

CHAPTER II

THEORETICAL REVIEW

A. Learning Outcomes of English for Junior High School

1. Definition Learning Outcomes

Learning outcomes refer to clear and measurable statements that describe what learners are expected to know, understand, and be able to do after completing a learning process. According to Adam (2004), learning outcomes emphasize the results of learning rather than the teaching process itself, making them central to curriculum planning and evaluation. Well-defined learning outcomes help educators align learning objectives, instructional strategies, and assessment methods to ensure that learning achievements are measurable and meaningful.

Biggs and Tang (2011) define learning outcomes as statements that focus on the demonstrable knowledge, skills, and attitudes students acquire as a result of instruction. They emphasize that learning outcomes should describe what learners can actually perform or demonstrate after learning. In educational practice, learning outcomes function as indicators of students' academic progress and learning success, guiding both teaching and assessment processes through constructive alignment.

Furthermore, learning outcomes are closely related to learners' cognitive development, skill mastery, and

affective growth. They reflect changes in learners' behavior, understanding, and abilities resulting from structured learning experiences. Recent educational research highlights that effective learning outcomes should be student-centered, observable, and assessable to support meaningful learning and continuous improvement (Kennedy et al., 2007).

In general, learning outcomes are classified into three main domains, namely the cognitive, affective, and psychomotor domains. This classification, originally proposed by Bloom and colleagues, provides a comprehensive framework for understanding and evaluating students' learning achievement across intellectual, emotional, and physical dimensions.

a. Cognitive Domain

The cognitive domain relates to intellectual abilities and mental skills, including knowledge acquisition, comprehension, application, analysis, evaluation, and creation. Anderson and Krathwohl (2001) revised Bloom's taxonomy and categorized the cognitive domain into six hierarchical levels: remembering, understanding, applying, analyzing, evaluating, and creating. Cognitive learning outcomes focus on learners' ability to process information, think critically, and solve problems. In educational settings,

these outcomes are commonly measured through written tests, quizzes, assignments, and problem-solving tasks, reflecting students' mastery and meaningful use of knowledge.

b. Affective Domain

The affective domain refers to learners' attitudes, values, emotions, interests, and motivation toward learning. Krathwohl, Bloom, and Masia (1964) explain that affective learning outcomes include receiving, responding, valuing, organizing, and characterizing values. These outcomes play a crucial role in shaping learners' motivation, engagement, and ethical development. In language learning contexts, affective outcomes may include confidence, willingness to communicate, and positive attitudes toward the target language

c. Psychomotor Domain

The psychomotor domain involves physical skills, motor abilities, and the coordination of mental and physical activities. According to Simpson (1972), psychomotor learning outcomes emphasize learners' ability to perform tasks that require precision, coordination, and physical performance. Examples include pronunciation practice, laboratory work, demonstrations, and role-playing activities. Recent

studies stress that psychomotor outcomes are essential for experiential and skill-based learning, as they allow learners to apply theoretical knowledge in practical and real-world contexts.

In conclusion, learning outcomes are statements that describe the knowledge, skills, and attitudes learners achieve after a learning process. They encompass three major domains: cognitive, affective, and psychomotor. Together, these domains provide a holistic view of student learning and serve as a foundation for effective teaching, assessment, and curriculum development.

2. Factors Influencing Learning Outcomes

The teaching and learning process is a fundamental component of the school environment that is systematically organized to achieve educational objectives. According to Gagné, Briggs, and Wager (2005), learning occurs through a set of structured instructional events designed to support students in acquiring knowledge, skills, and attitudes. The learning environment is arranged, managed, and supervised to ensure that instructional activities are directed toward predetermined goals. During the learning process, students inevitably encounter various difficulties that may hinder their achievement. Therefore, optimal learning conditions can be achieved when teachers effectively manage

students, learning resources, and instructional facilities while maintaining a pleasant and supportive classroom atmosphere.

Slavin (2018) emphasizes that effective teaching and learning take place when instructional environments are carefully structured to enhance student engagement, motivation, and understanding. A well-managed classroom enables students to focus on learning tasks, reduces disruptive behavior, and improves academic performance. Thus, classroom management and instructional organization are essential determinants of learning success.

Learning outcomes are influenced by both internal and external factors that drive changes in students' behavior, knowledge, and skills. These factors interact dynamically to shape learning processes and achievements. Educational psychologists generally classify these influences into internal factors and external factors.

a. Internal Factors

Internal factors originate within the learners themselves and consist of physiological and psychological aspects.

1) Physiological Factors

Physiological factors relate to students' physical conditions, including health, physical fitness, and freedom from fatigue or physical impairments. Students who are

physically healthy and not experiencing excessive tiredness are generally better able to concentrate, participate actively, and sustain attention during learning activities. Research by Jensen (2013) indicates that physical well-being significantly affects attention, memory, and academic performance, particularly in cognitively demanding learning situations.

