

HOSPITALITY STUDENTS' FEELINGS OF PRACTICING SPEAKING SKILL THROUGH ROLE PLAYING

A THESIS

Submitted in Partial Fulfilment of the Requirements for the
Degree of *Sarjana Pendidikan* in English Education



By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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2026**

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LEMBAR PERNYATAAN KEASLIAN SKRIPSI

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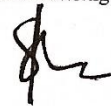
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MOTTO

“Beautiful things can grow in the ugliest places. So, you shouldn’t wait to bloom in a good location, anywhere is possible.”

(Victoria Titisari Kosasieputri, Puteri Indonesia Lingkungan 2026)

“Life can be heavy, especially if you try to carry it all at once. Part of growing up and moving into new chapters of your life is about catch and release.”

(Taylor Swift’s)

ABSTRAK

Role play banyak digunakan untuk meningkatkan keterampilan berbicara siswa dalam pembelajaran bahasa Inggris sebagai bahasa asing (EFL). Namun, penelitian sebelumnya lebih banyak berfokus pada efektivitas role play dalam meningkatkan kemampuan berbicara, sedangkan kajian mengenai perasaan siswa dan strategi pembelajaran bahasa yang mereka gunakan selama kegiatan role play masih terbatas. Oleh karena itu, penelitian ini bertujuan untuk menginvestigasi perasaan siswa dan strategi pembelajaran bahasa dalam melatih keterampilan berbicara melalui role play. Penelitian ini menggunakan metode studi kasus kualitatif dengan melibatkan lima siswa kelas XI di salah satu SMK di Indonesia. Data dikumpulkan melalui wawancara semi-terstruktur dan observasi kelas, kemudian dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa siswa mengalami perasaan positif dan negatif selama kegiatan role play. Perasaan positif meliputi percaya diri, senang, antusias, dan menikmati kegiatan, sedangkan perasaan negatif meliputi kecemasan, kegugupan, dan rasa malu. Penelitian ini juga menemukan bahwa siswa menggunakan strategi memori, kognitif, kompensasi, metakognitif, afektif, dan sosial untuk mengatasi kesulitan berbicara serta meningkatkan performa mereka. Secara keseluruhan, role play merupakan kegiatan yang efektif untuk mendukung perkembangan keterampilan berbicara sekaligus mendorong keterlibatan emosional dan penggunaan berbagai strategi pembelajaran bahasa.

Kata kunci: *hospitality students' feelings, role play, speaking skill.*

ABSTRACT

Role play is widely used to improve students' speaking skills in English as a Foreign Language (EFL) classrooms. However, previous studies have mainly emphasized its effectiveness in improving speaking performance, while limited attention has been given to students' feelings and the language learning strategies they employ during role-playing activities. Therefore, this study aimed to investigate students' feelings and language learning strategies in practicing speaking skills through role play. This study employed a qualitative case study involving five twelfth-grade students at a senior high school in Indonesia. Data were collected through semi-structured interviews and classroom observations and analyzed using thematic analysis. The findings revealed that students experienced both positive and negative feelings during role-play activities. Positive feelings included confidence, happiness, excitement, and enjoyment, whereas negative feelings consisted of anxiety, nervousness, and embarrassment. The study also found that students employed memory, cognitive, compensation, metacognitive, affective, and social strategies to overcome speaking difficulties and improve their performance. Classroom observations supported the interview findings by confirming students' emotional responses and learning strategies during role-play activities. Overall, the findings suggest that role play is an effective speaking activity that promotes positive emotional engagement and encourages students to apply various language learning strategies in EFL classrooms.

Keywords: hospitality students' feelings, role play, speaking skills.

