**PROMOTING STUDENTS’ CRITICAL THINKING SKILL BY USING**

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**ROLE-PLAY STRATEGY**

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**Abstract**

Most of the students' English skills are still low especially in speaking skills, which is the development of skills for critical thinking. Role play strategy can improve students' critical thinking skills. This research aims to determine whether role play strategy can help students' speaking skills, especially in critical thinking skills. This research was conducted using classroom action research. The subjects of this research were students of class VIII-2 SMP N 07 in Bengkulu city who found 31 students. This research was conducted in three cycles, each cycle consisting of two meetings. The data collection instrument is direct speaking. The results of this research indicate that there is an increase in students' speaking ability with an average value of 77.98 in the third cycle. It can be concluded that this research by applying this strategy students' critical thinking skills can be significantly improved.

| Keywords | :*Critical Thinking Skills, Role-Play* |
| --- | --- |

**INTRODUCTION**

This paper discusses the application of a role-play strategy to improve critical thinking for class VIII students of SMP N 7 Kota Bengkulu using the classroom action research method. Lipman (2003) thinking skills is a long process that includes specific and general ability, making deductions and skills for understanding irrelevant differences, inductive reasoning, finding systematic thinking while discussing different possibilities, by combining critical thinking styles through role playing strategies, researchers can find more interesting learning outcomes for students to learn English. Make them improvise and hone their creative critical thinking skills, according to the given text. In the pre-observation conducted at SMP N 7 Bengkulu City, the results showed that teachers in the classroom used theme books and worksheets in learning. and in the learning process in the conversation section they only read without knowing whether the pronunciation was right or wrong for each student. So it can be said that in pre-observation, in this study it was found that schools did not use too many strategies in improving their speaking skills. The teacher uses a role play strategy that is only limited to reading without exploring how to read pronunciation and intonation in reading. Compared to using a role-play strategy, the teacher emphasizes punctuation more.

Using role-play strategy to improve students talking ability with this classroom action research model, a strategy to explore relate issues in complex situations. This strategy can be used by everyone in understanding literature, history and even science (Adam Blatner, M.D. 2009) using a role play strategy can help students in intonation, paraphrasing pronouns in grammar and creativity in living the given role. In this case, the research conducted is research on how to apply role-playing strategies in English classrooms using role-playing strategies in developing English skills with classroom action research.

The CAR method is one way to find out what learning is best used in the classroom so that it can improve student learning abilities. There are many ways to improve learning in the classroom, teachers practice personal reflection in teaching and review what is working and not working in the classroom (Hole and McEntee: 1999). Because English is used as an international language, various methods are needed that can help students communicate. According to learning theory (Rachmat 1986: 282), children acquire language knowledge through three processes: association, imitation and confirmation. Association means familiarizing sound with a particular object. Imitation means imitating the pronunciation and structure of the sentence he hears. Affirmations are meant as expressions of joy that are expressed when the child pronounces the words correctly. Before maturity in language development is also a delay in language activities. By using a classroom action research (CAR) model to implement a role-play strategy. This research used three cycles to get the results from the implementation of this strategy, the research target is the second grade students of junior high school. Based on the problems above, the authors can limit the focus of the research as follows. English being a foreign language that is included in the curriculum plus the different language backgrounds of the students make learning English complicated. Most students have difficulty in pronouncing words let alone memorizing vocabulary. Some teachers teach English in a monotonous way so that the students are bored and there is no progress in their English skills.

Critical thinking can be developed and for that school becomes one of the most important departments in education, and is supported by the role of teachers and education practitioners in an effort to improve skills in students, Sarichan Elif etc (2021). In this study the researcher limited the problem of students' critical thinking skills by developing their way of speaking. With this research, students are expected to be able to think critically which leads to their speaking skills and use role playing teaching strategies . By trying to use the classroom action research method to apply role play as a strategy in developing critical thinking skills. By using several cycles in its application so that it is expected to get satisfactory results. And it is easier for students to practice their speaking and critical thinking skills. In the process, students will be taught to be more active in class, both individually and in groups. Give them examples of conversational or drama texts and ask them to read and explore the roles they read so that they learn intonation and their English pronunciation can develop make them conclude what the content of the story is and what lessons they can get from the text.

