

THE EFFECTIVENESS OF ROLE PLAY IN IMPROVING SPEAKING SKILL OF EFL STUDENTS

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ABSTRACT

The purpose of this study is to see whether utilizing role play techniques may help Junior High School students improve their speaking abilities. A total of 68 students from the Surabaya's Junior High School participated in this study. A quasi experimental research has been used in this study. The experimental group and control group, each of which had 34 students, were the two classes that were analysed. Role play techniques were used in the experiment group, and conventional techniques were used in the control group. Independent samples test was used to analyse the research data, which was then provided as quantitative data. The average score of students after the oral test was given using the conventional technique was only 71.25 in the control group and 76.97 in the experimental group. The average score of students after the oral test was given using the role play technique was 81.08 in the control group and 87.64 in the experimental group. As a result, students who are taught using Role play techniques receive higher scores than those who are not.

Keywords: role play, speaking skill, teaching speaking

INTRODUCTION

English is one of the courses that must be taught at specified levels in Indonesian formal schools, and pupils are expected to be able to master it. As a result, English must be taught in junior high schools to prepare students for the globalization period. But in the current era there are still many students who have difficulty in learning English because students feel that English is very difficult to understand quickly.

Many students face difficulties speaking in English because they have not practiced enough Clarita et al., (2020). Students need not only a variety of situations in which to communicate, but also specific instruction about how to speak. As a result, students need to be taught English in a speaking classroom that has traditionally served as the major platform for improving the students' speaking abilities. It cannot be denied that English has recently become the most popular skill required of students in Indonesia. Students should be able to communicate in English.

The verbal or speaking form is like an initial assessment for them because when the learners are unable to speak it can cause them to be unable to communicate, express their feelings, thoughts, messages, or experiences in various contexts even in the form of simple conversation. With the digital development today, it is important to improve their speaking skills not only through songs, videos in YouTube, television programs, movies, but also by using role play. Based on Rayhan in Togimin & Jaafar (2020) found that students who were exposed to role play activities increased their speaking ability significantly.

Role play can be used as an innovative teaching method for speaking skill. Role play is a technique of performing out rather than pretending to be some other people in different situations. Role play is described by Xu (2011) as the projection of social activities in real-life circumstances. This activity can help students improve their speaking skill in a way that is more fun and less boring. Role play differs from other dialogue techniques in that students are not required to memorize the words that are delivered to them according to Juvrianto (2018). He also added that students are allowed to improve the topic or circumstance and improvise their presentation by utilizing the teacher's helpful expressions. When students were given a role play setting, students tried hard to come up with appropriate terms to communicate their opinions and thoughts. It also helped them build confidence by helping them develop speaking abilities and oral fluency.

The teaching of English in Indonesia is organized into four major abilities. Writing, speaking, reading, and listening are the four aspects. Among these aspects, speaking is an important capability of social interaction and its development is a key factor for language learners. According to the most recent curriculum, pupils are expected to have a high level of speaking skill. As a result, proper speaking instruction must be provided in the classroom. Furthermore, junior high school students will need to talk in order to succeed in the future. They must improve their speaking skills in order to be able to communicate in English. Speaking is the act of distribute ideas, opinions, interests, or knowledge to some other person according to Aini et al., (2020).

According to Aini et al., (2020), the findings of this study showed that role play can help students raise their motivation, improve their critical thinking, and organize their resources. Because it incorporates students in the learning process, it can be regarded an effective technique for enhancing students' speaking ability performance. Furthermore, students can increase their creativity and speaking fluency. Students feel more motivated for their study as well as become more engaged in it.

Another previous study is from Yusuf & Setyamardani (2020), students are able to freely express their thoughts and explore their creativity through role play. Role play is also used to help them prepare for a real-life situation.

Another previous study is from Ayuningtias (2019), students actively contribute in teaching-learning process when role play techniques are being used, according to the findings of the observations. As a consequence of the role play outcomes, students who are great technical options in teaching and enhancing English speaking skills can be identified.

However, previous research only explored the subject on 7th grade students in junior high school. They did not explore the effectiveness of role-playing activities on 8th grade students in junior high school. To fill this gap, the researcher assumed that this study also needed to be conducted on 8th grade students in junior high school. This study aims to analyze the effectiveness of role play activities on students' speaking skills whereby the researcher created a number of situations which were imitates real life situations and the students had to consider certain roles and demonstrate the situation in front of the class. So, the students had to prepare and create their own language in order to build relationship between other students during the role play activities. Then, this study will describe the effectiveness of students' speaking skills when playing roles in English as seen when these activities are carried out directly in the classroom. This study will also reveal the effect of students' speaking skills in role playing.

