tersebut, para guru menerapkan pendekatan preventif dan pendekatan intervensi, yaitu *scaffolding*, curah pendapat, pengulangan, gamifikasi, dan pemberian peringatan.

Kata Kunci: Tantangan, Strategi Penanggulangan, Bermain Peran, Keterampilan Berbicara

Abstract

This research aimed to explore the challenges faced by English teachers in implementing role play technique to improve students' speaking skills and the strategies used to overcome them. The research method used was basic qualitative research design with four Senior High School English teachers as participants. Data were collected through a semi-structured interview and analyzed using thematic analysis. To ensure credibility and validity, this research used data triangulation to compare information from each source or informant. The research results showed that Senior High School English teachers faced various challenges. The challenges they faced stemmed from three sources: students, teachers, and the learning environment. These challenges included differences in student behaviors toward role play, lack of student readiness and focus, teacher preparation, adjusting the time allocation, managing class dynamics during role play activities, and classroom conditions. To overcome these emerging challenges, the teachers applied preventive approach and intervention approach, namely scaffolding, brainstorming, repetition, gamification, and giving warnings.

Keyword: Challenges, Coping Strategies, Role Play, Speaking Skill

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INTRODUCTION

In the world of global communication, English is prioritized as an international language and is important to master. English proficiency is a fundamental skill in the current era of globalization. To be able to master English thoroughly, there are skills that must be mastered, including listening, speaking, reading and writing. In learning English, speaking skills are one of the important aspects that support students to be able to communicate actively. However, reality shows that in communicating actively, many students still experience difficulties. According to Chand (2021), the problems that students often experience when speaking English are limited vocabulary, lack of self-confidence, confusion in constructing sentences, pronunciation of words, fear of making mistakes, and frequently using their mother tongue (Ur, 1996; Brown, 2024). From these statements, it can be seen that there are still challenges that arise when students try to speak in a foreign language.

In this context, teachers have an important role in determining appropriate teaching strategies. Thus, students can have a meaningful learning experience and can improve their understanding and skills, especially speaking skills. One technique that is considered capable of improving students' speaking skills is role play. Role play can be an important technique in teaching speaking because it gives students the opportunity to communicate in different contexts and roles. In addition, this technique also allows students to be creative in their imagination. This is in line with Fitriani and Susiati (2025), who argued that role play was useful in providing opportunities for students to speak in real conditions, to be able to speak without the pressure that often occurs in class in formal situations, and could improve students' listening skills so that students could provide appropriate responses with good communication.

Even though role play has many benefits and advantages, challenges or difficulties that arise cannot be avoided. Teachers may face various challenges in their implementation. This is in line with research findings from Kholili et al. (2024), which revealed that teachers faced problems in using role play in English learning. This showed that although role play was recognized as an effective method in improving students' speaking skills, its implementation could not be separated from challenges. According to Dursun and Aykan (2025), teachers faced several types of challenges in managing learning processes in English, which were from aspects of student behavior, readiness, and focus during learning activities. These behaviors were often related to students' level of readiness to learn. If students were not ready to learn, they tended not to participate, which would affect their ability to maintain focus during learning activities

(Hattie, 2009; Fitrianan et al., 2025). In addition, teachers face challenges related to lesson preparation and management such as considering time allocation to ensure that learning activities proceed according to the planned schedule (Safitri, 2026). Furthermore, within the context of the learning environment, the aspect that often poses a challenge is the classroom conditions. Classroom conditions play a very important role in supporting the student learning process (Demir-Yildiz & Tatik, 2019). Additionally, the facilities available in the classroom also influence the success of learning activities because they influence students' motivation to participate in the learning process (Akoso & Tjandra, 2025).

The various challenges that arise in the learning process indicate that teachers need to make appropriate efforts to ensure effective learning activities. According to Sari et al. (2026), strategies to overcome challenges in the learning process can be implemented through two approaches: a preventive approach, defined as actions taken to prevent problems from occurring, and an intervention approach, defined as actions taken to stop problems that are currently or have already occurred.

