

Abstract

Role-play is one of the most frequently used teaching techniques that the teachers can use to teach English language for the students. This study investigates teachers' perception in implementing role-play in order to know their reasons to use role-play in their class, especially their perception about the benefits and the problem of implementing role-play. This research use qualitative research design. The researcher obtained the data by interviewing three participants for with two criteria. All participants are English Language Education Department teachers of one of the private university that had been teaching for minimum five years, and had been using role-play as one of the technique to teach English in the classroom. Based on the data analysis from the three participants, the researcher found six benefits of implementing role-play in the class-room. Those are Used as a media to teach integrating topic, Used as a media for teachers' evaluation and reflection and for the tecaher and, motivating the students, training students' creativity, improving student's confidence, improve students' Speaking skill for the student. The researcher also found three problems in implementing role-play in the classroom. Those are time management of implementing role-play, group monitoring, and grouping. In conclusion, despite the entire problem that is found, role-play still have a lot of benfit.

Keywords: Role-play, Teacher perception, Benefits of role-play, Problems of role-play