On the basis of this research, a researcher will study their speaking skills towards teaching speaking English using the communicative activity. This study is required in order to determine how effective role play may be used in the learning process for speaking skills of junior high school students. There is research question written as follows:

Does using role play have any effect on students' speaking skill?

Two hypotheses will be tested in this research:

a. Null Hypothesis (H_0)

The speaking grades of students who are treated utilizing the role-playing technique and those are not showing any difference.

b. Alternative Hypothesis (H_1)

Between students who are trained utilizing role play technique and those are not, there is a difference in their speaking scores.

REVIEW OF LITERATURE

Role Play

Role play is a popular pedagogical activity in communicative language-teaching class according to Brown in Yanti (2021). Role play is an educational method in which people act spontaneously relations problems such as daily life and analyze their activities with the help of other role players. Based on Nunan in Wijaya (2018) also states that role play activities are important in the teaching of speaking because they give the students an opportunity to practice communicating in the different social context and target language. Role playing is also a discussion technique that makes it possible to get maximum participation from a group with those who act out examples of some of the problems or ideas being discussed. Indirectly they also seem to play a

real role and make real conversations as well. They can also develop their imagination to make the activity even more interesting.

Role playing is an active learning technique that is applied by the teacher when the learning process takes place and students are asked to act out their respective situations and roles randomly according to Aini et al., (2020). There are several advantages in role playing as follows. The first is increase the social sense of students. Role play is included in social activities. Students are asked by the teacher to interact with each other when doing role-playing activities. This activity is indirectly useful to encourage students so that they want to socialize with other people or the environment. The second is preparing them for real life. In this role playing activity students can prepare any scenario that could happen in their real life. The exercises for this activity not only give students a glimpse of situations they might face in real life, but students can also receive feedback from their teachers on what they need to improve in the future and how to overcome them. And the last is showing the skills and abilities they have. When students participate in role playing activity scenarios, students will show how they actually handled similar situations in their real life. They become more confident in the skills and abilities they have.

As long as role playing activities are carried out in the classroom, there are several advantages that can be obtained by students according to Kuśnierek (2015). But there are also disadvantages when doing this activity for students. There are some disadvantages in role playing for students as follows. The first is to make them uncomfortable. Some students may be uncomfortable with activities like this, because they are not used to speaking in public and this is common in the classroom. In addition, activities like this will make students feel intimidated because they are indirectly forced to talk where students actually feel uncomfortable at all in such circumstances. The second is ineffectiveness in role playing. When the activity is carried out in a larger class, role playing cannot be done effectively because not all students can participate and take part in the activity. Many role playing scenarios only use two or three people in a situation, so students who are not participating only watch the student doing the role playing activity. This will cause non-participating students to become disinterested and stop paying attention to their friends who are appearing in front of the class.

Speaking Skill

According to Spratt and Williams in Juvrianto (2018) said that, “speaking is almost the same with writing because they are productive skill. In speaking, we produce speech while in reading we produce a text. Speaking involves speech in order to express meaning to other people.” (p.38). Speaking is the delivery of a language by mouth. To speak, we produce a sound that is using many parts of our body, such as the lungs, vocal tract, vocal cords, tongue, teeth, and mouth. So that we can produce some sound from what we say.

Speaking can be formal or informal:

- 1) Formal speaking is usually used when it occurs in business or academic situations, or when meeting strangers for the first time.
- 2) Informal speaking is usually used to talk to close family or friends, or it could be with people who are already well known before.

Teaching Speaking

Speaking is a skill that can be expressed and developed with a variety of expressions. That is, it is a psychological process in which the speaker converts mental thoughts into linguistic forms such as words, phrases, and sentences, which are then utilized to communicate with listeners.

In teaching speaking, the teacher needs a good technique to improve students' speaking skill Ayuningtias (2019). As previously explained, if students do not have the intention and desire to learn how to speak English properly or they don't even get the opportunity to speak in class, they may lose motivation and interest in learning to speak English.

