

The Effectiveness of Role-Play To Improve Student's Speaking Achievement

Irfan Maulana^{a,*}, Yuri Lolita^b

^{a,b} *English Education, Universitas Negeri Surabaya, Surabaya, Indonesia*

*Corresponding author. E-mail address: irfanmaula1997@gmail.com

ABSTRACT

The Role-play method is important to students' growth in understanding real-life illustrations by pretending as someone else or some scenario. The study aimed to demonstrate whether the Role-play method affects students' speaking achievement. The research was carried out in the SMP Raden Rahmat Wonokromo for seventh-year students in the academic year 2020/2021, which included 31 students. The data are collected using a few methods, including pre-tests and post-tests. To dissect the quantitative information, an expert used the highest and lowest scores, as well as means and standard deviations. According to the questionnaire results, the role-playing method can improve students' speaking ability by 11.8%, while the traditional method is only 5.2%. The students are mainly shy to speak English, making them stutter or slower, but they are still enthusiastic about doing some Role-playing. There were differences between the pre-test and the post-test of about 72.5 and 84.3 in the experimental class, respectively. According to the calculation, the t test is higher than the t table, $4.304 > 1.697$. In other words, the hypothesis alternative (H_a) has been accepted. The role-play practice could effectively show the students' concern about their English-speaking achievements. It tends to be expressed that showing speaking using Role-play truly impacts students' English-speaking achievement.

Keywords: Role-play, speaking ability, effectiveness, achievement

ABSTRAK

Metode Role-play penting untuk pertumbuhan siswa dalam memahami ilustrasi kehidupan nyata dengan berpura-pura sebagai orang lain atau beberapa skenario. Penelitian ini bertujuan untuk menunjukkan apakah metode Role-play mempengaruhi pencapaian berbicara siswa. Penelitian dilaksanakan di SMP Raden Rahmat Wonokromo pada siswa kelas tujuh tahun ajaran 2020/2021 yang berjumlah 31 siswa. Data dikumpulkan dengan menggunakan beberapa metode, antara lain pre-test dan post-test. Untuk membedah informasi kuantitatif, seorang ahli menggunakan skor tertinggi dan terendah, serta mean dan standar deviasi. Menurut hasil angket, metode role-playing dapat meningkatkan kemampuan berbicara siswa sebesar 11,8%, sedangkan metode tradisional hanya 5,2%. Para siswa kebanyakan malu untuk berbicara bahasa Inggris, membuat mereka gagap atau lebih lambat, tetapi mereka masih antusias melakukan Role-playing. Ada perbedaan antara pre-test dan post-test masing-masing sekitar 72,5 dan 84,3 di kelas eksperimen. Berdasarkan perhitungan, t hitung lebih besar dari t tabel yaitu $4,304 > 1,697$. Dengan kata lain hipotesis alternatif (H_a) telah diterima. Latihan role-play dapat secara efektif menunjukkan kepedulian siswa terhadap pencapaian berbahasa Inggris

mereka. Cenderung diungkapkan bahwa menunjukkan berbicara menggunakan Role-play benar-benar berdampak pada pencapaian berbahasa Inggris siswa.

Kata kunci: Role-play, kemampuan berbicara, efektivitas, pencapaian

INTRODUCTION

Language skills are composed of four components: listening, speaking, reading, and writing. We use speaking skills as a tool for communicating with other people throughout daily life. But it would be different when we talk about English as a foreign language instead of our mother tongue. Speaking English to Indonesian people would be difficult because of their lack of interest in learning English. According to The Jakarta Post, this is proven by the fact that Indonesia ranks second to last in literacy. Speaking English would be hard for the teachers to teach the students because they lack interest in studying.

Lately, studying a foreign language for students has become more challenging than ever because we depend on technology a lot. Conducting a lesson effectively is a real challenge for all English teachers moreover, Indonesia has thousands of Indigenous languages. Therefore, to make the lesson more effective, teachers make many kinds of methods in teaching English both in online and offline courses, and one of them is using the Role-play method.