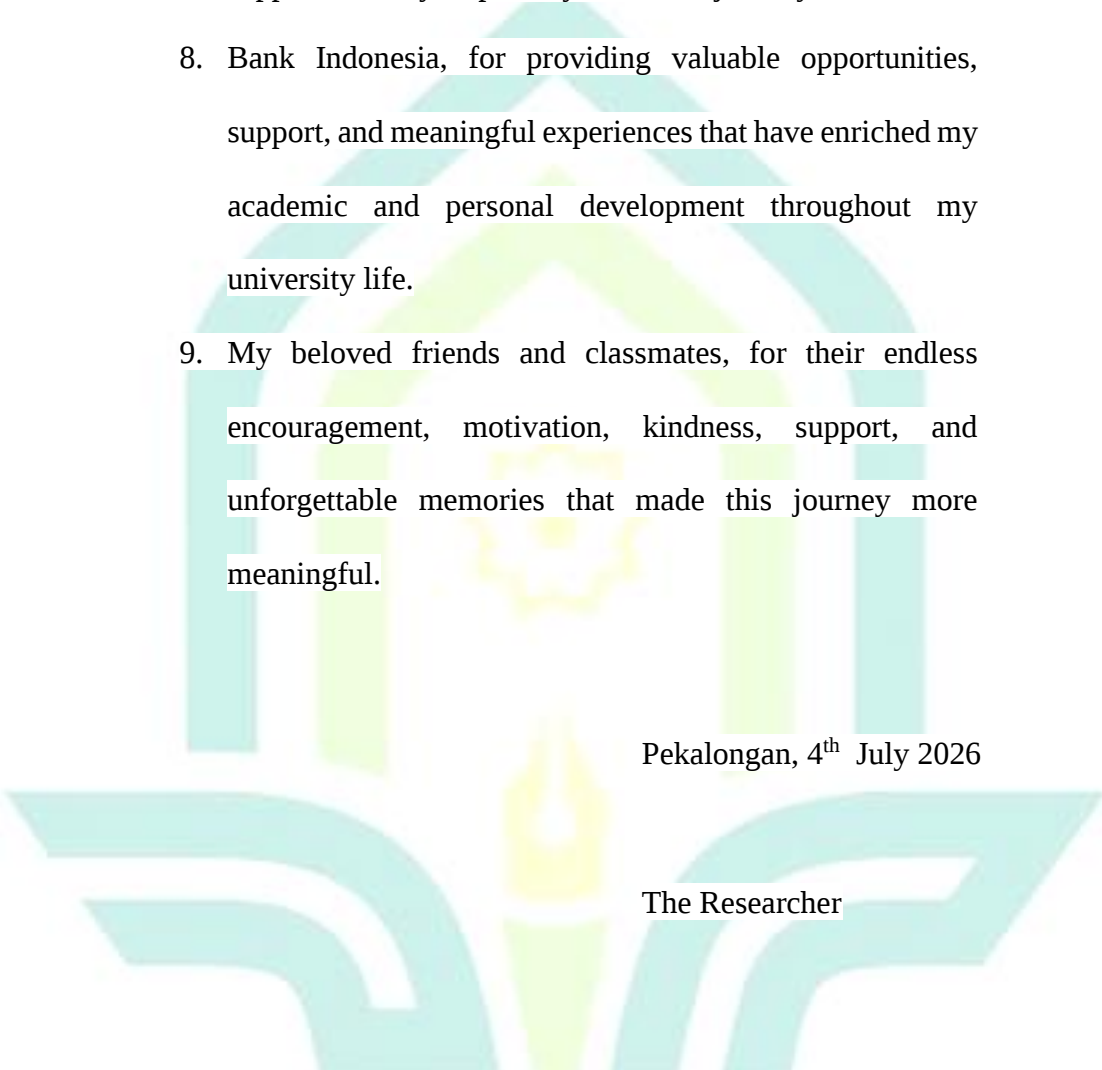
PREFACE

All praise and gratitude be to Allah SWT, the Most Gracious and the Most Merciful, for His endless blessings, mercy, guidance, and strength. By His grace, I was able to complete this undergraduate thesis entitled *"Hospitality Students' Feelings of Practicing Speaking Skill Through Role Playing."* This thesis is submitted to the English Education Department, Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan, as one of the requirements for obtaining the degree of *Sarjana Pendidikan (S.Pd.)*.

