

Exploring Students' Perceptions of Narrative Role-Play Videos in Speaking Assessment

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A B S T R A C T

Speaking assessment using video role-playing games provides an engaging and realistic alternative for assessing speaking ability. Despite its potential, research exploring students' perceptions of this assessment method is limited. This study aims to describe students' perceptions of narrative role-play videos as a speaking assessment. This study used a qualitative descriptive approach, with thematic analysis to analyze the data. Meanwhile, data were collected from 30 eleventh grade students at MAN Purworejo through an open-ended questionnaire. The findings showed that the majority of students had a positive perception of the method, highlighting benefits such as increased vocabulary, fluency, and confidence, although some experienced technical difficulties. Overall, the use of narrative role-play videos became a more interactive and relevant speaking assessment method, while improving students' communicative competence.

Keywords: *Students' Perception, Narrative Role Play Video, Speaking Assessment*

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INTRODUCTION

English has become the most widely spoken language globally, playing an important role in various domains such as education, business, technology and intercultural communication. Due to its significant role, English is considered a key link in international communication. In many countries, including Indonesia, English is taught as a foreign language. It aims to prepare students to be able to interact with the international world and compete globally. (Rokhayati, Widiyanti, 2022) highlighted the importance of speaking not only as a skill in an educational context but also as a skill in an intercultural context. Speaking ability allows one to communicate effectively across cultures, bridge language differences, and broaden the understanding of individuals from different backgrounds. English proficiency is often linked to intercultural communication theory. This theory states that communication skills include not only the ability to convey messages, but also the ability to understand the cultural differences present in those messages. According to (Brown, 2004) Speaking skills are an important component of the ability to communicate effectively in the era of globalization. However, in reality, students' speaking skills in Indonesia are still relatively low. Data from the National Survey of English Language Competence conducted in 2023 showed that only about 30% of EFL students in Indonesia were able to reach the level of speaking skills that meet CEFR standards. This shows that most students still face difficulties in mastering speaking skills.

In line with the importance of mastering English in the global era, English is also very important to improve educational standards in many countries, including Indonesia. According to (Kharisma et al., 2024) English is very important to achieve English proficiency goals and improve educational standards. In the context of education, improving standards through English includes listening skills, speaking skills, writing, and reading texts in English. Among these important language skills, speaking plays an important role, especially

in its use in daily life. It is the primary way of communicating, which enables individuals to express ideas, notions, share emotions, and engages in interactions with others directly and effectively in daily life. Therefore, mastering speaking skills in English is essential for effective communication in various contexts, (Harmer 2007) in (Pratiwi & Ayu, 2020).

In general, speaking is not just about how to produce sounds or say something randomly, but speaking involves a person's ability to organize and convey coherent and meaningful messages, ideas, or thoughts. According to (Wijayanti & Chasanah, 2021), speaking focuses on verbal interaction in which individuals can produce, convey, and respond to information accurately and fluently by paying attention of the right words, the use of grammar, correct pronunciation, so that the message can be conveyed properly. These aspects are very important to ensure clarity and reduce misunderstandings and increase communication effectiveness. Furthermore, (Iman & Angraini, 2022) emphasizes that speaking is an important skill that allows individuals to share ideas and thoughts directly with others. In line with (Raihan & Zaki, 2023) which states, speaking is a person's ability to communicate, create dialog, and engage in real discussions in fluent English with correct grammar and appropriate vocabulary. (Aljani, 2021) revealed that a person's skill or ability to express ideas or opinions directly and clearly is reflected in how the person organizes and conveys his ideas verbally and effectively. This statement underlines the importance of organizing and conveying thoughts effectively, ensuring that the message can reach its audience, so that it can get appropriate feedback. Thus, the importance of improving English speaking skills becomes a major focus during the learning process. A good understanding of speaking skills is not only important for academic purposes but also essential in the working environment in the era of globalization. This ability can enhance students' competitiveness in the international arena, allowing them to interact with people from different cultural and linguistic backgrounds. However, it is not uncommon to find barriers in measuring and improving students' speaking skills in EFL (English as a Foreign Language) learning. These barriers arise because the assessment of speaking skills is still done using traditional approaches such as interviews, or live presentations, which tend not to allow for real interaction