In teaching and learning activities, teachers usually have prepared several kinds of innovative activities that are useful to attract students' interest. It really helps them so that they want to speak English in class. Based on Harmer in Hussain (2017) said that there are many classroom speaking activities that can be used in teaching speaking. There are several of these activities which will be explained as follows. The first activity is show and tell. In this activity, the teacher provides an example by bringing an object of his or her favorite or it could be by mentioning the idol he or she likes and then the teacher tries to explain why this object is very valuable to him or her, or why the idol is so liked by the teacher. After the teacher explains, the teacher instructs students to do the same thing as explained by the previous teacher. Then students tell everything in front of the class one by one. The second activity is acting using scripts. In this activity, the teacher asks students to form several groups then the teacher asks them to make a dialogue text of their own which must then be presented in front of the class. The teacher will give 15-20 minutes for students to think about what kind of text they want to present to their friends. The third activity is discussion. The discussion can be in the form of question and answer activities, solving problems, for example, the teacher giving a puzzle for students to think then students discussing what to do to solve the puzzle, or it can also be by finding similarities and differences between one sentence and another. Then the students answered by raising their hands.

According to Kayi in Juvrianto (2018) stated that there are many activities to promote speaking. There are thirteen activities to promote speaking. Those are discussion, role play, simulations, information gap, brain storming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, and then find the differences. All examples of activities that have been previously mentioned are activities that can be applied by teachers when teaching in class so that students do not feel bored and become excited or interested in speaking English in class.

Role Play in Teaching Speaking

Role play looks to be a crucial teaching method for speaking skills. By interacting with others in a controlled way, students can study real life situations through the use of the role play technique. Based on Ladousse in (Kuśnierek, 2015), role play is one of a wide range of communicative methods that help students become fluent speakers, promotes classroom interaction, and increases motivation. It promotes not only peer learning but also the division of responsibility for the process of learning between the teacher and the students.

Additionally, according to (Kuśnierek, 2015) role-playing can be a very helpful practice session for real life, especially for those who are studying English for a career. Since it allows the students the opportunity to practice the usual activities, it satisfies

the craving for realism. The ability of this strategy to help in the memorization of linguistic material is another crucial benefit. Role-playing increases interest, corrects grammar and vocabulary, and provides physical and visual reinforcement.

METHODS

Research Design

The researcher employed a Quasi Experimental Research to accomplish the goal of this study. Students' speaking scores served as the dependent variable, whereas role play served as the independent variable in this study.

Respondents

The study's research participants were eight grader students from a Surabaya Junior High School. Students numbered 68. Experimental and Control Groups were formed. As a result, there were 34 students in each group. The data collection took place between February and March 2022.

Table 1. the sample of the Role Play Class

No.	Class	Students	Subject of study
11	VIII A	34	The experimental group (using role play)
22	VIII B	34	The control group (without using role play)

The experimental group in this study was VIII A, which had 34 students, and the control group was VIII B, which had 34 students.

Instruments

The research instrument in this study was a test. According to Suharsimi in Yusuf & Setyamardani (2020), a test must be administered to individuals or groups of individuals in order to assess skill, intelligence, or ability. The tests were divided into two categories: pre-test and post-test. The purpose of the pre-test was to determine how far the students' speaking skills had progressed before to treatment. The purpose of the post-test was to see how much the treatment had influenced the students' speaking skill. In this study, a speaking test was used as the instrument. Before giving treatments to the experimental group and control group in this study, the researcher gathers data from the speaking exam. A pre-test was given to students as the first piece of information. It is vital to assess the students' ability to communicate before they may receive treatment. After that, the researcher gives them a post-test to see how the role playing strategy affected their ability to speak. The researcher then gathers information from the students' pre-test and post-test results.

The researcher set up the study tools before beginning to collect data. The researcher used a situation card and a Speaking Assessment Rubric to analyze and explore the effectiveness speaking skills of Junior High School students. The Situation Card utilized in this study was a card with a library scenario and activities for asking and offering assistance. The Situation Card includes instructions that help the students have an oral conversation about the presented instance. When students performed an oral conversation, it was used to assess their speaking ability.

While the situation card, the researcher also adopted a rubric for the Speaking Assessment. When students act out an oral conversation, it was utilized to gauge their speaking skill. In general, there are a number of speaking traits that should be evaluated

based on Brown in (Yanti, 2021). In line with that assertion, the researcher adopted the Speaking Assessment rubric from David P. Harris' *Testing English as a Second Language* according to (Yanti, 2021), a book published by McGraw-Hill. The four components of this rubric—pronunciation, vocabulary, grammar, and fluency—conceptually refer to the four basic components of speaking. Additionally, the rubric's scores for each component varied from 1 (poor) to 5 (excellent). Poor implies the students performed the oral conversation with little proficiency, while good means the students performed the oral conversation excellently.