**LITERATURE REVIEW**

The ability to solve problems and remove barriers resulting from problems and evaluated. With this definition, it can be concluded that thinking skills are multi-directional. Language Critical thinking is an attempt as reasonable reflective thinking especially when doing something to solve a problem as defined by Ennis (1985) . In critical thinking, it is very necessary to receive information, form opinions based on appropriate, logical, and non-subjective reasons, and ensure correct conclusions (Aimiq, et al:2022) .In essence, critical thinking is a goal-directed thought that is focused on careful goals (Lloyd & Bahr, 2010), in the sense that someone who thinks critically means he is someone who is careful by collecting reference data/evidence before making decisions or trusting certain information. Important role in getting success in all fields. Critical thinking is an intellectual or mental process that connects skills with skills in concepts, analysis, synthesis and discovery. Students’ must be able to start critically to ask questions, try to compare and present what they have learned. Thinking is an activity carried out by the brain in processing information obtained from all human senses. Someone who thinks to form, reason, think critically, make decisions, think creatively, and solve problem concepts (Ferri et al 2022). In other words, in applying the role-play strategy in developing critical thinking, students hone what students must do in completing the material given by the teacher. Thinking skills can then be acquired and developed. Güneş (2012), states that thinking is associated with increasing standards of living and whatever we do with our lives. In other words, it can be concluded that critical thinking can help us have broader knowledge and improvise the creativity that has been previously owned. Disorganized thinking can get in the way of our path to success. Therefore, understanding the understanding of thinking appreciation funds is very important not only for one's education but also with the surrounding community, because people with undeveloped thinking skills can cause negative situations for the community. People need thinking skills to generate ideas about life and make decisions. Moreover, these skills are the foundation of lifelong learning and achieving success (Mercer, Hockly, Stobart & Gales, 2019).

**CRITICAL THINKING**

A strong thinker is able to understand the bigger picture holistically to see different worldviews in perspective, not just to judge individual actions in a particular argument. For him, dialogue with different people, who have different world views and cultural backgrounds, is an important feature of critical thinking. Using this role-play strategy can help students think critically. Thus we learn to see things from a different perspective, to contextualize our views in the bigger picture. Positivity is a tolerance we might learn. Then for Paul, critical thinking is thinking aimed at overcoming "egocentric and sociocentrik thinking". Siegel contradicts Paul here, pointing out that this tolerance may only be tolerance born in relativism and an epistemological timeframe for critical thinking, the main reason being open to scrutiny and common understanding (M Mason:2007).

There are 3 types of critical thinking according to Mason (2007) which serve as reference guidelines for researchers to assist in the application of role-play strategies in developing students' critical thinking so as to help them good pronunciation and correct English.

1. Curiosity is Activities that encourage a person to be curious and learn more information and seek sources of evidence and find new ideas. Usually people like this have a very strong curiosity and are never satisfied with the current understanding of the world. The more a person has questions to seek answers to, the better a person understands a particular topic. And the better one realizes how much more there is to learn.
2. Skepticism is an attitude that often questions or suspects everything because someone has a belief that things are uncertain. Someone with this skepticism believes that there is knowledge that is supposed to be a belief or a concrete source of information. Someone with this trait usually does something by not being able to focus his mind not in a hurry to find out something.
3. Humanity a person with this attitude is usually someone who has an opinion and believes that it is true even though other people state things differently from his or her opinion and have evidence that it is wrong. in other words this person is a person who does not want to lose in a debate by relying on what he knows without accepting the opinion of others even though his opinion is not true

Of the types above, the research uses the first type, namely curiosity. Because by using a role-play strategy in classroom action the researcher wants to open the students' minds in critical thinking and be able to improve their English skills through role playing. For them to know more new things in learning English and be more interested in developing their creativity.