Previous studies have highlighted the implementation of role play, particularly on its effectiveness in improving students' speaking skills. Wijaya et al. (2024) also examined students' perceptions regarding the use of role-play techniques in learning speaking skills and found that the use of role play helped students master vocabulary, grammar, pronunciation, understanding, and increased student activity in class. In line with these findings, research by Salainti and Fansury (2025) reported that most students felt that the use of role-play helped them improve their speaking skills, made the classroom atmosphere more lively, and built self-confidence. Similar results were also shown in Wafa's (2022) research, which found that students felt more confident, motivated, and more active in interacting. Furthermore, Tompunu et al. (2021) revealed that the application of role play was effective in improving students' speaking skills. However, despite these insights, the challenges teachers face when implementing role play remain under-explored as evidenced by studies such as Fan (2020) and Kholili et al. (2024) with no research specifically examining coping strategies. This is because existing literature largely highlights the benefits students derive from role-play and focuses more on student perceptions than on those of teachers. Furthermore, previous research has focused more on the university and Islamic senior high school (MA), so that there has been limited exploration at the senior high school level. Consequently, a clear knowledge gap exists.

This study examined in detail the challenges English teachers faced when implementing role-play techniques and the strategies used to overcome them. Unlike previous studies that largely focused on the effectiveness of role-play regarding student learning outcomes, this research contributed by offering teachers as the implementers of instructional techniques, a broader understanding, thereby helping to foster effective instruction in English classrooms. Addressing this gap, the study seeks to answer the following research questions: 1) What challenges do English teachers face in implementing role-play? and 2) What coping strategies do they employ?

METHOD

The present study employed a basic qualitative research design. According to Merriam and Tisdell (2009: 24), the overall goal of basic qualitative research is "to understand how people make sense of their lives and their experiences". The basic qualitative method was used because it was in line with the research objectives, namely exploring teachers' challenges and strategies in implementing role play technique in improving students' speaking skills.

This study used purposive sampling, where the researchers selected participants with certain characteristics relevant to the study (Etikan et al., 2016). The criteria for selecting participants were that they were English teachers who had used role play techniques in teaching speaking, had different teaching experience, and had different gender. Different teaching experience was chosen as one of the criteria because, according to Muhinat (2022), teaching experience had a significant influence on their teaching methods and the way they face challenges in the classroom. Then, the next criterion was gender. This criterion was used as participant criteria because, according to Ahmed et al. (2018), gender could influence teachers' experiences, teaching methods and strategies in facing challenges in the classroom. Based on these criteria, four English teachers were selected as the research participants, two of whom were female teachers and the other two were male teachers. Both female and male teachers had different levels of teaching experience, one with quite a long teaching experience and one with less long or perhaps new teaching experience. With this variation, it was hoped that it could represent a diversity of perspectives in facing the challenges of teaching speaking through role play.

Prior to data collection, each participant was provided with an informed consent document outlining the research objectives, the voluntary nature of participation, and the requirement to be recorded during the data collection process. To ensure participant privacy, real names were masked using codes such as T1, T2, T3, and T4. To collect the needed information, the researchers conducted a semi-structured interview, allowing them to have a guideline for interview questions but remaining flexible in exploring answers or unexpected things that arise during the interview (Ruslin et al., 2022). The interview questions were prepared and developed based on the interview protocol. The interview protocol was created to ensure that every question aligned with the research objectives. There were eleven main questions, categorized into two aspects: challenges in implementing role-play and strategies for overcoming problems associated with its implementation. The interview was conducted either offline or online, depending on the participants' locations and availability. Each individual interview lasted between 30 and 45 minutes. To ensure participants could easily understand the questions and freely express their views and information, the interview was conducted in Indonesian. Once the interview was completed, the responses were transcribed and reviewed repeatedly to identify the themes and essence of the participants' accounts. Following transcription, the data were analyzed using thematic analysis (Braun & Clarke, 2006). Even though it only used one instrument, the present study still maintained the credibility of the findings through the use of source triangulation. The researchers used source triangulation to compare information obtained from each source or informant (Ilhami et al., 2024). This aimed to ensure consistency or differences in information from existing data.

RESULTS AND DISCUSSION

Based on the results of data analysis using thematic analysis (Braun & Clarke, 2006), several main themes were found related to the implementation of role play in English language learning. The analysis process was carried out through six stages, namely familiarizing with the data, generating initial codes, searching for themes, reviewing potential themes, defining and naming themes, and writing the report. From this process, this research found that challenges in learning could come from various sources. To facilitate understanding of the themes and sub-themes, the analysis results were summarized in Table 1.