2) Psychological Factors

Psychological factors refer to students' mental and emotional characteristics that influence how they perceive, process, and respond to learning experiences. These factors include intelligence, attention, interest, motivation, cognitive ability, and reasoning skills. Dörnyei (2001) argues that motivation is one of the most influential psychological factors in learning, as it determines learners' willingness to engage, persist, and succeed in academic tasks. Highly motivated students tend to demonstrate greater effort, resilience, and achievement.

b. External Factors

External factors originate outside the learners and play a supportive role in the learning process. Although learning is driven by internal motivation, external conditions can strengthen or weaken learning outcomes.

1) Environmental Factors

Environmental factors include both physical and social environments. Physical conditions such as classroom temperature, lighting, air circulation, and seating arrangements affect students' comfort and concentration. Meanwhile, the social environment, including interactions with teachers and peers, significantly influences students' motivation and engagement. According to Fraser (2012), positive classroom climates and supportive teacher–student relationships promote higher levels of academic achievement and learner satisfaction.

2) Instrumental Factors

Instrumental factors are deliberately designed elements intended to support the achievement of learning objectives. These include curriculum design, teaching methods, learning materials, educational facilities, and teacher competence. Darling-Hammond (2017) emphasizes that teacher quality is one of the most significant determinants of student learning outcomes, as effective teachers are able to implement the curriculum, select appropriate instructional strategies, and create meaningful learning experiences.

3. Functions and Objectives of Learning Outcomes Evaluation

a. Functions of Learning Outcomes Evaluation

Evaluation of learning outcomes plays a crucial role in the teaching and learning process, as it provides systematic information regarding students' learning progress and achievement. Learning outcomes evaluation is not merely an activity of assigning scores, but a comprehensive process aimed at improving the quality of learning and supporting students' academic development.

1) Diagnostic and Developmental Function

One of the primary functions of learning outcomes evaluation is its diagnostic and developmental function. Evaluation serves to describe students' learning progress, failures, and difficulties individually. Through evaluation results, teachers can identify the types of learning difficulties students experience, the patterns of their learning behavior, and the factors causing such difficulties. Rusman (2017) This diagnostic information enables teachers to design appropriate remedial actions and improve instructional strategies to support student development.

According to Rusman (2017), evaluation functions as a diagnostic tool that helps teachers understand students'

strengths and weaknesses, thereby facilitating continuous improvement in learning outcomes.

2) Selection Function

Dimiyati & Mudjiono (2013) Evaluation of learning outcomes also functions as a selection tool. The results of evaluation are used to select students for admission to educational institutions, as well as to determine students' eligibility to continue to higher levels of education. In this context, evaluation ensures fairness and objectivity in decision-making related to student selection and academic progression.

This selection function is particularly important in formal education systems, where evaluation results serve as standardized criteria for academic advancement.

3) Promotion (Grade Advancement) Function

Another important function of evaluation is to determine students' promotion or grade advancement. Brookhart (2020) said Evaluation results are used to assess whether students have met the established academic standards or criteria required for promotion to the next grade level. Students who achieve the minimum performance standards are considered eligible for grade advancement, while those who do not may require additional support or remediation. this function ensures that

students advance based on their actual learning achievement rather than solely on age or length of study.

4) Placement Function

Evaluation also serves a placement function, particularly for graduates entering the workforce or continuing their education. Evaluation results provide data regarding graduates' competencies, skills, and academic achievements, which can be used to place individuals in positions or programs that align with their abilities and qualifications. Thus, evaluation supports appropriate placement based on competence rather than assumption Brookhart (2020).

According to Dimyati and Mudjiono (2015), evaluation results provide essential information that enables educational institutions to place graduates in positions or educational pathways that align with their abilities and potential. Through accurate evaluation, human resources can be utilized optimally, as students' competencies, strengths, and limitations are clearly identified. Thus, evaluation of learning outcomes plays a strategic role not only in measuring achievement but also in supporting educational planning and decision-making.

b. Purposes of Learning Outcomes Evaluation

In addition to its functions, learning outcomes evaluation also has specific purposes aimed at enhancing the effectiveness of learning and student development.

1) Monitoring Student Learning Progress

The primary purpose of evaluation is to provide valid and reliable information regarding students' learning progress in achieving instructional objectives. According to Arikunto (2016), evaluation helps teachers and students understand the extent to which learning goals have been achieved through instructional activities. This information allows both parties to reflect on learning effectiveness and make necessary adjustments.

2) Improving Learning Activities

Evaluation results are used as feedback to improve and refine learning activities. Through systematic evaluation, teachers can identify weaknesses in instructional strategies and make improvements to teaching methods, learning materials, and classroom management to better meet students' learning needs (Sudjana, 2017).

3) Identifying Abilities and Learning Difficulties

Another important purpose of evaluation is to identify students' abilities, talents, and learning difficulties. Evaluation data help teachers recognize

students who require additional support and design appropriate remedial or enrichment programs. According to Purwanto (2014), early identification of learning difficulties is crucial to preventing prolonged academic failure.