A Role-play method is to represent an action or to act out the role of certain characters. There exists much research before about Role-play regarding improving speaking achievement. The writer decided to improve the student speaking ability through the Role-play method because speaking ability is an important focus to improve in English skills research. Moreover, most Indonesian teachers only use speaking to read a text passage instead of sharing information. On the other side, students tend to think that English scores and exams are primarily done in writing. This reason became an issue in exploring students speaking ability in the English language and unbalancing the four essential elements of language learning. The deficiency in English speaking could result in many problems when learners need to communicate with speakers in English (Yao, T.,2019). Thus, speaking ability is the topic that this writer chooses to research the effect of Role-play on the student.

Regarding speaking ability, the student has to fit in with accuracy, fluency, performance, and idea development. These four aspects would decide whether the student succeeds in using English for speaking or not. Accuracy is about how well the student speaks without ignoring the grammar rules. Fluency is related to how fluent the student speaks. Performance is more into how the student tries to share their thoughts through gestures, eye contact, and how well they try to deliver the message to the listener. And lastly, idea development is when they try to build their core thoughts and imagination into action.

Role-play gives many benefits to student speaking achievement. According to Hankin (2019), Role-playing gave the students a lively discourse method. The students feel empathy and understand how it feels to become other people. He also stated, "It (Role-playing) creates joy, confidence and permeates excitement throughout the class." By using real-life experiences or scenarios, the Role-play method can also create a meaningful experience for the students. The other benefit of using the Role-playing method is that the teacher and students receive transactional feedback to understand their mistakes. And lastly, the simulation and Role-play could be used to encourage general oral fluency or to train students for specific situations.

The researcher decided to research the Role-play method to improve speaking skills because the researcher found out that students at SMP Raden Rahmat also lack English speaking skills. Many researchers in previous studies have studied the Role-play method, but there is not yet a study about Role-play in this school. The previous studies mainly refer to the school with plenty of resources of English lesson material. In contrast, this school does not have enough materials to support students' interest in English lessons. Moreover, this school is a private school where most of the students are from a family that is not capable of buying expensive school supplies. Therefore, the students lack much understanding of how necessary English language skills are for their education.

This review identifies the research question's assumption. The researcher must also determine if the relationship is positive or negative. As a result, the review objectives for this review are:

- 1.) What is the effect of learning speaking skills using the Role-playing method on improving student speaking achievement?
- 2.) How is the student's response after using the Role-playing method to improve student speaking achievement?

SPEAKING

When people say, "could you speak in English?", people mean that the person could talk in the English language that is comprehensible and able to communicate. Communicating is not only giving information but also receiving feedback. Speaking itself also needs the context of what is being discussed. Purnama (2019) stated that speaking is an English language skill needed for interaction and other global activities.

Speaking itself is not as easy as it seems. The person could listen and understand what they meant, but it does not mean otherwise. Yet, listening and speaking are also a whole pack of skills related to each other. Once people learn to listen efficiently, they also start to understand the importance of each word, sentence, and discourse of the speaking itself. For instance, most Japanese people who listen to English songs unintentionally record each of the common words they keep hearing. Later, they could understand what they heard for the most part. But when they are asked to speak with all the vocabulary they learned or memorized, it is not guaranteed that they were able to create even a sentence to start a conversation.

SPEAKING AS A SECOND LANGUAGE

Speaking in English has to consider two things: the first is accuracy, and the second is fluency. To talk and be comprehensible to the other person, the student has to fit in two factors.

Accuracy is about how the person can talk with correct grammar and vocabulary. At the same time, grammar helps identify many factors, like the time, places, and whom the person is pointing out. When the choice of words is not in the general understanding of the listener, they might miss the true meaning of what the person wants to express.

Fluency affects a lot towards the listeners. Too fast or too slow would make the listener might be lost in catching what each of the words means if they are beginners. While if the person talks stuttering, the listener has a high chance of losing the topic and the continuity of the discourse meaning throughout the whole conversation.

The fundamental matter comes when English is the Second Language. The most common problem occurs when students traditionally translate from their mother tongue to the target language. This case costs a lot more time and lacks accuracy. For example, in Indonesia, if

people want to say “Mau beli buku” and then translate it literally without considering grammatical order and rules, it would turn to “Want buy book” instead of “want to buy a book.”