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The Researcher

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CHAPTER I

INTRODUCTION

1.1 Background of the study

Speaking skills play an important role in the hospitality industry because hospitality services rely heavily on direct communication with guests (Blue & Harun, 2003). Employees working in hotels, restaurants, and other hospitality settings are expected to communicate clearly, politely, and professionally to deliver high-quality service. English serves as the primary international language in hospitality, particularly when interacting with guests from different countries. Strong speaking ability enables hospitality staff to understand guests' requests, provide appropriate responses, and handle various service situations with confidence. Communication competence is recognized as a key professional skill that contributes to the quality of hospitality services. In addition, clear and appropriate communication supports customer satisfaction and enhances the overall guest experience (Walker, 2014).

Therefore, English instruction in hospitality education should emphasize the development of speaking skills that meet the communication demands of the workplace (Basturkmen, 2010).

For hospitality students, learning to speak English is an important part of preparing for their future careers. Students are expected to use English in situations such as offering help, answering questions, and handling guest requests (Walker, 2014). However, many hospitality students still have difficulties in speaking English fluently. These difficulties often come from limited speaking practice and a lack of learning materials that reflect real hospitality contexts. English learning that matches students' professional needs is more effective for skill development (Syaifudin, 2024). Hospitality-specific English helps students understand real communication situations (Blue & Harun, 2003).

Speaking is often considered the most difficult skill for English learners (Afifah & Punama, 2024). When

speaking, students must think about vocabulary, grammar, and pronunciation at the same time. This situation can make students feel nervous and hesitant to speak. Many learners are afraid of making mistakes when speaking in front of others. Fear of errors has been found to reduce students' speaking performance (Harmer, 2007). Limited language input may also slow speaking development (Krashen, 1985). As a result, speaking anxiety frequently appears in language classrooms (Horwitz et al., 1986).

In hospitality education, speaking skills play an essential role because students are expected to communicate confidently, politely, and effectively with guests in professional settings (Walker, 2024). However, these expectations may create emotional pressure during speaking activities, particularly when students are required to perform role-play tasks in front of their classmates. According to MacIntyre (2007), many students experience nervousness and anxiety when speaking in a second language, which may reduce their willingness to participate

in classroom speaking activities. These emotional responses can negatively affect students' confidence and speaking performance. Furthermore, Dörnyei (2005) argued that emotional factors, such as classroom anxiety and motivation, play a significant role in second language learning. While anxiety may hinder students' oral participation, motivation can encourage them to engage more actively in speaking practice and improve their speaking abilities over time.

Students' feelings play an important role in the development of speaking skills. According to Horwitz et al. (1986), emotional factors such as confidence, anxiety, and motivation influence students' participation in speaking activities. Students who experience high levels of anxiety tend to avoid speaking in front of others because they are afraid of making mistakes or being negatively evaluated. As a result, their opportunities to practice speaking become limited. In addition, Krashen (1985) emphasized that affective factors are central to the language learning

process. He argued that high levels of anxiety may create an affective filter that prevents learners from acquiring language effectively. Therefore, students' emotional conditions can either facilitate or hinder their speaking development, making feelings an important aspect to consider in foreign language learning contexts.

One common technique used in English for Occupational Purposes (EOP) speaking classes is role play. This technique provides students with opportunities to practice speaking by simulating real-life situations that they may encounter in the hospitality industry. For example, students may perform the roles of hotel receptionists, waiters, or front office staff while communicating in English. According to Ladousse (2004), role play enables students to use the target language in meaningful and realistic contexts. Through these authentic interactions, students are encouraged to participate actively in speaking activities while developing both their communication skills and professional competence.