4) Enhancing Student Learning Motivation

Evaluation also aims to enhance students' motivation to learn. When students receive clear information about their learning achievements and progress, they become more aware of their strengths and areas for improvement. This awareness can encourage greater effort, persistence, and active participation in learning activities (Slavin, 2018).

5) Supporting Students' Personal and Social Development

Learning outcomes evaluation provides comprehensive information about students' cognitive, affective, and behavioral development. Such information enables teachers to guide students in developing positive attitudes, responsible behavior, and social competence, which are essential for personal growth and social life (Bloom et al., 1956).

6) Guiding Educational and Career Decisions

Finally, evaluation serves as a basis for guiding educational and career decisions. Accurate evaluation results help students choose appropriate educational programs, schools, or career paths that align with their abilities, interests, and talents. This guidance supports students' long-term academic success and professional development (Dimiyati & Mudjiono, 2015).

Learning outcomes at State Junior High School 5 Bengkulu City reflect the knowledge, skills, and attitudes students acquire through structured English learning activities. These outcomes are observable in three main domains: cognitive, affective, and psychomotor. In the cognitive domain, students demonstrate understanding, application, and analytical skills by processing information and solving language tasks. In the affective domain, students show motivation, positive attitudes, and willingness to communicate, while in the psychomotor domain, they exhibit skills such as accurate pronunciation, role-play, and written expression.

Students' learning outcomes are influenced by both internal factors, including physiological health, motivation, and cognitive abilities, and external factors, such as classroom environment, teacher competence, and learning resources. Well-facilitated

learning conditions enhance student engagement, persistence, and achievement, enabling them to reach measurable and meaningful learning goals. Evaluation of these outcomes serves not only to measure academic progress but also to guide remedial actions, support personal development, and inform educational and career decisions.

Based on Learning Outcomes Theory, learning outcomes are defined as measurable achievements that reflect students' knowledge, skills, and attitudes after the learning process. According to Adam (2004), learning outcomes emphasize what learners are able to achieve and demonstrate as a result of their learning experiences. This study adopts Bloom's Taxonomy as revised by Anderson and Krathwohl, which classifies learning outcomes into the cognitive, affective, and psychomotor domains, allowing learning outcomes to be evaluated comprehensively.

Learning outcomes are influenced by both internal and external learner factors that determine the success of the learning process. Therefore, the evaluation of learning outcomes is essential to assess the attainment of learning objectives and to support decision-making in the educational process,

particularly in improving instructional strategies and learning effectiveness.

In the context of junior high school English learning, learning outcomes are reflected in students' language skills and learning attitudes. Language skills include listening, speaking, reading, and writing, which involve understanding simple conversations and texts, responding to instructions, expressing simple ideas, and constructing grammatically correct sentences and short texts. Vocabulary and grammar mastery indicate students' command of everyday vocabulary and appropriate use of basic structures and tenses, while attitude and learning engagement are reflected in students' self-confidence, motivation, and active participation. These learning outcomes can be measured through tests, observations, and questionnaires.

B. Creativity of English for Junior High School

1. Definition Creativity

Creativity is generally defined as the ability of individuals to generate original ideas, develop innovative solutions, and produce outcomes that are both novel and meaningful. Contemporary scholars agree that creativity cannot be explained by a single universal theory, as it is a complex and multidimensional construct influenced by

cognitive, personal, and contextual factors. According to Kaufman and Sternberg (2021), creativity involves the interaction between intellectual abilities, personality traits, motivation, and environmental support, making it a dynamic process rather than a fixed trait.

One of the most widely acknowledged components of creativity is fluency, which refers to the ability to generate a large number of ideas or responses smoothly and efficiently. Another essential component is flexibility, defined as the ability to produce varied, diverse, and unconventional ideas when approaching a problem. Guilford's early framework of divergent thinking has been expanded by recent studies, which emphasize that fluency and flexibility are key indicators of creative potential in educational contexts (Beghetto, 2020). Students who demonstrate these abilities are more capable of adapting their thinking to new situations and exploring alternative problem-solving strategies.

Individuals with high levels of creativity tend to show openness in thinking and a willingness to accept new ideas, perspectives, and possibilities. This openness allows creative learners to challenge conventional assumptions and explore imaginative solutions. According to Amabile (2020), intrinsic motivation plays a central role in creativity, as individuals are more likely to engage in

creative behavior when driven by internal interest, curiosity, and enjoyment rather than external rewards. This internal drive encourages learners to exceed perceived limitations and continuously develop their creative capacities.

In educational settings, creativity is understood not only as the production of entirely new ideas but also as the ability to reinterpret existing knowledge in personally meaningful ways. Beghetto and Kaufman (2020) argue that creativity in learning should be viewed as a personal and developmental process, where originality is measured relative to the learner's own experience and understanding. From this perspective, creative outcomes may be simple or modest, yet they remain valuable because they contribute to individual growth and deeper learning.