ROLE-PLAY IN EDUCATION

Role-playing is a common thing that humans barely notice. When someone dreams of being a news reporter, they could try to change their point of view and act to make themselves look like a real news reporter. But it would be different when we discuss improving our English skills in school.

The Role-play method is important to students' growth in understanding real-life illustrations. The Role-play method is related to children's development, especially in the social, emotional, physical, and cognitive of children, and the best method to guide children learn English as their Second Language (Anis, 2020). The applicability of Role-play as a teaching and learning method can reinforce learning and enhance knowledge retention among students in the classroom (Jiaotong-liverpool, 2020). According to Obijiofor (2020), Role-playing is one of the teaching methods that has already been widely drawn attention to by the educational system and used since the twenty-first century. He furthermore explains that the recent change in the curriculum also adds Role-play into pedagogy to improve students' interest in learning English. Supported by CJ (2018), Role-play is a method that can improve a student's speaking practice by making the student pretends as another person, improvise accordingly, and contriving real world in different scenarios.

The teacher must create an opportunity for the student to be exposed to new things to explore. Understanding what the student has in common and the trend in the current surrounding would be able to pull their interest in learning more. To create more engagement between students, the teacher can create conflicting perspectives to trigger their thoughts and opinions and show off their knowledge of their roles. But, to ensure that the student is not going too far from the main topic, the teacher must keep track of the flow of the conversation. Let the students have the freedom to express their opinion but also not go overboard and lose themselves in the role they take. This way, successful role-playing would not be a difficult feat to achieve.

As a teacher, we should think more about how to make our way of teaching language vary and not dull. Debating is a choice but sometimes a role that puts them to show as individual beings could create more opportunities to let them show their creativity and share ideas. The teacher could take it from some actual situation currently happening, whether in the news, in the magazine, or even what was popular on social media. Role-play enables the learner to experience the problems they might face in the real world and actively apply the knowledge in simulated situations (Turzak, 2017). Theoretically, based on history, speaking skill is the second thing to learn in life after listening. To teach speaking also need to choose a specific material.

PREVIOUS STUDIES

There exists numerous relevant research that uses role-play as a study. For one example, In Maharida (2015) shows the results by stating, “It indicates that after getting the treatment (Role-play method in teaching speaking), the students underwent improvement.” Maharida on the same page (2015), also says that role-playing provides several benefits for both the teachers and the students. Students may receive feedback and suggestions from their peers to improve their performance in further performance (Role-play method).

Lestari also conducts the same research about Role-play. As stated in her article (2020), “Students responding to the role-play method can improve speaking skills, and almost all of their opinions are the same: the role-play method trains us in speaking and practicing pronunciation.”

Akmal also supports the effectiveness of Role-play in the Journal of Science and Social (2018). His research on Role-play’s effect on improving speaking in Junior High School explains that with Role-play, students who cannot speak English might speak further and do more action. It is because they can be divided into smaller groups and express their opinions or response easier. Additionally, the teacher can control the class better when it is divided into smaller groups and watch over the group’s performance.

FINDINGS AND DISCUSSION

THE EFFECT OF LEARNING SPEAKING SKILLS USING THE ROLE-PLAYING METHOD ON IMPROVING STUDENT SPEAKING SKILLS

Scores of the pre-tests and post-tests were used to gather the data. It shows the lowest score for the pre-test to be 58, the most elevated to 83, the lowest score for the post-test to be 65, and the highest to 90.

Table 1. Result of Pre-test and Post-test (Experimental Group)

No	Name	Score	
		Pre-test	Post-test
1	ASF	58	65
2	ANA	58	80
3	ALA	63	90
4	AW	73	90
5	CSB	58	80
6	DNA	83	70
7	DABP	58	65
8	EDM	68	90
9	EAM	65	83
10	FABS	58	65
11	FR	63	75
12	FNS	58	65
12	JRPQ	83	90
14	JDM	83	90
15	KDAFPW	73	90
16	LAP	83	75
17	MAPF	63	90
18	MHV	68	80
19	MKU	63	70
20	MAZH	58	70
21	MAS	83	90
22	MAR	83	75
23	NAI	73	90
24	RR	65	83
25	RMP	73	90
26	SRA	65	83
27	SIF	83	80
28	TYT	63	90
29	TZI	83	90