In this study, participants were coded based on certain characteristics. T1 refers to male teachers with more than five years of teaching experience, while T2 refers to male teachers with less than five years of experience. Then, T3 refers to female teachers with more than five years of teaching experience and T4 refers to female teachers with less than five years of teaching experience.

Table 1. Teachers' challenges and strategies

Challenges	Student	• Differences in Students' Responses and Behaviors towards Role Play • Lack of Students' Readiness in Terms of Language Skills • Lack of Student Focus due to Non-conducive Classes during Role Play
	Teacher	• Designing the Implementation of Role Play Activities • Adjusting the Time Allocation in Implementing Role Play • Managing Class Dynamics during Role Play Activities
	Learning Environment	• Large Number of Students in One Class • Classroom Layout that was Difficult to Change
Strategies	Preventive Approach	• Early Habituation • Repetition • Gamification • Brainstorming • Personal communication with students to find out their characteristics • Dividing activity phases • Looking for aspects of assessment that were not just basic
	Intervention Approach	• Scaffolding • Giving Warnings

Challenges Originating from Students Factors

One of the main obstacles to the efficiency of the learning process was problems related to students. The researchers found that in implementing role play, teachers faced three challenges that came from students. Those challenges were explained as follows:

1. Differences in Students' Responses and Behaviors towards Role Play

From the results of the analysis, it was found that there were student behaviors that made role play difficult to implement. These behaviors were caused by several factors, namely the student's condition, ability to relate to situations, cooperation, and level of self-confidence. In relation to students' conditions (T1), the data showed that students' readiness and learning atmosphere influenced the course of role play activities. As a result, students tended not to be involved in the learning process due to lack of readiness and lack of motivation. This showed that in the success of learning activities, readiness and motivation had an important role. This finding was supported by Hattie (2009), who stated that the factors that influenced the learning process and outcomes were student inactivity and lack of motivation.

Apart from the student's condition, the challenge that arose was the student's limited ability to relate to situations (T4). This showed that understanding the given context and developing appropriate dialogue was still a difficulty for students because they were not yet fully able to do that. This finding was in line with Brown (2024), who stated that comprehension was not only understanding words, but also the context of the conversation. When listeners responded well, it could be ensured that the speaker conveyed the content of the information accurately and successfully. Furthermore, problems of cooperation also remained challenges for teachers in implementing role play. It could be seen from T3, who stated,

"Students find it difficult to interact and collaborate with their friends. There are two kinds of difficulty working together, too active or too passive."

On the other hand, T2 revealed that students are afraid of speaking and being judged by their friends, because they are in front of the audience. These findings indicated that imbalance in student participation and low self-confidence were still obstacles that affected the smoothness of learning processes and activities. As stated by Ur (1996), the factors that caused challenges that arose in classroom learning were imbalance or unequal student participation and embarrassment when being the center of attention, fear of making mistakes, and fear of being criticized, which caused students to feel less confident when speaking in class.

Based on the various challenges previously faced, all informants had similarities in implementing strategies to overcome them, namely through intervention approaches, such as scaffolding by providing understanding, explanations and examples to help students. Consistent responses from all informants indicated that the scaffolding strategy was a method that was considered effective in helping students achieve learning goals. This finding was in line with Fajrin et al. (2024), who stated that in the learning process, the use of scaffolding strategies was considered effective because it was useful for identifying students abilities, building self-confidence, and increasing students independence.

Overall, the results of this study showed that female and male teachers, both senior and junior, faced different challenges related to student behavior during role play

activities. However, despite the differences in challenges, all teachers gave consistent answers regarding the strategies to overcome challenges. The strategy used was scaffolding so that the role play could still run well.