Recent empirical research supports the view that creativity is closely linked to curiosity, cognitive flexibility, and contextual learning experiences. Studies by Zubaidah et al. (2021) show that creative learners tend to demonstrate stronger problem-solving skills, higher motivation, and greater engagement in meaningful learning activities. Creativity enables students to adapt knowledge to new situations, connect ideas across disciplines, and respond effectively to complex challenges.

In conclusion, creativity can be described as the capacity to generate ideas or products that are relatively novel and meaningful within a specific context. It encompasses fluency, flexibility, openness, curiosity, and intrinsic motivation, and it plays a vital role in enhancing learning quality, personal development, and educational innovation.

2. Characteristics of Creativity

Creativity is a dynamic and multifaceted capacity that involves the interaction of cognitive processes, personal traits, and environmental influences. In educational settings, creativity is viewed not merely as artistic ability, but as a fundamental competence that supports problem solving, innovation, and meaningful learning experiences.

One essential characteristic of creativity is idea fluency, defined as the ability to produce numerous ideas or responses in response to a given stimulus or problem. According to Runco and Jaeger (2021), fluency reflects the efficiency of divergent thinking, allowing learners to explore a broad range of possibilities before converging on a solution. High fluency supports exploratory learning and enhances students' ability to deal with open-ended tasks.

Another key characteristic of creativity is cognitive flexibility. Cognitive flexibility refers to the capacity to

shift mental frameworks, reconsider assumptions, and approach problems from alternative perspectives. Creative individuals demonstrate adaptability in their thinking processes when faced with new or complex situations. As highlighted by De Bono (2020), flexible thinking enables learners to escape rigid patterns and generate innovative responses in problem-solving contexts.

Originality is also a central characteristic of creativity. Originality involves producing ideas that are uncommon or statistically infrequent within a particular group or context. In educational practice, originality is understood as the ability to express personal and meaningful ideas rather than creating something entirely new on a global scale. Silvia et al. (2020) argue that originality emerges when learners combine knowledge with personal insight, resulting in distinctive creative outcomes.

Creativity further involves elaboration, which is the ability to expand, organize, and refine ideas into coherent and detailed forms. Elaboration demonstrates sustained attention and depth of thinking, allowing individuals to enhance the clarity and usefulness of their ideas. According to Plucker et al. (2021), elaboration is crucial for transforming initial ideas into valuable products or solutions within academic tasks.

Another defining characteristic of creativity is curiosity-driven exploration. Curiosity motivates individuals to ask questions, investigate unfamiliar concepts, and seek deeper understanding. Hidi and Renninger (2020) explain that curiosity plays a vital role in maintaining engagement during creative processes, particularly when learners encounter uncertainty or challenge.

Openness to new experiences is also strongly associated with creativity. This characteristic involves tolerance for ambiguity, receptiveness to novel ideas, and willingness to engage with diverse viewpoints. Research by Feist (2021) indicates that openness facilitates creative thinking by allowing individuals to integrate diverse information and embrace complexity in learning situations.

Finally, creativity is linked to risk-taking behavior and self-efficacy. Creative learners are willing to express unconventional ideas and accept the possibility of failure as part of the learning process. Bandura (2020) emphasizes that strong self-efficacy beliefs support creative risk-taking, as individuals are more confident in their ability to overcome obstacles and learn from mistakes.

Based on creativity theory, this study views creativity as a multidimensional ability that develops through the interaction of cognitive skills, personal

characteristics, motivation, and learning context. The theoretical foundation refers to Kaufman and Sternberg's creativity theory, Guilford's divergent thinking theory, and Amabile's Componential Theory of Creativity, which emphasize fluency, flexibility, originality, and intrinsic motivation as core elements of creative behavior. In addition, creativity characteristics such as elaboration, curiosity, openness to experience, and risk-taking are supported by theories of flexible thinking and self-efficacy. Based on these theories, creativity in this research is understood as students' ability to generate varied and original ideas, develop them meaningfully, and engage actively in learning, which ultimately supports meaningful learning and problem-solving.

In conclusion, creativity is characterized by fluency, cognitive flexibility, originality, elaboration, curiosity, openness to experience, and risk-taking. These characteristics work synergistically to support innovation, critical thinking, and adaptive learning. Cultivating these aspects of creativity in students is essential for preparing them to face complex challenges in both academic and real-world contexts.

3. Indicator Creativity

According to Said-Metwaly, Van den Noortgate, and Kyndt (2020), creativity consists of several core

indicators, namely fluency, flexibility, originality, and elaboration. These indicators represent the main dimensions used to identify and measure students' creativity in the learning process.