30	TMS	83	70
31	HIR	68	70

Moreover, it may very well be found in the benchmark group. The last score for the pre-test was 55, the highest score was 72, the lowest score for the post-test was 60, and the highest score was 78. The consequence of the pre-test and post-trial of the two gatherings can be found in the accompanying tables:

Table 2. Result of Pre-test and Post-test (Control Group)

No	Name	Score	
		Pre-test	Post-test
1	AA	72	78
2	ANT	65	71
3	AO	72	77
4	AUM	60	66
5	BK	72	78
6	BPS	72	78
7	CL	65	70
8	FR	70	75
9	FT	60	66
10	FWA	72	78
11	GA	70	76
12	GAP	60	66
12	HIP	55	60
14	IIS	60	65
15	JA	72	78
16	KOU	70	75
17	MAR	72	77
18	MAST	70	76
19	MIR	55	61
20	MK	55	61
21	MS	72	78
22	MTI	55	61
23	NI	72	78
24	OJE	55	60
25	PA	72	77
26	RHRP	55	60
27	SIG	65	71
28	UNP	60	65
29	WAE	72	78
30	WNP	55	61
31	ZATS	72	78

Research in the Role-playing method of the experimental group and control group were 5 meetings from each class consisting of a pre-test, treatment 1 until 3, and a post-test. Three raters determined the score based on the rating system. A first and second-rater is the researcher who evaluates an English speaker's vocabulary, pronunciation, fluency, and comprehension. The third rater is an English language teacher who assesses students' English grammar and pronunciation skills. The score in the post-test can be seen in the table below:

Table 3. The score pre-test of the experimental group and control group by Three Raters

GROUP STATISTIC

Pre-test	Class	N	Mean	Std. Deviation	Std. Error Mean
	Experiment	31	69.65	9.820	1.764
	Control	31	65.29	7.096	1.274

It is shown in the table above that in the pre-test, 31 students in the experimental class reached an average score of 69.65, while 31 students in the control class achieved an average score of 65.29. Both classes consist of equally 31 students each. The researcher tests the homogeneity of dependent variables across groups. The p-value is 0.137, while the sig value was 0.863. Since the value was higher than 0.05, it concluded that the variables were equal for both groups. Therefore, the researcher deduced that the variables were equal between both classes.

Table 4. The score post-test of the experimental group and control group by Three Raters

GROUP STATISTIC					
Post-test	Class	N	Mean	Std. Deviation	Std. Error Mean
	Experiment	31	80.13	9.489	1.704
	Control	31	70.94	7.169	1.288

It is shown in the table above that at post-test, 31 students' scores in the experimental class reached an average score of 80.13, while 31 students' scores in the control class achieved an average score of 70.94. Table 5 shows the difference between both classes' mean score values.

Table 5. Account result of post-test

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Post-test	Equal variances assumed	3.237	.077	4.304	60	.000	9.194	2.136	4.921	13.466	
	Equal variances not assumed			4.304	55.831	.000	9.194	2.136	4.914	13.473	

Based on the total score of the post-test from the experimental group and control group, it seems that the difference between the mean scores of the experimental class (113.3) is higher than the control class (84.9). This difference can be seen in the Role-play method that can increase students' speaking achievement. This method has a score difference of 28.4 after assessing students' achievement in speaking English using the rating system.

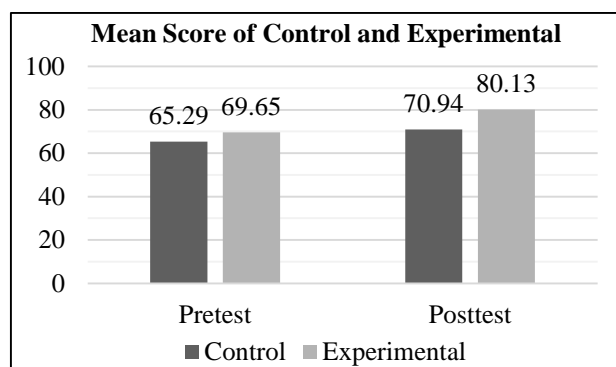


Figure 1. Comparison Mean Score between Pre-test and Post-test

- Mx = The Mean of Experimental Group
- My = The Mean of Control Group
- dx² = The Standard Deviation of Experimental Group
- dy² = The Standard Deviation of Control Group
- Nx = The Number of students in Experimental Group
- Ny = The Number of students in Control Group