**ROLE-PLAY**

The use of role-play strategies in foreign language classes describes in general terms role-playing, analyzing, giving examples, planning activities and providing practical assistance. There are several aspects that become a topic such as function, attitude, formality, registers, extra-linguistic features (Longman:1983). Where, the strategy used must be able to attract the attention of students. According to Dananjaya (2013) the Role-Play is a learning strategy where in the learning process which will make students excited in learning the language, because in this role play activity, the teachers will create a more real learning atmosphere. Provide short scenarios and students feel free to change or improve the situation and character. According to Shaftel (1967) suggests several stages of role playing that can be used as guidelines in learning(1) warm the atmosphere and motivate students (2) select participants/roles (3) arrange the stages of the role (4) prepare observer (5) cast (6) discussion and evaluation (7) reenactment. role-play is clearly a strategy that creates an atmosphere of mutual communication between students and does the best they can in situations in which they find themselves. Huda (2015) stated that there are three reasons why this method was created, which refers to the assumption of authentic comparisons with real-life problems; this method can encourage expressing and venting feelings; and involves several psychological aspects which include attitudes, values, and beliefs. Judging from the type, the implementation of role play is divided into two forms. The four language skills above, learning speaking skills is not working properly. Students are not yet able to communicate even in one of the objectives of learning in junior high school is to develop speaking skills in English.

These goals in the Education Level Unit Curriculum are stated in terms of Basic Competencies. The basic competence of learning English in SMP/MTs is "understanding the meaning in very simple transactional and interpersonal conversations to interact with the closest environment" (Romasta: 2019). with many sources stating that role-play is one of the strategies to achieve the target of students' language skills. Observes that "true learning cannot happen" when students become passive observers of the teaching process”. The third advantage of using role play as a teaching strategy is that it teaches empathy and understanding from different perspectives (Poorman, 2002). The special feature of the role-play strategy is in character appreciation, learning and carrying out significant individual actions. Role playing has also been shown to be effective in reducing racial prejudice (McGregor, 1993). In the application of this role play strategy did it at SMP N 07 Kota Bengkulu as the object of research, of course before starting to apply the researcher did the stages and started from the students' speaking test. Some of the factors that cause students' low understanding critically thinking skill in English speaking techniques are still lacking, these are the dominant factors. This is the task of the teachers in looking for ideas and patterns of learning English without going through the right context or situation, and not being followed by practice and practice or listening practice. There is very little interaction between students(Romasta: 2019). Therefore, improving speaking skills with critically thinking in English is not optimal, to overcome this problem, teachers must keep trying to find ways to solve the problem. A role-play strategy is a strategy in which players play the role of characters in a fictional setting. Players are responsible for portraying these roles in a narrative, either by acting, through a structured decision-making process, or character development. Actions taken while playing a role can be said to be right or wrong depending on the formal system of rules and guidelines.. And to help them think critically, the researcher added a task for them to look for moran messages or conclusions in the texts they read and practiced earlier. while in a live action role-playing game, players act physically to portray the character they are playing . There are several parts to the role-play Drama, Conversation, Story Telling ,Puppet, Costume, Theater . In this research took teaching materials with fable type fairy tales, namely "Kancil and Buaya" In the text there are 3 speakers, the first is the narrator, the second is the Kancil and the third is the Buaya.

**BENEFIT OF CRITICAL THINKING SKILL**

Thinking is a critical action that we do every day, as Dian Nafisaa and Wardono (2019) wrote in their journal entitled "Multimedia Assisted Discovery Learning Models To Improve Students' Critical Thinking Skills" they explain the advantages of critical thinking, including:1) People who think critically think freely and independently. When students receive new information or find solutions to existing problems, they will still be able to think objectively with the sources of knowledge they have previously. If they already have extensive knowledge and can still be objective when looking at things, then it will be easier for you to receive new information and develop their mindset in learning role-play strategies that lead to their language skills.2) People who think critically will not behave without thinking. When someone is thinking critically they will think logically before acting. It is one of the aims of the researcher to teach students to read situations before acting. can improve your communication skills. Critical thinking can make you communicate ideas that come to your head in a systematic and more informative manner so that they are easily understood by others.3) People who think critically can state the problem explicitly. Can better know their own abilities, especially when analyzing problems critically. You will find new information that was not previously known.

Giancarlo and Facione in Tiruneh (2014) show that a more comprehensive view of critical thinking must include disposition, which refers to a person's tendency to use critical thinking skills when facing problems to solve, ideas to evaluate, or decisions to be made. In connection with that, a teacher must properly design a learning program that involves students in every learning activity. Critical thinking skills can also be empowered by teachers who ask questions or problems that challenge students' thinking.