2. Lack of Students' Readiness in Terms of Language Skills

In implementing role play activities, student readiness was also one of the challenges that arose. Based on the results of the interview, student readiness here referred to readiness in terms of language skills. In practice, most students experienced difficulties in speaking due to limited aspects related to language, such as pronunciation, grammar and vocabulary. T1 and T3 directly stated "*pronunciation and vocabulary*" as difficulties faced by students. Meanwhile, T2 and T4 stated "*grammar*" as the main obstacle. These findings showed that the obstacles faced by students varied, both in terms of pronunciation, vocabulary mastery, and sentence structure preparation. Based on this data, it could be seen that students' difficulties did not only come from one aspect, but included several elements in speaking skills. This was in line with the concept of speaking presented by Brown (2024), where pronunciation, vocabulary and grammar were part of the elements in speaking that influenced each other in the communication process. Apart from that, the results of this data were also supported by Destriani and Hasim (2019), which found that most students experienced difficulties in pronunciation and mastering vocabulary when speaking. This was caused by the large amount of vocabulary in English, thus they had difficulty remembering word by word and did not know the meaning.

In connection with this, teachers used the same approach to overcome challenges that arose, namely by using a preventive approach, where actions were taken to prevent problems from occurring (Sari et al., 2026). The actions taken also varied. One of the strategies used was habituation, as expressed by T3,

"Before getting to the role play stage, at the beginning I told them about phonetic transcription. Hence, when they don't know how to pronounce it, they have the initiative to find out."

This showed that teachers contributed to the formation of students' character through early habituation, so that the result was that students had an increase in learning independence. The application of this strategy was related to constructivist learning theory, which allowed students to have a foundation of knowledge they already had, so they could build on it as they learnt (Chand, 2023). In addition, T1 and T2 emphasized repeated practice to improve students' memory and abilities. This was in line with Mendrofa and Wijaya (2022), who stated that repetition techniques could overcome problems related to lack of speaking ability. This technique helped in long-term memory recall because it stimulated students' listening and speaking. Meanwhile, T1 and T4 chose to use a more interactive approach, such as using gamification to increase students' interest in learning. This finding was in line with Ananda et al. (2024), who

stated that implementing teaching strategies with gamification could make learning more effective, interactive and fun because it had a positive impact on students, such as increasing engagement and learning motivation.

Based on the research results, it could be noticed that teachers with more than five years of teaching experience had similar challenges related to students' language skills, namely pronunciation. Meanwhile, teachers with less than five years of teaching experience had similar challenges, namely in the grammar aspect. Then, in order to improve students' language skills, teachers used strategies that varied according to students' needs and existing conditions.

3. Lack of Student Focus due to Non-conducive Classes during Role Play

The smoothness of role play activities could also be influenced by student focus. Based on the results of the analysis, this research found that students' lack focus were influenced by classroom conditions that are not conducive. This was expressed by T3, who revealed,

"Students will lose focus when they find a moment of boredom. Thus, their escape is chatting, playing on their phone, some even have permission to go to the bathroom but don't come back."

Likewise, T1, T2, and T4 stated the same thing. The similarity of these findings showed that in implementing role play, these challenges were common problems faced. This finding was in line with research by Dursun and Aykan (2025), which stated that students' lack of focus in learning was one of the challenges that often arises in the learning process. One of the causes was classes that were not conducive, for example classes that were too busy or noisy so that students' attention and focus were easily distracted (Fitrianan et al., 2025).

To overcome these challenges, all informants implemented the same strategy through an intervention approach, namely scaffolding. This showed that scaffolding, such as monitoring and providing understanding to students, was a strategy that was considered effective for overcoming problems that arose in the classroom during the learning process, as previously stated by Fajrin et al. (2024).

Based on the data obtained, it could be seen that there was a consistent pattern across all informants. There was no difference in the challenges faced and the strategies used. Thus, it could be concluded that the application of the scaffolding strategy was dominant and effective in overcoming classes that were not conducive during the role play.

Challenges Originating from Teachers Factors

Challenges or difficulties could also come from teachers as educators in implementing learning methods. If teachers had incomplete planning, it was certain that student involvement and learning outcomes would be hampered. These challenges were presented as follows:

1. Designing the Implementation of Role Play Activities

One important part of implementing role play was the preparation stage. However, the effectiveness of role play activities could be hampered if teachers faced various challenges in the preparation process, such as difficulties in creating content and administration (T2 and T3). This indicated that in creating content, teachers still experienced difficulties in determining the right topic or material that suited students' needs and abilities. Student participation could be hampered if the material used was too difficult and if the material used was too easy, students felt less challenged to carry out role play. As a result, there was no improvement experienced by students after the role play. This statement was in line with research by Azhar et al. (2025), which found that teachers usually experience several difficulties due to various factors in designing materials, one of which was due to differences in students' ability levels.