Before collecting data, the researcher evaluates the validity and reliability of the study instrument. The validity of a test is used to evaluate its quality based on Mackey & Gass in (Yanti, 2021). Expert judgment opinion was used to determine the research instrument's validity. The expert was consulted by the researcher to assess the instrument's validity. An English Education lecturer served as the expert.

To assess reliability, researchers utilized a try-out or piloting study. Fluency, vocabulary, grammar, and pronunciation were all factors in determining the dependability score. Cronbach's Alpha was .808. Based on Cohen in (Yanti, 2021), an instrument is considered reliable if its Cronbach's Alpha level is at least .70. The instrument had a level more than .70 (Cronbach's Alpha > .70). A test can't accurately assess anything unless it's done consistently.

Procedures

According to Creswell in Wijaya (2018), a pre-test is a specialized measurement that analyzes the participant before to treatment. The researcher performed a pre-test by administering a test to both the control and experimental groups. The test was in the form of an open question with at least 5 different questions in speaking format. It takes 90 minutes to finish. The material was selected based on daily activity. Before beginning treatment, the student was given a pre-test to assess students' speaking skill. The test was given by the researcher at the start of the study.

After the pre-test, there was treatment for the experimental group. The treatment was a role play technique. This technique required students to study in real-life or work-related circumstances. The treatment was carried out two times by the researcher. In the first treatments, the researcher used the situation card with school themes and some students acted as teachers, other students acted as students in the class. Then for the second treatment, the researcher used the situation card with a library scenario and activities for asking and offering help. The situation card includes instructions that help the students have an oral conversation about the presented instance. On the other side, the control group received instruction using the conventional technique.

A post-test is a procedure exists that assesses a participant after they had already received treatment according to Creswell in (Wijaya, 2018). It is to determine the speaking capacity after receiving therapies in order to assess the differences in students' speaking abilities. The impact of the treatments delivered during treatment process was then observed by the researcher. The researcher then administered the post-test including both groups. Data was collected in three stages: pre-test, treatment, and post-test.

Data analysis

The information is collected as a score, in which researcher then assesses using the independent samples test. This research design was used to determine the students' grades, translate the scores into words, and present the statistical analysis to the readers. By compared the experimental group and control group, the researchers were able to come up with the results. Before computing the data, the researcher should first check for normality and homogeneity. The normality test is used to determine whether or not the data is evenly distributed. To see if the data was scientifically compatible, the homogeneity test was conducted. Shapiro-Wilk was used to calculate the normality test because the sample size of the study was less than 70 (N 70).

This normality test determines whether or not the data from each variable is normal. With the help of a computer application SPSS for Windows Vs 22 One-Sample Kolmogorov-Smirnov Test, the results of the normality test for the distribution of pre-test and post-test were obtained. If the estimated significance level is greater than the value of the significance level = 0.05, the data is said to be regularly distributed.

The results of the normality test of the research variables can be seen that all the pre-test and post-test variables in the experimental class as well as the pre-test and post-test variables in the control class have a significance value greater than 0.05 at ($p > 0.05$), ($.100 > 0.05$) Pre-test experiment, ($146 > 0.05$) Post-test experiment, ($.200 > 0.05$) Pre-test control, ($146 > 0.05$) Post-test control so that it can be concluded that all the pre-test and post-test variables in the experimental class as well as the pre-test and post-test variables in the control class were normally distributed. The complete calculation can be seen in the attachment for the normality test.

RESULTS AND DISCUSSION

Several research findings were collected as a result of the conducted research. From February to March of 2022, this research was conducted. The participants in this study were 68 students from two different classes, including specifics on 34 of students.

Table 2. Descriptives

Class		Descriptives	Statistic	Std. Error
Pre-test	experiment	Mean	76.9706	.70076
		Median	78.0000	
		Std. Deviation	4.08608	
		Minimum	70.00	
		Maximum	81.00	
	control	Mean	71.2500	.77612
		Median	70.0000	
		Std. Deviation	3.80217	
		Minimum	65.00	
		Maximum	78.00	
Post-test	experiment	Mean	87.6471	.75747
		Median	89.0000	
		Std. Deviation	4.41679	
		Minimum	80.00	
		Maximum	95.00	
	control	Mean	81.0833	.57394
		Median	82.0000	
		Std. Deviation	2.81172	
		Minimum	75.00	
		Maximum	86.00	

Based on the table above, the average score of students after the oral test was given using the conventional technique was only 71.25 in the control group and 76.97 in the experimental group. The average score data, it can be interpreted that the score is in low category. The average score of students after the oral test was given using the role play technique was 81.08 in the control group and 87.64 in the experimental group.