**CONCEPTUAL FRAMEWORK**

Alex (2016) says that class actions can be carried out according to the results in the field. If you have finished with the second cycle and this research are not satisfied, it can be continued on the third cycle, the stages are the same as the cycle earlier. There is no stipulation on how many cycles should be done. The number of cycles depends on the researcher's own satisfaction, but there are suggestions, it is better no less than two cycles. By drawing up a plan for the cycle second, the research can proceed with the activities as they occur in cycle.

**Diagram 1: Conceptual Framework Step Role-Play Strategy by Classroom Action Research**

Source: Adopted by IJEE Arief Muh.(2018)

**RESEARCH METHOD**

The strategy used in this research is classroom action research, because this research focuses on improving critical thinking English language skills and pronunciation of 8th grade junior high school students by using the role playing method . Structural research is adapted from a model proposed by Kemmis and McTaggart at Burns(1999). According to Winter and Munn-Giddings (2001: 8) action research is a study social situations under taken by those involved in the situation to improve both their practice and the quality of their understanding, captures the essence of the philosophy underlying the action research approach. According to Burns (1999: 30), action research is the application of facts find practical problem solving in social situations with a view to improving the quality of action in it, involving the collaboration and cooperation of researchers ,practitioners and lay people. Some of these definitions show a number of similarities features that can be considered as features of action research:

1. Action research is contextual, small-scale, and localized. It identifies and investigates problems in specific situations.
2. It is evaluation and reflective because it aims to bring about changes and improvements in practice.
3. It is participatory because it provides collaborative investigations by a team of colleagues, practitioners, and researchers.
4. Changes in practice are based on data that provides impetus for change

Classroom action research approach will employ in this study. The term of CAR study refers to studies which look into the quality of relationship, activities, and situation. It is a design that consents a researcher to explore people's beliefs, experiences, behaviors, interactions, perceptions, attitudes, feelings and motivations at once to comprehend how they are formed. This research carried out are students of class VIII SMP N 07 Bengkulu City. If the results are satisfactory, this research applies the action research steps by giving a final test. The total population is one class and consists of approximately 30 students. The sample in this study involves 2nd-grade students at SMP N 07. One class took as many as 30 students of the population of class VIII students for the 2022-2023 academic year. Students then are divided into several groups and given a text script to be discussed with their respective groups before being practice.

This research used classroom research with direct speaking as a reference instrument, which is an approach that is carried out realistically like an environment where the approach is carried out by collecting plans, actions, observations, reflections. The purpose of classroom action research is to find out and study social life by understanding people's perceptions and experiences in society about a particular subject by developing their way of thinking critically about the material given to them. In this study, researchers will focus on teacher strategies in teaching critical thinking skills with role-play strategies to 8th grade students at SMP N 07, Kampung Klawi, Bengkulu City. It can be concluding that this study will use classroom action research methods for research design. This research will be conducted on students of SMP N 07 Kampung Klawi, Bengkulu city for the academic year 2021/2022 to find out how teachers teach Strategic teaching.

**RESEARCH INSTRUMENT**

1. Observation

To collect data, the researcher used an observation checklist. Giving a checklist symbol on the observation sheet is a process of observing this research. This is a way to find out how

the teacher's strategy to teach speaking English to students.

1. Interview

Get clear information, this research using interviews as an instrument.

Interview is a data collection technique to obtain information obtained from data sources face-to-face through conversation or question and answer.

1. Documentation

Used to obtain data from all procedures to verify data. In this research, we can obtain documentation from observation checklists, interviews, and photographs. The photo is about the activities between students and lecturers in class and the during class activities when they are learning about English speaking.

**RESEARCH PROCEDURE**

1. Observation. The first stage in this procedure is observation. In this step, the researcher collects information by making several observations in the teaching and learning process in class VIII SMP N 07 Bengkulu city to identify the problems seen in the field.
2. Planning

After making initial observations, the researcher makes a plan to choose a plan to start the initial action that is feasible to be implemented in the field. The purpose of this action is to improve the ability to speak English, especially in students' pronunciation. The action plan uses a role-play strategy to teach.