In the context of English learning, creativity can be understood as a multidimensional ability that enables students to generate, express, and develop meaningful ideas within learning activities. Creativity is not limited to producing entirely new ideas but also involves reinterpreting existing knowledge based on students' personal experiences. As a result, creativity plays an important role in enhancing students' engagement, motivation, and confidence in learning English. Students' creativity is reflected through the following indicators:

- b. Fluency
- c. Flexibility
- d. Originality.
- e. Elaboration.

Creativity in English learning can be understood as a multidimensional ability that enables students to generate, express, and develop meaningful ideas within learning contexts. Creativity is not limited to producing entirely new ideas but also involves reinterpreting existing knowledge based on students' personal experiences. In this regard,

creativity plays an important role in enhancing students' engagement, motivation, and confidence in learning English.

Students' creativity is reflected through four main indicators, namely fluency, flexibility, originality, and elaboration. Fluency is demonstrated by students' ability to generate ideas related to familiar daily and school contexts. Flexibility is shown through students' ability to adapt language use, such as paraphrasing or using alternative expressions when encountering difficulties. Originality appears in students' personal opinions, unique expressions, and imaginative responses, while elaboration is seen in students' efforts to develop ideas into more detailed expressions, such as simple descriptions or short narratives.

Overall, students' creativity in English learning is contextual and developmental, meaning that it develops gradually through continuous learning experiences and is influenced by classroom environment, instructional strategies, and individual learner characteristics. Creativity is supported by students' curiosity, openness to new ideas, and willingness to take learning risks, such as trying unfamiliar vocabulary or expressing ideas despite limited language proficiency. Therefore, creativity should be viewed as a process that can be nurtured rather than as a fixed ability.

In this study, students' creativity is examined through the four indicators of fluency, flexibility, originality, and

elaboration as measurable dimensions of creative performance in English learning. Each indicator is operationalized into observable student behaviors and responses during learning activities. Fluency is assessed by examining the number and relevance of ideas generated by students, flexibility through variations in expressions or strategies, originality through the uniqueness of students' ideas, and elaboration through the development of ideas with supporting details and explanations.

The measurement of these indicators is conducted using appropriate assessment instruments, including performance-based tasks, written and oral tests, classroom observations, and questionnaires. By systematically evaluating each indicator, this study provides a comprehensive understanding of students' creativity in English learning. The findings are expected to contribute to improving English learning quality and to support teachers in designing instructional activities that effectively foster students' creative thinking skills.

C. Role-Playing Learning Model of English for Junior High School

1. Definition Role-Playing Learning Model

The Role-Playing Learning Model is a student-centered instructional approach that actively involves learners in simulated learning situations by assigning them specific roles related to the subject matter. According to

Prince and Felder (2020), student-centered learning models encourage deeper understanding because learners actively construct knowledge through participation and interaction. Through role-playing activities, students are given opportunities to explore contextual problems, express ideas freely, and engage in meaningful social interaction, which helps them develop understanding through direct experience rather than passive information intake. This experiential nature of role playing supports the principle of learning by doing, which is considered essential for effective concept internalization.

From the perspective of contemporary educational psychology, role playing supports meaningful learning by integrating cognitive, affective, and psychomotor aspects simultaneously. When students perform roles, they are required to analyze situations and make decisions (cognitive domain), demonstrate emotions, values, and social attitudes (affective domain), and carry out physical or verbal actions (psychomotor domain). Schunk (2020) explains that learning activities that involve multiple learning domains tend to strengthen comprehension and promote long-term memory retention. Thus, role playing enables holistic learning that addresses students' intellectual, emotional, and behavioral development.

Recent empirical evidence shows that the Role-Playing Learning Model has a significant positive effect on student motivation and classroom engagement. By participating in role play, students become emotionally invested in the learning process, which increases their sense of responsibility and self-confidence. Research conducted by Alzahrani and Al-Bargi (2021) indicates that role-playing activities enhance students' communication skills, teamwork, and willingness to participate actively in classroom discussions. This model is particularly effective in language learning contexts, as it provides authentic opportunities for students to practice speaking, listening, and interpreting meaning in realistic communicative situations.

Furthermore, the role of the teacher in the Role-Playing Learning Model changes from a dominant information provider to a facilitator of learning experiences. Teachers are responsible for designing scenarios, guiding student interactions, and managing reflection sessions after role-playing activities. According to Brookfield (2020), reflective learning activities are essential for developing higher-order thinking skills because they allow learners to evaluate experiences, identify strengths and weaknesses, and connect practice with theoretical understanding. Through guided reflection,

students develop analytical thinking, evaluative skills, and problem-solving abilities.

In addition, several studies published after 2020 confirm that role playing is more effective than conventional lecture-based instruction in improving learning outcomes. Research by Yuliana and Pratama (2022) demonstrates that students taught using the Role-Playing Learning Model achieve higher academic performance and show greater creativity compared to students taught through traditional methods. Similarly, a study by Kurniawan, Siregar, and Lestari (2023) found that role-playing-based instruction significantly improves students' social interaction skills and collaborative learning abilities. Therefore, it can be concluded that the Role-Playing Learning Model is an effective instructional strategy that promotes active learning, creativity, and comprehensive student development.