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

The mean score of the post-test for the experimental class shows a higher score than the control class. The mean score for the experimental class is 80.13, while for the control class is 70.94. It means there's a significant improvement in the students' speaking skills that use the Role-play method.

The post-test result is the first part of the research to know if the Role-play method can improve students' speaking ability. The next part of the research is to find the effectiveness of the Role-play method from the statistical computation using ttable. It shows that the value of the ttable in the post-test is 1.697, and the ttest value is 4.304. The value of the ttest is more significant than the ttable. Therefore, there is a significant effect of using the Role-play method in improving students speaking skills.

Based on the data obtained, students speaking ability was not excellent or satisfying enough before Role-play was implemented. The pre-test of the control and experimental classes shows little difference in mean scores. The experimental class has a mean score of 69.65, while the control class has 65.29. After implementing the Role-play method in the experimental class for 3 meetings, it shows more significant improvement than the control class. The experimental class reached an 80.13 mean score, while the control class only received a 70.94 mean score. It can be concluded that there is a significant effect in improving student speaking skills when using the Role-play method shown by the results of both pre-test and post-test analysis.

THE STUDENT'S RESPONSE AFTER USING THE ROLE-PLAYING METHOD TO IMPROVE SPEAKING ACHIEVEMENTS

Table 6. Questionnaire Results

No	Question	Very Disagree (%)	Disagree (%)	Agree (%)	Very Agree (%)

1	I like it when the teacher shows Role-play in English lessons, especially English speaking skills.	0.00	6.45	64.52	29.03
2	I like to speak English in class after practicing Role-play	3.23	9.68	32.26	54.84
3	After practicing Role-play, I find it easier to understand English material, especially speaking English	0.00	0.00	70.97	29.03
4	After practicing the Role-play in groups, I am excited to do English assignments, especially English speaking skills.	3.23	3.23	87.10	6.45
5	After practicing the Role-play, I am more confident and braver in speaking English in front of the teacher and friends.	0.00	9.68	77.42	12.90
6	When the teacher uses Role-play in groups to teach English, I feel motivated to speak English more.	0.00	0.00	83.87	16.13
7	Role-play that was shown in groups challenged me to be able to speak English fluently.	6.45	6.45	70.97	16.13
8	I feel that using Role-play in speaking English makes my speaking more fluent.	0.00	32.26	51.61	16.13
9	Materials that are difficult to speak English will be easier to understand by discussing after practicing the Role-play.	9.68	16.13	54.84	19.35
10	I feel there is progress in English speaking skills after practicing several Role-play in groups.	0.00	3.23	32.26	64.52

Question number one asks whether students are interested in Role-play or not. There were plenty number of students enjoying the moment when they pretended as someone else. Role-play is new to them, and they also seek new things to explore. That is why they enjoy pretending as someone else when doing Role-play.

The second question asks whether students are interested in speaking English after they practice Role-play. Some of them indeed show excitement when their turn to Role-play starts. Although the number of students that enjoy Role-play is plenty, some dislike it. They feel embarrassed when talking in English due to a lack of vocabulary and wishing if they use their mother tongue language than English.

Question three asks about students' understanding of English material after practice Role-play. They think Role-play improves their understanding of English-speaking material. By repeating the role-play experience, students can get used to speaking English and gain better fluency.

The fourth question asks whether students can do their English-speaking assignments better after practicing Role-play. From the questionnaire results, most of the students agree. It means that Role-play indeed improves their confidence and skills in English-speaking-related tasks.

In question number five, the researcher asks if the students are confident to speak in front of the class. Most students agree that they are more confident and brave in speaking

English in front of the class. But, the number of students that disagree is not to be ignored. The reason is that speaking English in front of the class makes them nervous because they know all the students, and the teacher is watching their performance.