1. Acting and observing the action

At this stage the researcher begins to apply classroom action by observing and recording the reactions and behaviors and interests of students in attending the class. And provide warnings for students who interfere with learning in the classroom. In practice, researchers take several assessment criteria. With this criterion will be able to get results from the first cycle and so on:

**Table 1 Criteria of Values**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Criteria | Assessment | | | Description |
| C1 | C2 | C3 |
| 1. | How To Read Text |  |  |  |  |
| 2. | Pronunciation and Intonation |  |  |  |  |
| 3. | Face Expression |  |  |  |  |
| 4. | Body Language |  |  |  |  |
| 5. | Role Appreciation |  |  |  |  |

1. Reflection

Base on observations and researchers reflect on the implementation of the action. Reflection is done by interviewing students how they respond to the actions that have been implemented in the classroom for reflection on the actions taken.

The purpose of this data collection technique is to examine the contribution of the specific response components in the assessment of students' ability to measure students' abilities and knowledge about the material, competencies, intelligence and talents of individuals or groups. Responses that are usually measured, validity are uncertain role play tests some can be ascribed to noncritical measurements response elements (Alan.S: 1978). Based on the above statement if students get a score between 80-100 points, it is a very good score and they belong to the category A grades, and it is a higher score. When students score between 70-79 points, they fall into the category B grades and score well. If students get 60–69 points, the score is sufficient, they fall into the category C grades and it is the middle score. The students get 40–59 points, they fall into the category D grades and their scores are low. When students get a score of 0–39, it is a very bad grade and they fall into the category E grades, and it is the lowest grade. Researcher also classify the types of student scores in criteria based on Ali (1995:77) which states that there are characteristic values:

**Table 2 Scale of Values**

|  |  |  |
| --- | --- | --- |
| **INTERVAL** | **CRITERIA** | **SYMBOLS** |
| 80 – 100 | Excellent | A |
| 70 – 79 | Good | B |
| 60 – 69 | Fair | C |
| 40 – 59 | Poor | D |
| 0 – 39 | Very Poor | E |
| (Source: Mustakim:2018) | | |

**RESULTS AND DISCUSSIONS**

This chapter presents the results and discussion of this research. The following findings provide a detailed description of from the beginning, the results of pre-observation and interviews of eighth graders who have never used a role-playing strategy before with teachers who have never applied this strategy. The results, children are very unfamiliar with role-playing.

**Cycle 1**

First cycle done from 13th – 17th August 2022, the research conducted a cycle 1 to give a test to students about the material to be taught and use the score as an assessment consideration. The score is as basic score of students' critical thinking skills before getting several cycles action. The cycle 1 results determine the student's starting point. Ability in speaking skills and see their critical thinking patterns . And the observation checklist is used in this activity. These problems are seen when learning begins, students tend to be passive when the teacher invites to talk, students are just silent. They feel learning English is difficult to understand and they don't have the confidence to speak English. Furthermore, the score of students speaking English is not meet the minimum completeness score standard (KKM) 70 and declared incomplete. Based on the cycle 1 test, the score of students improvising English skills by thinking critically beforehand as shown below:

**Figure 1**

**Student’ Score Critical Thinking Distribution on Cycle 1**

The results of the cycle 1 shows that the results of the implementation of the role-play strategy of students consisting of 31 students showed that 18 students got a score of 0-20 which means that critical thinking skills through drama texts were not good or category E, and 8 of 31 students got a score of category D with a score of 20. -40. As for the category scores C and A, no students got it. While for score B there are 5 students with a value of 61-80, students who get this score are those who have been able to develop the role of the characters in the drama text, both from intonation, expression, carrying roles and how to read the text in English. If taken on average, the students have an E score for the cycle 1. This score is still lower than the minimum standard value (KKM) of 70. Furthermore, based on observations, student participation is still passive. The problem is related to the classroom activity.