2. Objectives of the Role-Playing Learning Model

The Role-Playing learning model aims to actively involve students in the learning process by allowing them to perform specific roles related to learning materials, social situations, or real-life problems. This model is grounded in experiential learning theory, which emphasizes that learning occurs most effectively when students engage directly in experiences, reflect on those

experiences, and apply new understanding (Kolb, 2021). Through interaction and reflection, role-playing enables students to become active participants rather than passive recipients of information.

One of the main objectives of the Role-Playing learning model is to enhance students' conceptual understanding by placing them in meaningful and contextual learning situations. By enacting roles, students are encouraged to connect abstract concepts with practical application, which strengthens comprehension and long-term retention. According to Wurdinger and Allison (2020), experiential learning strategies such as role-playing help learners construct knowledge actively by linking theory to authentic experiences.

Another important objective of the Role-Playing learning model is to improve students' communication skills, particularly speaking and listening abilities. During role-playing activities, students must articulate ideas, respond to peers, and negotiate meaning through interaction. Research by Alasmari (2021) indicates that interactive learning models, including role playing, create communicative environments that foster spontaneous language use and increase students' confidence, especially in foreign language learning contexts.

In addition, the Role-Playing learning model aims to develop students' creativity and critical thinking skills. Students are required to analyze situations, make decisions, and solve problems creatively while performing their assigned roles. According to Zubaidah (2020), learning activities that involve problem-based and simulation-based tasks stimulate higher-order thinking skills by encouraging learners to evaluate situations from multiple perspectives and generate innovative solutions.

Furthermore, the Role-Playing learning model seeks to enhance students' social skills and emotional intelligence. By assuming different roles, students learn empathy, cooperation, and respect for diverse viewpoints. Studies by Mahmud and Rahman (2022) show that role-playing activities contribute significantly to students' social awareness and emotional engagement, which are essential components of collaborative learning and character development.

3. Principles of the Role-Playing Learning Model

The Role-Playing learning model is founded on several essential principles that emphasize student-centered learning, active participation, social interaction, emotional involvement, and reflective thinking. These principles ensure that Role-Playing functions not merely as an entertaining classroom activity, but as a structured

instructional strategy that promotes meaningful learning experiences, particularly in language education.

a. Principle of Active Student Participation

One of the core principles of the Role-Playing learning model is active student participation. In this model, students are directly engaged in learning by performing specific roles within simulated or contextual situations. Learners are not positioned as passive recipients of information, but as active participants who construct knowledge through interaction and performance. According to Freeman et al. (2020), active learning strategies significantly enhance students' cognitive engagement and conceptual understanding compared to traditional lecture-based instruction. In language learning contexts, active participation through role playing requires students to use the target language authentically, which contributes to improved fluency, accuracy, and confidence.

b. Principle of Experiential Learning

The Role-Playing learning model is strongly based on experiential learning, which emphasizes learning through direct experience and active involvement. Students learn by doing, experiencing, and reflecting on their actions rather than merely listening or memorizing information. Wurdinger and Allison (2020) argue that experiential learning enables students to connect theory with practice,

making learning more meaningful and long-lasting. Through role-playing activities, learners experience realistic situations, reflect on their performance, discuss outcomes with peers, and refine their understanding, resulting in deeper comprehension and retention.

c. Principle of Social Interaction and Collaboration

Social interaction and collaboration are essential principles of the Role-Playing learning model. Learning occurs through communication, cooperation, and shared problem-solving among students. During role play, learners listen to others, respond appropriately, and negotiate meaning in collaborative situations. According to Gillies (2021), collaborative learning environments foster higher levels of communication skills, social competence, and academic achievement. In role-playing activities, students benefit from peer interaction by observing different strategies and language use, which supports both cognitive and linguistic development.

d. Principle of Emotional Engagement and Empathy Development

The Role-Playing learning model also emphasizes emotional engagement and empathy development. By assuming different roles, students are encouraged to understand diverse perspectives, emotions, and social conditions. Emotional involvement increases motivation

and learning interest, as students feel personally connected to the learning experience. Research by Immordino-Yang et al. (2020) shows that emotionally engaging learning activities enhance understanding and memory retention. In language learning, emotional engagement through role playing helps students reduce anxiety, build self-confidence, and become more willing to communicate.

e. Principle of Authentic and Contextual Learning

Role-Playing is guided by the principle of authentic and contextual learning, in which learning activities reflect real-life situations. Students practice language and problem-solving skills in contexts such as daily conversations, interviews, or social interactions that resemble real communication scenarios. Herrington et al. (2022) emphasize that authentic learning environments increase student motivation and enable learners to transfer knowledge to real-world situations. Through role-playing activities, students are better prepared to face real communication challenges because they have practiced similar situations in a safe and supportive environment.

f. Principle of Reflection and Evaluation

The final principle of the Role-Playing learning model is reflection and evaluation. After completing role-playing activities, students are encouraged to reflect on their experiences, evaluate their performance, and identify

areas for improvement. Reflection helps learners transform experience into meaningful knowledge and develop self-awareness. According to Boud, Keogh, and Walker (2021), reflective learning supports deeper understanding by encouraging learners to critically examine their actions and learning outcomes. In role-playing activities, reflection can be facilitated through discussions, feedback sessions, or written reflections to strengthen learning outcomes and higher-order thinking skills.