In many EFL classes, teachers find it difficult to measure and assess students' speaking skills. Life presentations, interviews and QnA sessions are examples of traditional speaking assessments that are often perceived as monotonous, less interactive and do not replicate real-life communication. Given that speaking assessment is one of the main ways teachers evaluate students' oral communication skills for use in everyday life, these methods are largely performance-based and do not always reflect the dynamic nature of speaking in everyday life (Nurkhofifah et al., 2023). Furthermore, these assessment methods are often teacher-centered and provide little opportunity for students to participate, limiting interaction and collaboration between students, making it difficult to assess each student's speaking strengths and weaknesses (Muthmainnah & Umami, 2024). In the face of this challenge, teachers have explored some more interactive approaches that focus on students' speaking skills. One of these methods is role-play, which involves students in certain roles to simulate real-life situations. In language learning evaluation theory, authentic and context-based assessment techniques are considered more efficient than traditional assessment techniques in measuring students' speaking ability. According to (Brown, 2012), performance-based evaluation such as role-playing allows students to demonstrate their speaking ability in situations similar to real life. According to (Smith 1995) in (Gupta et al., 2020) role-playing is defined as turning into a character and experiencing the story from their point of view, as if we were really that person. The use of this method allows students to develop their skills in several aspects such as critical thinking, problem solving, and cooperation, collaborating with friends, and encouraging students to participate actively (Salsabila & Megawati, 2024).

In general, role-playing is defined as a simulation where participants take on a particular character or role, pretending to be the role taken to explore real or fictional

scenarios. According to (Umam 2011) in (Pinatih, 2021), role playing is the act of imitating or imitating a character, with the participants playing the role of others. In line with that (Pradhana, 2021) also mentioned that role playing is when students play a role where they pretend to be someone other than themselves. (Ahmada & Munawaroh, 2022) also described role-playing as a method in which participants will act out a particular scenario by adopting a predetermined role or character and acting, behaving, or posing as that character. As mentioned earlier, role-playing means a simulation where the participants pretend to be someone else or play a certain character to explore a certain scenario. With the use of this method in assessing English speaking students are not only trained to speak fluently but also understand real-life contexts, improve critical thinking skills, collaboration with friends, as well as build confidence in communicating effectively.

Role-playing becomes more relevant and meaningful for students when combined with narrative texts such as legends, fairytales, fantasy, myths, and fables (Sari et al., 2024), especially since narrative is one of the core materials taught and assessed in the eleventh-grade English curriculum. By incorporating it into a role-play activity, students not only practice their English-speaking skills but also deepen their understanding of narrative structure, character development, and story elements. By engaging with imaginative or factual storytelling, narrative texts highlight students' creativity and critical thinking while helping them strengthen their language skills and connect what they are learning to classroom objectives (Fadilah et al., 2024). In addition, narrative role-play videos offer a unique opportunity for students to practice speaking in a more flexible manner. Teachers can review the videos repeatedly and provide constructive feedback. This method also allows for more accurate and flexible evaluations based on observable evidence of speaking skills. The video narrative role-play method enables students to practice speaking in a contextualized and realistic setting. This not only improves their communication skills but also increases their confidence when speaking English in front of others. Video-based assessment in English learning provides students with the opportunity to demonstrate authentic speaking abilities and allows for a more comprehensive evaluation. According to Park (2023), the use of videos in the assessment process helps students identify their strengths and weaknesses in speaking English. In Indonesia, the video-based assessment method is considered relevant as it utilizes technology effectively. Students can record their speaking practice and receive digital feedback from teachers. Furthermore, video documentation enables students to self-reflect, observe, and correct their mistakes. It also allows teachers to assess each student's progress on an individualized and continuous basis.

Although it has many benefits and advantages, the effectiveness of narrative role-play videos as a speaking assessment tool is highly dependent on students' perceptions of the method. According to Prabawati et al. (2021), perception is defined as the way individuals perceive and interpret things, especially through the senses. This means that perception is a person's view and feedback on something, influenced by experience, knowledge, and circumstances, which together create a mental picture or understanding of that thing. Students' perceptions include their attitudes, feelings, and views regarding this assessment method. If students have a positive perception of the method, they are more likely to find it fun, meaningful, and relevant, which can lead to greater engagement. Conversely, negative perceptions may inhibit participation and negatively impact learning outcomes.