Role play has been widely recognized as an effective technique for improving students' speaking skills, particularly in English for Occupational Purposes (EOP) classes. Asramadhani and Murni (2025) stated that role play provides students with opportunities to develop their speaking ability through meaningful communication. In hospitality education, role-play activities allow students to practice vocabulary, expressions, and communication skills commonly used in professional service situations. Through repeated practice, students become more familiar with the language required in the hospitality industry while developing greater confidence in using English. In addition, Ladousse (2004) argued that role play encourages active classroom interaction by providing meaningful and realistic contexts for language use. Therefore, role-play activities not only improve students' speaking skills but also support the development of occupational communication competence.

Besides improving speaking skills, role-play activities also influence students' feelings toward speaking English. According to Ladousse (1987), role play creates opportunities for students to experience authentic communication, which can foster positive emotional responses during speaking activities. Through repeated participation, students may develop greater confidence and become more comfortable expressing themselves in English. Positive classroom experiences also encourage students to participate more actively in speaking tasks and increase their willingness to communicate. As explained by MacIntyre (2007), positive emotional experiences play an important role in promoting students' willingness to communicate in a second language.

However, not all students experience positive feelings during role-play activities. Some students feel shy, nervous, or afraid of making mistakes when speaking in front of their classmates. Fear of negative evaluation may increase speaking anxiety and discourage students from

participating actively in classroom interactions. Horwitz et al. (1986) explained that speaking anxiety is closely related to learners' fear of being judged by others, which may negatively affect their oral performance. Furthermore, Dörnyei (2005) emphasized that anxiety and other negative emotional factors may reduce students' motivation, participation, and overall language learning achievement. Consequently, although role play provides valuable opportunities for speaking practice, emotional barriers may prevent some students from fully benefiting from the activity.

Although role play has been widely implemented in hospitality English classes, previous studies have primarily focused on its effectiveness in improving students' speaking performance, fluency, and accuracy. Comparatively less attention has been given to students' emotional experiences while participating in role-play activities. Understanding these emotional experiences is important because students' feelings influence their

confidence, classroom participation, and speaking performance. In addition, examining the strategies students use to prepare for and perform role-play activities can provide a more comprehensive understanding of how they cope with speaking challenges. Therefore, investigating both students' feelings and their language-learning strategies may contribute to improving speaking instruction in hospitality education.

Based on these considerations, this study aimed to analyze hospitality students' feelings while practicing speaking through role-play activities and to identify the language-learning strategies they employed during these activities. The findings are expected to provide a deeper understanding of students' emotional experiences and strategic learning behaviors, as well as practical insights for improving the teaching of speaking in Hospitality English classes.

1.2 Formulation of the Problems

This research provides a research questions: How do hospitality students feel about practicing role playing to improve their speaking skills?

1.3 Aims of the Study

The aim of this study is to explore hospitality students' feelings when practicing speaking skills through role-playing.

1.4 Operational Definitions

- | | | |
|-------------------|---|---|
| 1. Feelings | : | A subjective experience that arises as part of the human emotional system, which involves affective reactions such as happiness, fear, anxiety, or comfort towards a situation (Lang et al., 1990). |
| 2. Speaking skill | : | Speaking ability is the capacity to speak fluently, which depends on the ability to process language and information |

quickly, as well as foundational knowledge of the language (Harmer, 2007).

3. Role play : Role-play allows students to experiment with different speaking styles, practice various language functions, and improve their ability to respond naturally in conversations (Ladousse, 1987).

1.5 Significance of the Study

- 1 Theoretical : This study contributes to the use of Appraisal Theory by Martin and White (2005) in analyzing hospitality students' feelings.
- 2 Empirical : This study is expected to provide evidence on how hospitality students' feelings in role-play activities to improve their

speaking skills, which may support future studies in similar contexts.