Additionally, according to T1, challenges also arose from administrative aspects, such as creating lesson plans. This showed that the large number of components that must be prepared in a limited time made the planning process not run optimally. This finding was in line with Nurfitri et al. (2020), who revealed that limited time caused by workload was an obstacle for teachers in preparing lesson plans.

Based on findings related to challenges that arose in preparing role play activities, the strategy used by all informants was to use a preventive approach, such as work based on needs, brainstorming, dividing activity phases, and selecting non-basic assessment aspects only. It could be seen that the implementation of strategies carried out by all informants varied and was different from one another. This showed that even though the challenges faced by most teachers were the same, it did not rule out the possibility that the strategies used would be the same too. Each teacher had their own way of overcoming challenges based on their individual conditions and needs.

2. Adjusting the Time Allocation in Implementing Role Play

During role play activities, difficulties in managing time also remained a challenge for teachers. T1 and T4 revealed that they did not experience challenges related to time management. Meanwhile, T2 and T3 revealed that the challenge of managing time is more about the children's time for the preparation and performance itself, and differences in student abilities. These findings showed that although not experienced by all teachers, time management was still an obstacle in implementing role play. This could be influenced by the different abilities and readiness of students. In line with the results of research from Safitri (2026), which found that differences in student abilities could cause teachers to experience difficulties in managing time well and precisely, so that learning time became longer than the planned time.

In order to overcome this, T2 and T3 used an intervention approach, where strategies were implemented when these challenges occurred. The intervention approach used was to allow additional time of around five to ten minutes and continue to remind students of the time that had been set. This action aimed to keep the activity process running smoothly even though there were obstacles that arose from a technical perspective as well as from the students themselves.

Thus, it could be concluded that in implementing role play, time management was still an obstacle for male teachers with less than five years of teaching experience and female teachers with more than five years of teaching experience, while the other two teachers did not face the same challenges. This showed that the emergence of challenges in managing time was not directly influenced by gender factors or teachers' teaching experience. The causes of these challenges could be influenced by student characteristics and the management of activities by teachers in learning situations in each class.

3. Managing Class Dynamics during Role Play Activities

Apart from the preparation and time aspects, teachers also faced difficulties in managing the class when the role play took place. This was influenced by the condition of the students, so that the class was not conducive. T1 stated,

"The biggest obstacle in managing classes is the condition of the students. Especially if class time is in the last hour or after sports lessons. Students are sleepy, asleep, and so on."

Similar statements were also conveyed by T2, T3, and T4. These findings indicated that classes that were not conducive could hinder the learning process because they could reduce student focus and motivation. Just as previously stated by Fitrianan et al. (2025), lack of interest in learning, physical condition, and student motivation could cause the class to be less conducive so that students' focus and attention were diverted.

This condition encouraged teachers to do something to prevent it from obtaining worse. In this case, data analysis showed that to overcome this condition, the strategy used by the teacher was to take an intervention approach, such as giving a warning (Sari et al., 2026). The warnings used also varied. Some used gentle warnings, such as reminding and calming students. There were also those who gave firm but polite warnings. This was done with the aim of ensuring class stability was maintained and to prevent students' disruptive behavior in carrying out learning activities (Forsberg et al., 2021).

Based on the findings above, it could be seen that all teachers faced the same challenges, namely classes that were not conducive because they were influenced by the students' conditions. In addition, they also had the same way of overcoming these challenges, namely by using an intervention approach in two forms of reprimand, such

as a gentle reprimand and a firm but polite reprimand. This action was carried out by the teacher by adjusting the conditions, situation and characteristics of the students.

Challenges Arising from the Learning Environment

The student's learning environment could also influence the course of the learning process, especially classroom conditions. If the conditions or layout of the classroom were inadequate, it would be difficult for the learning process to run well. Those challenges were explained as follows:

1. Large Number of Students in One Class

One of the factors that influenced the implementation of role play was the number of students in the class. However, based on the findings, challenges related to the number of students were not equally experienced by all informants. T2, T3, and T4 stated that they did not face any difficulties related to the large number of students in the class. Meanwhile, T1 argued that the number of students could affect the implementation of role play.