Some previous studies have researched students' perceptions of video-based methods in speaking. For example, (Kadafie, 2022) examined the use of role-play in the classroom, which was shown to improve students' speaking skills. However, Kadafie's study focused more on role-play as part of learning, whereas this study used narrative role-play videos as a speaking assessment method. (Dewi, 2023) also examined students' perceptions of self-recorded videos, which improved individualized speaking skills. The difference is that this study focuses on narrative role-play videos as a speaking assessment involving drama or narrative text role-play.

Based on the above, narrative-based role-play and video-based assessment have great potential in improving students' English-speaking skills. Although some studies have examined students' perceptions of the use of videos in speaking learning, few have specifically explored the use of narrative role-play videos as a speaking assessment method in the EFL context in Indonesia. The implementation of this assessment method still requires deeper investigation regarding its effectiveness within the Indonesian educational environment. From this phenomenon, the researcher became interested in conducting a study to understand how students perceive narrative role-play videos as a speaking assessment. Therefore, focusing on eleventh-grade students of MAN Purworejo, this study aims to describe their perceptions of narrative role-play videos as speaking assessments. By understanding how students experience, interpret, and respond to this assessment method, the study hopes to provide insights that will support the development of more engaging, innovative, and student-centered speaking assessments in EFL contexts.

METHOD

Research design

This study used a descriptive qualitative research design to explore the perceptions of eleventh grade students of MAN Purworejo regarding the use of narrative role-playing videos as a speaking assessment tool. This approach is appropriate for gaining an in-depth understanding of participants' experiences and perceptions, in line with (Furidha, 2023) that says a qualitative research approach is research that aims to study or understand issues related to a person's perception or view of something. Data were collected through an open-ended questionnaire and analyzed using Thematic Analysis (Guest et al., 2018) which allows the identification of key themes such as benefits, challenges, and suggestions.

This research was conducted in the second semester of the 2024/2025 academic year at MAN Purworejo in March 2025, which is the period when students had just participated in narrative role-based learning activities.

Research Participant

The participants in the study consisted of 30 eleventh grade D students of MAN Purworejo who were purposively selected because they had been actively involved in the narrative role-playing video assignment that was relevant to the research objectives. This is in line with (Creswell, 2014) statement, which states that it must be ensured that the participants are appropriate and relevant to the research focus.

Data collection

Data was collected through open-ended questionnaire designed to enable students to express their perceptions freely. The questionnaire consisting of 20 questions covered three main topics: benefits, challenges, and suggestions regarding the use of narrative role-play videos as a speaking assessment tool. This method facilitated the collection of rich descriptive data that reflected students' actual experiences and opinions and it was expected that the feedback obtained from students would be more varied and richer.

Data analysis

Qualitative data obtained from the questionnaires will be analyzed using thematic analysis, following the six-phase framework by Braun and Clarke (2021). The process begins with familiarization, which involves rereading the questionnaire responses to gain a thorough understanding of the students' answers. Next is coding, where important information is highlighted and initial codes are generated. These codes are then grouped into broader themes during the theme development phase, identifying patterns in the data. In the theme review phase, the themes are refined and evaluated for consistency and relevance. After that, the defining and naming phase involves clearly labeling and defining the final themes, which in this study are identified as Benefits, Challenges, and Suggestions. Finally, in the reporting phase, the themes are presented in a coherent narrative, supported by excerpts from student responses.

In addition to the qualitative data in the form of narratives from the open-ended questionnaires, the researcher also calculated the frequency of positive and negative perceptions from the participants' answers on the questionnaires as an overview of the distribution of responses. However, the main focus of the analysis remained on the themes that emerged from the thematic analysis to gain an in-depth understanding of students' experiences and perceptions of using narrative role-play videos as a speaking assessment tool.

FINDINGS AND DISCUSSION

Findings

This study aims to identify students' perceptions of the use of narrative role-play videos as a speaking assessment, focusing on three aspect; the benefits, challenges, and suggestions. The data were collected through open-ended questionnaires and analyzed using thematic analysis. Besides qualitative analysis, the researcher has also calculated the frequency of positive and negative perceptions from the questionnaire answers as a general overview of the participants' responses. The frequency of positive and negative perceptions towards the use of the video roleplay arative will be presented in tables 1, 2, and 3 for each question that has been divided into three aspects namely benefits, challenges and suggestions. While this quantitative data provides an overview of student perceptions, the main focus in this section of the analysis remains on the themes that emerged from the open-ended responses.