4. Pattern of the Role-Playing Learning Model

The Role-Playing learning model follows a systematic instructional pattern that guides teachers and students through structured learning stages. This pattern ensures that role-playing activities are implemented purposefully, effectively, and in accordance with predetermined learning objectives. Generally, the Role-Playing learning model consists of interconnected phases that emphasize preparation, performance, observation, feedback, and reflection to promote meaningful learning experiences.

a. Preparation and Problem Orientation

The first stage of the Role-Playing learning model is preparation and problem orientation. At this stage, the teacher explains the learning objectives, introduces the topic, and presents a contextual problem or situation to be

dramatized by students. The scenario is designed to resemble real-life situations relevant to students' experiences and instructional goals, thereby stimulating interest and activating prior knowledge. According to Darling-Hammond et al. (2020), effective learning begins with clear goal orientation and meaningful context, which helps students understand the purpose of learning activities and increases their readiness to participate actively. Proper preparation also reduces student anxiety and encourages engagement during subsequent stages.

b. Role Selection and Group Organization

The second stage involves role selection and group organization. Students are divided into small groups, and each student is assigned a specific role related to the learning scenario. Role distribution should be balanced to ensure equal participation and to accommodate students' abilities and learning needs. This stage fosters responsibility, cooperation, and positive interdependence among learners. Research by Johnson and Johnson (2020) highlights that structured group organization and clear role assignment enhance collaborative learning and student accountability, leading to more effective interaction during learning activities.

c. Role Enactment (Performance)

The third stage is role enactment, in which students perform their assigned roles based on the prepared scenario. During this phase, students are encouraged to communicate ideas, respond spontaneously, and demonstrate appropriate language use and behavior. The teacher acts as a facilitator by monitoring the activity, providing minimal intervention, and ensuring that learning objectives are maintained. According to Alasmari (2021), role enactment provides authentic learning experiences that support the development of communication skills, critical thinking, and confidence, particularly in language learning contexts. This stage enables students to apply theoretical knowledge in practical situations, strengthening both cognitive and affective learning outcomes.

d. Observation and Feedback

The fourth stage is observation and feedback. While one group performs, other students observe attentively and focus on specific aspects such as language use, interaction patterns, or problem-solving strategies. After the performance, feedback is provided by peers and the teacher in a constructive and supportive manner. Brookhart (2021) emphasizes that formative feedback is essential for improving learning because it helps students identify strengths, recognize areas for improvement, and refine

their performance. Through observation and feedback, students gain deeper insight into effective learning behaviors and outcomes.

e. Discussion and Reflection

The final stage of the Role-Playing learning model is discussion and reflection. Students are guided to reflect on their experiences, discuss lessons learned, and relate role-playing activities to real-life situations. Reflection allows learners to internalize knowledge and develop higher-order thinking skills such as analysis and evaluation. According to Boud and Molloy (2020), reflective learning encourages students to make meaning from experience and supports continuous learning improvement. Through guided discussion, students not only enhance content mastery but also gain awareness of the learning process itself.

The Role-Playing learning model is an effective instructional approach for creating an active, meaningful, and student-centered learning process. Through the enactment of roles in contextual situations, this model integrates cognitive, affective, and psychomotor aspects in a balanced manner. Role Playing is able to enhance conceptual understanding, communication skills, creativity, critical thinking, as well as students' social and emotional abilities, making it highly relevant to the demands of 21st-century learning.

Based on the Role-Playing Learning Model theory and experiential learning theory, this study concludes that role playing is an effective student-centered instructional approach that promotes meaningful learning through direct experience, interaction, and reflection. Grounded in Experiential Learning Theory (Kolb), Active Learning Theory (Prince & Felder), and Social Constructivist perspectives, the Role-Playing Learning Model integrates cognitive, affective, and psychomotor domains by engaging students in authentic and contextual learning situations.

Through role enactment, collaboration, emotional involvement, and guided reflection, students develop deeper conceptual understanding, communication skills, creativity, critical thinking, and social-emotional competence. Based on these theoretical foundations, the Role-Playing Learning Model is appropriate for enhancing active participation, motivation, and holistic learning outcomes, particularly in language learning and 21st-century educational contexts.