**Cycle 2**

The second cycle will be held from August 20th – 24th August, 2022 the score on the application of role-play strategy to stimulated students' critical thinking in the cycle 1 was less than satisfactory. So, in the second cycle, the researcher was assisted by an English teacher to applied a role-play strategy with animal drama text as a role-play strategy learning material The act of applying role-play strategy to students through its use in action research activities generally motivates students to learn English. It also improves students' thinking so that they can be more critical in learning, especially learning English, because in our country English is still a foreign language. It also increases their motivation to speak English, raised their confidence to speak English. In addition, most of the students have approached the criteria. This implies that the meaning conveyed in the text understood by students. Although some students did not seem enthusiastic in the role-play learning process. After the researcher used role-play strategy to improve student’ critical thinking skill, in the classroom, this research gave a test to the students. Results of The second cycle can be seen in the image below:

**Figure 2**

**Student’ Score Critical Thinking Distribution on Cycle 2**

About 50% of these 31 students are an increase from the percentage in cycle 1. The students have started to be interested in learning English. The students still tend to be passive in learning English skills. Although it can be said that half of them are starting to be active, but some of them are even silent when asked. Although about 50% of students are not passive at least there are still some students who are less confident to speak English. In the first cycle many of the students did not meet the minimum standard of completeness score (KKM) of 70, but from the percentage results there were already many students whose grades were complete.

**Cycle 3**

Cycle 3 was carried out on 27th -31th August 2022. This cycle was carried out as the final result of had carried out the previous 2 cycles and got improvements. In cycle 3, the teacher observes the condition of the students when doing role-play strategy to improve students' critical thinking skills. In this case the students still look enthusiastic. Students have more explanations for teachers. Students can perform role playing performances well., the process and the accompanying actions in Cycle 3 was successful. It efforts to increase students' enthusiasm in the English learning process and improve students' critical thinking skills too succeed. Actions by giving rewards are very effective for attract students' interest in the teaching and learning process. They feel happy when they get points. Their group performances also succeeded in increasing students' involvement in learning process. Using of role-play strategy as an interesting strategy in the English learning process succeeded in attracting students' interest in the material. The students enjoy learning the material through role-play strategy. Students also feel relaxed and not bored while studying English .

This can minimize student boredom. Implementation of speaking appearance as an interesting thing effective in increasing student interest and engagement in the process of learning to speak. Students said that the activity was interesting because they get knowledge and fun. In addition, they can practice their skills in speaking, memorizing and critical thinking. Some of them also stated thus making them challenged when doing public speaking in front of the class. However, after the researcher used a role-play strategy to increase students' ability to think critically, researchers get the results of student scores. The results of the third cycle can be seen in the image below:

**Figure 3**

**Student’ Score Critical Thinking Distribution on Cycle 3**

In this third cycle, almost all students are very enthusiastic in class, moreover they are very enthusiastic about playing the role they play students who were previously passive, in cycle 3 they began to dare to be more active Here they very often ask about the material being taught. In the third cycle, the average student gets a standard score of 70 and above, in other words they have reached the desired target.

**DISCUSSION**

In this sub-chapter, after the research applied the role-play strategy to improve students' critical thinking skills, the research obtained data about the improvement of students' critical thinking skills students' critical thinking skills using a role-play strategy. Data analyzed from each cycle gets the results of classroom action research as followed:

**Table 3**

**Improved Score Students with Role-Play Strategy to Improve Their Critical Thinking Skills.**

|  |  |  |
| --- | --- | --- |
| **Averenge Score** | | |
| **Cycle 1** | **Cycle 2** | **Cycle 3** |
| 44,60 | 70,43 | 77,98 |

That is the result of the average value of students from cycle 1 to cycle 3. From the table above, in this research can see an increase critical thinking skills using role-play strategy. Based on the results of the tests that have been carried out, it can be described that the use of role-play strategies in the process of learning English in VIII grade students of SMP N 07 Bengkulu City can improve students' critical thinking skills. Can stimulate students to be active role-play strategy is not only appropriate for teaching critical thinking by enhancing their critical thinking skills, their speaking, reading, listening and vocabulary skills are also improved. motivates students to speak more and is one model for students to be active in interacting in English.

**CONCLUSION**

The conclusions of the study are presented based on the research questions in chapter I. The results of the average score of students in cycles 1 to 3 have met the desired criteria and there is always an increase in each cycle. With a role-play strategy in teaching English to improve critical thinking skills is more attractive to students. This can make students actively speak English and discuss English learning materials. This role play strategy can reduce students' boredom, stimulate students who have low motivation and can increase students' scores in learning English from one cycle to another. From the results of this study, it can be concluded that the role play strategy can improve the critical thinking skills of seventh grade students of SMP N 07 Bengkulu City in the 2022/2023 academic year through drama texts in exploring their roles.

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