Table 1. Distribution of Positive and Negative Responses for Benefit Category

No	Questionnaire question	Number of positive responses	Number of negative responses	Positive percentage (%)	Negative percentage (%)
1	How did you feel after completing the narrative role-play video assessment?	27	3	90%	10%
2	What are the main benefits you feel the role-play video has had on your English speaking skills?	30	0	100%	0%
3	Do you feel more confident in speaking English after doing this assessment? Explain why	26	4	86.67%	13.33%
4	In what aspects did the role-play video help you improve your speaking skills, such as pronunciation, vocabulary or fluency?	30	0	100%	0%
5	Do you think this method is more effective compared to other speaking assessment methods such as live presentations? Why?	28	2	93,3%	6,6%
6	How does the video role-play method help you understand English in	29	1	96,6%	3,3%

	real life?				
	Did the video role-play make you more motivated/more eager to learn to speak in English? Explain.	28	2	93,3%	6,6%

These findings in table 1 indicate that most students gained many benefits after conducting the speaking assessment with this narrative role play video and had a positive perception of the use of this method. To map the students' responses, the researchers analyzed the answers to seven open-ended questions related to the perceived benefits. The table above illustrates the distribution of responses for students' positive and negative perceptions, who generally consider the use of role-playing video games as an enjoyable and beneficial method. Students feel that this method is effective in improving their English speaking skills.

Table 2. Distribution of Positive and Negative Responses for Challenge Category

No	Questionnaire Question	Number of Positive Responses	Number of Negative Responses	Positive Percentage (%)	Negative Percentage (%)
8	What were the main obstacles/ biggest difficulties you faced while creating this video assignment?	3	27	10%	90%
9	Do you feel more nervous speaking on record than speak directly in class? Why?	11	19	36,6%	63.3%
10	Did you experience any technical difficulties in the video making process? If so, please explain what obstacles you faced.	7	23	23.3%	76.7%
11	Did you have any difficulties in writing the script or memorizing the dialogue for this role-play video? Explain.	6	24	20%	80%
12	Did this assessment make you more nervous or anxious when speaking in English? Why?	13	17	43,3%	56.67%
13	Did you have any difficulties or encounter any obstacles while working with your group friends while making the video? Explain.	19	11	63.33%	36.67%
14	Was the time given enough to complete this task? Why?	24	6	80%	20%

This finding in table 2 indicates that most students experienced some challenges during the narrative role-play video speaking assessment. The table above illustrates the distribution of responses for students' positive and negative perceptions, which generally consider the use of video role-play as a fun method despite some obstacles that must be

faced open-ended questions related to the perceived benefits. However, even though students experienced technical challenges and personal obstacles such as nervousness, difficulty memorizing, or difficulties in video recording and editing, the majority of students still had a positive perception of the video role-play assignment method.

Table 3. Distribution of Positive and Negative Responses for Suggestion Category

No	Questionnaire Question	Number of Positive Responses	Number of Negative Responses	Positive Percentage (%)	Negative Percentage (%)
15.	In your opinion, how to make the video role-play method more effective in improving students' English speaking skills?	22	8	73,33%	26,67%
16.	Are there any aspects of this assignment that you think need to be improv. (the duration of the assignment, the format of the video, or the instructions from the teacher)? Please explain.	3	27	10%	90%
17.	Would you have liked more guidance from the teacher before making the video? If so, what kind of guidance do you need?	23	7	76.67%	23.33%
18.	What do you think is the best way to make this assessment more fun and less overwhelming for students?	14	16	46.67%	53.33%
19.	Would you like to see this assessment method used in the future? Why?	28	2	93.33%	6.67%
20.	If you could change one thing about this video role-play assignment, what would you change and why?	3	27	10%	90%

The findings in table 3 indicate that most students gave some constructive suggestions regarding the implementation of speaking assessment through video role-play. The table above illustrates the distribution of responses for students' positive and negative perceptions. Although some students expressed the challenges they faced and criticized the technical aspects of the implementation to the clarity of the task instructions, most of the responses were still positive. Overall, the table above illustrates that most students perceived the use of video role-play positively, considering it a creative and fun method to improve English speaking skills, but still gave some suggestions for improving this method to optimize its effectiveness