- 3 Practical : The findings of this study are expected to help English teachers design more engaging speaking activities, encourage students to participate more confidently in role-play practices, and serve as a useful reference for future researchers conducting related studies.



CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The findings of this study demonstrated that role-playing activities provided meaningful learning experiences for Hospitality students while practicing speaking skills. Through role-play activities, students experienced a range of emotional responses that influenced their participation and engagement during the learning process. Based on Martin and White's (2005) Appraisal Theory, these emotional responses were categorized into **positive feelings** and **negative feelings**, reflecting how students perceived and responded to speaking activities in the classroom. In addition, the findings showed that students employed several language learning strategies to cope with the challenges they encountered during role-play activities.

The findings revealed that the participants experienced various **positive feelings**, including happiness, excitement,

confidence, and relief. These positive feelings emerged when students successfully completed the role-play activities, received positive feedback from the teacher, collaborated with their classmates, and recognized improvements in their speaking ability. These findings suggest that role-play activities create a supportive learning environment that promotes positive emotional engagement. As a result, students became more confident and motivated to participate actively in speaking activities, indicating that positive feelings can enhance students' willingness to communicate and contribute to the development of their speaking skills.

Besides positive feelings, the participants also experienced several negative feelings, namely nervousness, embarrassment, and fear. These emotions were mainly related to concerns about making mistakes, speaking in front of classmates, pronunciation difficulties, and being evaluated by others. Although these negative feelings initially reduced students' confidence, they

gradually decreased as students became more familiar with the role-play activities and gained more speaking experience. These findings imply that negative feelings should not be viewed solely as obstacles but also as natural emotional responses that can be reduced through continuous speaking practice and supportive classroom environments.

To cope with these negative feelings, the participants employed various language learning strategies that can be interpreted using Oxford's (1990) Language Learning Strategies framework. The findings indicated that students applied different strategies according to the challenges they faced, such as preparing before the performance, practicing repeatedly, regulating their emotions, and seeking support from teachers or classmates. These strategies helped students reduce feelings of nervousness, embarrassment, and fear while improving their confidence and participation during role-play activities. This suggests that language learning strategies play an important role in helping

students manage emotional challenges while practicing speaking skills.

5.2 Suggestions

In light of the findings of this study, several suggestions are presented for students, teachers, and future researchers.

5.2.1 For Students

Students are encouraged to participate actively in role-play activities as they provide valuable opportunities to improve speaking skills while building confidence in using English. The findings of this study indicate that although students experienced negative feelings such as nervousness, fear, and embarrassment, they were also able to develop positive feelings, including happiness, excitement, confidence, and relief throughout the learning process. Therefore, students are expected to apply appropriate language learning strategies, such as practicing regularly, reviewing learning materials,

managing their emotions, and collaborating with peers, to enhance their speaking performance and overcome challenges during role-play activities.

5.2.2 For Teachers

Teachers are encouraged to continue implementing role-play activities as an interactive teaching technique to promote students' speaking development. Since students experience various emotional responses during role-play, teachers are expected to create a supportive and encouraging classroom atmosphere that helps reduce students' anxiety while increasing their confidence to communicate in English. In addition, teachers should provide constructive feedback and encourage students to employ a variety of language learning strategies that can support their speaking performance both inside and outside the classroom.

5.2.3 For Future Researchers

This study has several limitations that should

be considered when interpreting the findings. The research involved a limited number of participants from a single vocational high school and focused specifically on hospitality students' feelings and language learning strategies during role-play activities. Therefore, the findings may not represent students from different educational contexts. Future researchers are encouraged to conduct similar studies with a larger number of participants, different educational levels, or various learning settings to obtain broader perspectives. Furthermore, future studies may explore other variables related to speaking performance, such as speaking anxiety, motivation, self-efficacy, or communication willingness, or employ different research designs, such as mixed-methods or experimental studies, to enrich the understanding of role-play in English language learning.

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