The implementation of Role Playing is carried out systematically through stages of preparation, role distribution, performance, observation, and reflection, thereby assisting teachers in managing learning in a structured and purposeful way. Its application at SMPN 5 Bengkulu City is characterized by socio-drama activities based on simple social conflicts that are closely related to students' daily lives. Through these

activities, students are trained to understand problems from various perspectives, express their opinions, and develop empathy and positive character traits. Thus, Role Playing not only improves learning outcomes but also builds students' self-confidence and readiness to face real-life situations.

D. Previous Research

The following is a review of previous research reports relevant to the main problem or theme addressed by the researcher.

First, Meti Safitri (2015) conducted a study entitled *The Effect of the Role-Playing Method on Students' Learning Motivation in Indonesian Language Lessons for Grade V at SD Cempaka I Putih*. The result of the study showed that the Role-Playing method had an effect on students' learning motivation. The similarity with the current study is that both studies apply the Role-Playing method and use a quantitative approach. The difference is that the previous study focused on students' learning motivation in Indonesian language lessons, while the current study focuses on English learning outcomes and student creativity.

Second, Zetri Nopita Sari (2017) conducted a study entitled *The Application of the Role-Playing Method to Improve Speaking Skills in Indonesian Language Lessons for Grade V Students at MI Darussalam, Bengkulu City*. The result of the study showed that the Role-Playing method could

improve students' speaking skills. The similarity with the current study is that both studies use the Role-Playing learning model in the learning process. The difference is that the previous study used Classroom Action Research, focused on speaking skills in Indonesian language lessons, and involved Grade V students, while the current study uses a quantitative method and focuses on English learning outcomes and creativity.

Third, Hidayat (2019) conducted a study entitled Students' Creativity and Its Effect on English Learning Achievement at Junior High School. The result of the study showed that students' creativity influenced English learning achievement. The similarity with the current study is that both studies examine students' creativity and English learning outcomes at the junior high school level. The difference is that the previous study used a quantitative correlational design and did not apply a specific learning model, whereas the current study uses a quasi-experimental design and examines the influence of the Role-Playing learning model.

Fourth, Sari and Putra (2020) conducted a study entitled The Effect of the Role-Playing Method on Students' English-Speaking Achievement at Junior High School. The result of the study showed that the Role-Playing method had a positive effect on students' English-speaking achievement. The similarity with the current study is that both studies apply the

Role-Playing learning model in English subjects at the junior high school level using a quasi-experimental design. The difference is that the previous study focused only on students' English-speaking achievement and did not include creativity as a variable, while the current study focuses on English learning outcomes based on students' creativity.

Fifth, Rahmawati and Lestari (2021) conducted a study entitled *The Effect of the Role-Playing Learning Model on Students' Creativity and English Learning Outcomes at Junior High School*. The result of the study showed that the Role-Playing learning model influenced students' creativity and English learning outcomes. The similarity with the current study is that both studies investigate the Role-Playing learning model, students' creativity, and English learning outcomes at the junior high school level. The difference is that the previous study was conducted in a different junior high school and examined creativity as an outcome variable, while the current study is conducted at SMP Negeri 05 Kota Bengkulu and reviews English **learning outcomes from the perspective of students' creativity**.

E. Theoretical Framework

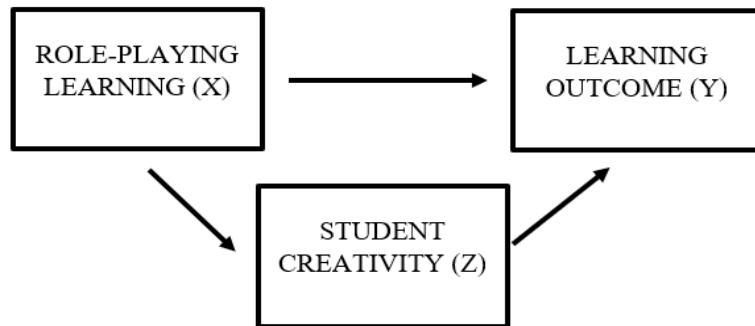


Figure 2.1 Theoretical Framework

F. Hypotesis

Hypothesis is a tentative conclusion or an incomplete statement that provides a preliminary explanation of a behavior, phenomenon, or event that has occurred or is expected to occur. The hypothesis helps clarify the direction of research testing.

1. Alternative Hypothesis (H_a):
 - a. There is a difference in English subject learning outcomes between students taught using the role-playing model and those taught using the conventional model.
 - b. There is a difference in English subject learning outcomes based on students' creativity levels.
 - c. There is an interaction between the learning model and creativity on English subject learning outcomes.
2. Null Hypothesis (H_0):

- a. There is no difference in English subject learning outcomes between students taught using the role-playing model and those taught using the conventional model.
- b. There is no difference in English subject learning outcomes based on students' creativity levels.
- c. There is no interaction between the learning model and creativity on English subject learning outcomes.