Table 4. Themes and Codes of Students' Perceptions of Narrative Role-Play Videos as Speaking Assessment

Theme	Code
Benefits	Increased self confidence in speaking English
	Improved vocabulary, pronunciation, and fluency
	More motivation to learn speaking skills
Challenges	Technical issues during video creation (e.g., editing, recording)
	Nervousness when speaking on camera

	Difficulties in memorizing scripts
Suggestions	More time to complete the assignment
	More guidance and instruction from teacher
	Use of engaging or interactive video examples

The findings in table 4 indicate that thematic analysis of students' responses regarding the use of narrative role play videos revealed three main themes: Benefits, Challenges, and Suggestions. The Benefits theme describes students' perceptions of the benefits/improvements in speaking skills, including increased confidence, improved vocabulary, pronunciation, fluency, and increased greater motivation to learn English. This suggests that the narrative role-play video method supports the development of helping to improve students' speaking skills in a less intimidating atmosphere.

The theme of Challenges revealed the difficulties that students faced during the use of this assessment method, ranging from technical issues such as constraints in video recording and editing. Some students also expressed nervousness when speaking on camera and difficulty memorizing scripts as challenges, highlighting areas that may require additional support. The Suggestions theme included ideas from students for improvements to the method, such as extending the length of time for assignments, providing clearer guidelines, and using interesting examples of similar videos as references. These recommendations suggest ways to optimize the learning experience and can maximize the use of the method. Overall, these themes represent students' experiences with narrative role-play video assessments, emphasizing both positive impacts and areas for improvement. These findings provide a structured understanding of how student's perceptions of narrative role-play video as speaking assessments, setting the stage for deeper exploration in the Discussion section.

Discussion

Interpretation of Findings

Benefit

This study aims to identify students' perceptions of the use of narrative role play videos as speaking assessment. Analysis of the results of the open-ended questionnaires showed that the findings of this study revealed that most students had a positive perception of the use of the narrative role-play video method as a speaking assessment method. From the results of the questionnaires that have been thematically analyzed, there is a significant improvement in their speaking ability after conducting the assessment with this method. This improvement in English speaking ability includes speaking fluency, vocabulary mastery, and increased confidence. As stated by one of the respondents:

"The role-play video assessment trains me to speak English with correct pronunciation, I can learn new vocabulary, and I also practice being more expressive" [student 6].

This statement shows that the benefits felt by the students are improved pronunciation in English, they can also learn new vocabulary, and even increase their confidence especially when speaking English. Some students also added:

"The narrative roleplay video assesment helped me improve my speaking skill in terms of fluency and vovabulary" [Student 14]

"This assesment helps me practice speaking in creative way and improves my confidence" [student 13]

From the students' answers, the benefits they get after taking this assessment are increasing vocabulary knowledge, practicing fluency, improving pronunciation, increasing the level of confidence in speaking English, they can also learn to be more expressive in expressing sentences or speaking English to be applied in real life.

The respondents also argued that, through the process of creating the video role play, they felt that assessing their speaking skills with this method was less intimidating compared to other traditional methods such as live presentations. One of the respondents also supported this statement by stating;

"I believe that the video role play method is more effective than live presentation for several reasons, such as reducing anxiety"
[student 8]

This shows that this method is perceived to be more enjoyable and reduces immediate pressure/anxiety compared to other methods such as live presentation. A respondent also added:

"The roleplay video assessment helped me improve my speaking skills in a fun way", [student 18].

This finding is in line with research by (Khairil & Mokshein, 2018) that assessment accompanied by the use of technology or online offers several features, unique challenges as well as an enjoyable learning experience.

In addition, the students stated that the creative aspect of creating story-based videos not only improved their language skills but also encouraged them to collaborate, channel their creativity and think critically. One respondent said :

"It helps me by simulating real-life conversations and improves my ability to express thoughts clearly in English" [student 5].

This suggests that by simulating real-world communication situations through narratives, students have the opportunity to use English more realistically and contextually, which is often underemphasized in conventional classroom speaking tasks. This method enhances the development of linguistic competence and communicative competence simultaneously

Challenges

Although most of the students had positive perceptions towards this assessment method, there were also negative perceptions and challenges they faced during the assessment with this method, some of the challenges that frequently arose have been analyzed based on the codes. One of the respondents said;

"I faced technical problems such as poor audio quality, lighting problems, and difficulties in video editing" [student 30]

This explains some of the challenges faced by the students identified, students experienced technical difficulties during the video making process, such as problems with the recording equipment, video editing, and poor visual or audio results from the videos that had been recorded.