This difference in findings showed that the number of students was not always an inhibiting factor in implementing role play. These challenges arose because they could be influenced by classroom conditions and the teacher's way of dealing with them. This finding was in line with Sudrajat and Purnamasari (2021), who revealed that the large number of students resulted in the class being uncondusive because it was noisy. These factors could hinder interaction in class so that it did not run smoothly. Based on these conditions, teachers took preventive steps by approaching children, such as personal communication with children to find out their nature and characteristics. This action aimed to help teachers in managing the class because the teacher's level of knowledge of student characteristics could influence success in the learning process (Khomsah et al., 2023).

2. Classroom Layout that was Difficult to Change

Although not experienced by all informants, a less flexible classroom layout had the potential to be a challenge in implementing role play. This could be seen from T1, who revealed that spatial planning can be an obstacle, but it can also not be an obstacle. From this statement, it was clear that the layout of the classroom, such as the arrangement of tables and chairs, was quite influential in the implementation of role play activities. Role play activities that required interaction and free movement would not be carried out optimally if they were not supported by a flexible classroom layout. As stated by Demir-Yildiz and Tatik (2019), classroom layout had a very important role in supporting the student learning process.

In overcoming this condition, the preventive action taken by the teacher was to continue using the existing classroom layout without making changes. Thus, role play activities were still carried out in the front of the class area. This strategy was

implemented by teachers with the aim of ensuring that the implementation of activities remained efficient and did not interfere with other teachers' use of the class.

Therefore, it could be concluded that challenges in terms of classroom layout were only experienced by one teacher, while the other three teachers did not experience the same thing. This showed that classroom layout was not the main obstacle in implementing role play. This challenge arose depending on the situation and conditions of the class used. That way, the way teachers could do this was by making adjustments to the existing space.

3. Inadequate Facilities

Facilities played a crucial role in the learning process, as they were a key factor in supporting smooth learning activities. Nevertheless, incomplete facilities often hinder the learning process. However, the findings revealed that facilities were not a limiting factor. All informants consistently stated that the available facilities were sufficient, even very adequate, to support the implementation of learning activities. This indicated that teachers did not experience any obstacles in terms of facilities and infrastructure during learning activities due to the availability of adequate facilities, allowing effective learning. The findings of this study differ from those of Dursun and Aykan (2025), who identified facilities as a constraint in the learning process. Differences in the research context and classroom conditions were likely the reasons for this discrepancy.

CONCLUSION

Based on the analysis of the research findings, it could be concluded that teachers faced various challenges in implementing role play technique to improve students' speaking skills in English. The challenges faced stemmed from three sources: students, teachers, and the learning environment. Challenges related to student factors included differences in student behaviors toward role play, lack of student readiness in terms of language skills, and lack of student focus due to non-conducive classes. Meanwhile, challenges related to teacher factors included teacher preparation, adjusting the time allocation, and managing class dynamics during role play activities. Furthermore, challenges also came from the students' learning environment, namely the large number of students in one class and a classroom layout that was difficult to change. Although some previous studies reported that facilities were one of the challenges, those findings did not emerge in this study.

In facing these challenges, two types of approaches were taken by teachers. These approaches were preventive approach and intervention approach. In the preventive approach, the strategy implemented by the teacher was personal communication with students to find out the character of each student, dividing activity phases, looking for aspects of assessment that were not just basic, and using learning methods, namely brainstorming, repetition, gamification, and constructivist learning theory. Meanwhile, in the intervention approach, teachers applied strategies, namely scaffolding and giving warnings.

To create an effective learning process that meets students' needs, teachers need to understand the potential challenges involved in its implementation and the strategies to overcome them. Therefore, the findings of this study can serve as a reference and a basis for reflection for teachers when planning and conducting learning activities using role-play. Although this study still has shortcomings in the data collection instrument, which only used an interview as the primary instrument, the results of the study are expected to serve as a foundation for future researchers discussing the application of role play in learning. The researchers recommend that future researchers conduct similar studies by utilizing or incorporating additional instruments, such as classroom observation. This aims to obtain more authentic field data and provide an in-depth analysis of the challenges faced by teachers and the strategies they employ when implementing role play.

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