Question six asks whether students are motivated to speak English when using Role-play. The table above shows that all of them agree that Role-play makes them want to speak English more. By pretending to be someone else, they feel that they can freely express themselves better. Freedom to express themselves can improve their choice of what they want to be and have no limitation on what they can talk about.

Question number seven asks whether the students feel challenged to speak fluently or not after Role-play shown in groups. From the results, we can see that despite most agreeing that Role-play can make them speak fluently, the number of students who disagree is still noticeable. Some of them still struggle to speak fluently because they still do not yet have enough time to practice, do not have enough vocabulary, or else not have enough confidence to perform better than their friends.

The eighth question asks whether the students feel fluent in speaking English when using Role-play or not. The results show that many of them disagree. They feel that Role-play indeed improve their confidence in speaking English but not with fluency. Most of them cannot speak without pausing and lack practice time. It might be different if the treatment is extended or more meetings are applied.

Question nine asks if the material might be easier to understand if discussed with others after using Role-play. The table shows that plenty of them disagree because they still depend on the teacher to pronounce certain words. The reason is that English-speaking material in this school is not much, and most of the material is majorly focused on reading and writing. Additionally, students are also shy to ask for help for something they do not understand in class most of the time, making the learning cannot be optimal.

The last question asks whether the students feel their speaking skills are improving or not after practicing speaking English using Role-play. The result shows that student feels their speaking skill improve after the treatment. Most of them enjoy speaking even if they are not that fluent and speaking English using Role-play gives them a new experience.

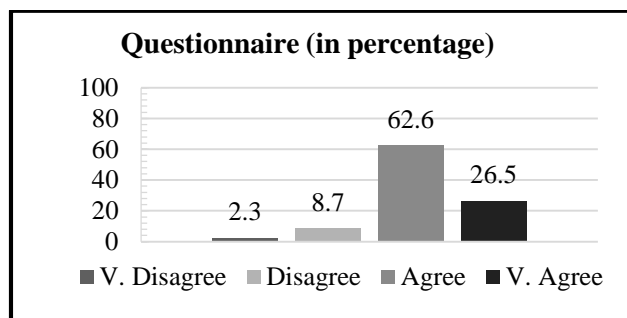


Figure 2. Questionnaire Summary

Given the information, the result of the questionnaire is shown above. The table shows the percentages of the total 31 students receiving Role-play treatment. About 26.5% of students very agreed, and 62.6% agreed with the questionnaire. It has shown that the students mostly agree that Role-play increases their confidence and speaking ability in using English. As supported by Risdianto (2018), self-confidence is important in the learning process to be successful in learning English and speaking skills. There were about 8.7% of students disagreed, and 2.3% of students very disagreed with the questionnaire. The reason is primarily when the question is about speaking fluency. The students seem mostly shy to speak, making them stutter or slower, but they are still very enthusiastic about doing some Role-playing. According to Ibrahim (2019), the reason for student shyness should be and will dissipate by repeated exercises and involvement in the class method. Another reason students disagree is that English is a foreign language, and they hesitate or are afraid of mistakes in using a Language that is difficult for them.

CONCLUSION

The results show that the research got $t_{test} 4.304$, while the t_{table} is 1.697 or shows that the t_{test} is higher than the t_{table} . It implies a significant impact of the Role-play method on students' speaking achievement. Furthermore, it tends to be inferred that the results of this research were fulfilling. The student's concern about their English speaking achievements could be effectively seen through the Role-play method practice. When all activities are done, we can see the correlation between the pre-test and the post-test scores. In detail, the improvement in students' speaking skills achievement scores shows that 45.8% are sufficiently magnificent, 12.5% are very excellent, and 33.3% are satisfactory. They have improved in utilizing the Role-play method for their speaking achievement. The information shows that the normal pre-test is 72.5 and after applying the Role-play method gets 84.3. It implies there is an impact of the Role-play method on students speaking achievements shown by the increment after utilizing it. It tends to be expressed that showing speaking using Role-play truly impacts students' English-speaking achievement.

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