In addition to the challenges of technical issues, the researcher also identified psychological challenges as well. Although some students said they were more comfortable recording videos than speaking directly in class, feelings such as nervousness and anxiety while being recorded, were also prominent. As one respondent put it,

"I felt more nervous when recording the video because I was worried, I would make a mistake and have to redo the video"
[student 4].

This highlights, for some students, the thought of producing a 'perfect' recording would put them under a pressure that led to worse nervousness. These findings highlight the nature of anxiety that students experience can vary depending on the personality traits of the individual and their point of view

In addition, the students faced obstacles related to script preparation and dialogue memorization. Some reported that memorizing long dialogues took a long time. As one respondent said:

"I have to practice several times to make sure that I can speak fluently" [student 27]

This statement suggests that students needed more time to create this assignment so that they could practice many times to create a satisfactory video. It was also noted that group coordination presented challenges, especially when students had different levels of busyness and schedules. This shows how important it is to think about task sharing and group dynamics when creating collaborative-based assessments.

Suggestions

Regarding suggestions for improvement, many students gave constructive feedback on the method, emphasizing the need for clearer and more detailed instructions from the teacher before the assignment begins. Some of respondent said:

"I think the instruction should be clearer and I would like the teacher to give an example of a good role play video" [student 22]

They expressed a desire for clearer and more structured guidance or instructions, and for the teacher to give them an example of a good role play video.

Another suggestion that most students wrote down was to extend the duration of the assignment, as one example of a statement expressed by a respondent:

"if I could change one thing about this role play video assignment, I would change the time limit because sometimes we need more time to make a good video" [student13].

This suggestion was proposed by many students because they felt that with a longer duration of assignment time, they would be able to make better and more mature preparations and exercises, so that the resulting videos were also good

As a result of the data analysis and interpretation, it can be seen that the use of video narrative role-play as a speaking assessment method showed a positive response from the majority of students. This is shown by their attitude towards the method and the benefits they felt afterwards. However, there are some technical and psychological problems that still hinder the use of this method. Some of the suggestions proposed by the students show that technical, as well as instructional improvements are still needed for the future development of this method, which will be discussed further in the conclusion section.

The findings of this study showed that most students gave positive perceptions towards the use of narrative role-play videos as a method for speaking assessment. Through this assessment method, students reported increased improvements in vocabulary development, fluency, improved pronunciations, confidence, and the ability to express ideas more naturally. These benefits highlight the effectiveness of narrative role-play videos in creating a less intimidating assessment environment and establishing real-world communication situations that feel more realistic compared to traditional assessment methods such as live presentation, which is in line with previous research by (Kadafie, 2022) and (Dewi, 2023). This method not only facilitates linguistic competence but also enhances communicative skills by allowing students to practice conversational scenarios that feel like real life.

However, despite these positive perceptions, students still encountered some challenges during the implementation of this assessment method. One of the main obstacles encountered was technical issues, such as difficulties in video capture and editing to poor audio quality. In addition, the students also faced psychological challenges, including anxiety during the recording process and group coordination issues. The findings suggest that while narrative role-play videos can be an effective speaking assessment method, they require adequate technical support, clear instructional guidelines, and a structured collaboration mechanism between group members to be well implemented.

In response to the challenges found, the students proposed some practical suggestions to improve the effectiveness of this assessment method. These suggestions included clearer instructions from the teacher, video examples of well-executed role plays as references, and longer time allocation for preparation. In addition, students also suggested technical training in video production and structured collaboration guidelines to minimize problems that arise

and improve the overall experience. These suggestions underscore the need for a more comprehensive instructional design to support both the technical and psychological aspects of the assessment.

CONCLUSIONS

The findings of this study confirm that narrative role-play video are a promising alternative for speaking assessment, this method offers a more engaging, student-centered, and realistic language learning experience. This is in line with the era's development towards technology-based learning and innovative teaching practices. Future research is also expected to explore the long-term impact of this method on language proficiency across different educational contexts. In addition, research integrating advanced technology in video game teaching would be beneficial to optimize implementation and effectiveness, and be more relevant in the context of real-life applications.

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