There is also a median score in the table above. The median score was given using the conventional technique for pre-test in experiment class was 78 and median score for pre-test in control class was 70. While the median score was given using the role play technique for post-test in experiment class was 89 and median score for post-test in control class was 82.

It is visible from the table and explanation that the score increased both before and after the role play technique was used than conventional technique.

The hypothesis test was conducted three times in order to solve the problem. Table 3 test results independent samples test, first to test the initial hypothesis t-test.

Table 3. Independent Samples 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
Pretest Equal variances assumed	.139	.711	5.402	56	.000	5.72059	1.05894	3.59928	7.84190
Equal variances not assumed			5.471	51.795	.000	5.72059	1.04567	3.62211	7.81907
Posttest Equal variances assumed	5.246	.026	6.412	56	.000	6.56373	1.02367	4.51307	8.61438
Equal variances not assumed			6.907	55.515	.000	6.56373	.95035	4.65957	8.46788

Table 3 shows a significance score of 0.000 ($0.000 < 0.05$) for the class that uses the role play technique. In terms of the decision-making criteria, it can be inferred that H1 is approved or that the implementation of the role play technique has a better impact on students' speaking abilities than conventional technique.

The results of this study's research question, "Does using role play have any effect on students' speaking skill?" revealed that the average speaking score of students during the pre-test was lower than the speaking score during the post-test. This increase in value shows that the role play technique has a considerable impact on the students' speaking skill in junior high school. After giving treatment to the experimental group, students were more confident in improving their English speaking

skills compared to the control group who only used the conventional technique. This indicates that effective teaching strategies for speaking lessons include reversing conventional teaching techniques, providing content before the lesson, and having students practice the material in person.

It is visible from the table and explanation that the score increased both before and after the role play technique was used than conventional technique. According to Yoniswan (2020), the results obtained through the use of the role play technique, teachers should use the role play technique in teaching and learning activities, particularly in learning speaking skills, because of role play technique is more effective and efficient than conventional techniques, which are still commonly used in learning to speak. Students need to understand that speaking skills are indeed a significant skill that must be learned, and that they must devote their full attention to learning to talk in order to achieve good speaking abilities. Students were able to use the role play technique effectively to collaborate in a group, including both discussion and role play, in order to maximize the results.

According to Aini et al., (2020), the findings of this study showed that role play can help students raise their motivation, improve their critical thinking, and organize their resources. Because it incorporates students in the learning process, it can be regarded an effective technique for enhancing students' speaking ability performance. Furthermore, students can increase their creativity and speaking fluency. Students feel more motivated for their study as well as become more engaged in it.

After looking at the mean of each activity (pre-test, role play, and post-test), with this research, it already becomes an evident that role play really affect the students' speaking skill in terms of their improvement in grammar, vocabulary, pronunciation, fluency, and their self-confidence. In role play, the students can express their feeling freely (even though it still have to in context with the role play theme), become more motivated, more creative, can develop their social skill, and they also can explore the feeling of the role that already played by them. Also, it proves to us that speaking skills cannot improve instantly, but with some treatment and experiences, the students can develop their speaking skill with the interactive and interesting way. This finding confirmed what has been done by Krebt; Castro & Villafuert in Yusuf & Setyamardani (2020).

CONCLUSION

This study showed that the role plays technique and conventional technique in terms of improving students' English speaking skills. The role play technique, on the other hand, has the greatest impact on students' ability to communicate. The effect of a class using the role play technique with a class using conventional technique is being assessed. As a result, it can be inferred that the role play technique has a better impact on junior high school students' speaking abilities than conventional technique.

A significance score of 0.000 ($0.000 < 0.05$) for the class that uses the role play technique. With df 56, the T table score is 1.671, whereas the T test score is 6.412 ($6.412 > 1.671$). In this study, the alternative hypothesis (H1) is accepted, whilst the null hypothesis (H0) is rejected. Furthermore, the role play technique is an effective technique for increasing the speaking skills of junior high school students. As a result, the role play technique can be used in the teaching-learning process of EFL students.

The general purpose of this study is for the researcher to make some recommendations on how to use role play techniques in the teaching and learning

process. This is for people whom were engaged in EFL, including teachers, or who want to conduct role play technique study in the future. The researcher suggests the following to various parties based on the findings of this study:

Using role play technique to improve student learning outcomes can be an alternative for teachers in English speaking activities.

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