

The Effect Students Recording Project as the Learning Material of the Roleplay Technique toward Students Speaking Skill

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ABSTRACT

Speaking is a very important skill for students, and role-playing is recommended to improve it. This study investigated how role-playing exercises supported by video recordings affect students' speaking ability in various contexts. This study involved 24 students in a vocational school in Karawang as the research sample using a pre-experimental method of one group pre-test and post-test design. The results of t-test for each speaking component were obtained using SPSS. Pronunciation has p-value of $0.698 > 0.050$, grammar $0.775 > 0.050$, vocabulary $0.775 > 0.050$, fluency $0.673 > 0.050$, and comprehension $0.350 > 0.050$. With an average pre-test score of 52.43 and a post-test score of 73.06, this study concluded that role-playing exercises, when supported by video recordings, significantly improve students' overall speaking ability. The findings in this study were that many students were more interested in using the role-playing method with a video record of their project. Where they can see directly the results of their role play and discuss together the aspects of speaking that are still lacking.

Key words: Speaking Abilities; Role Playing; Video Recording

INTRODUCTION

Speaking fluency is one of the most crucial skills for any student to have since it will help them understand the information that their teachers are teaching them. (Lindgren, 2022). Effective speaking skills help pupils develop healthy social connections with peers and the community as well as the ability to articulate their ideas clearly and persuasively). Speaking is a crucial element that significantly impacts pupils' development (Elnida Saldaria, 2019). Speaking ability is influenced by various elements, including fluency, accuracy, pronunciation, grammar, vocabulary, and topic (Rebecca Hughes, 2017). However, speaking English appears to be difficult for pupils, according to studies on the teaching process at one vocational school. Numerous pupils reportedly still struggled to verbally

communicate in English, had limited vocabulary and grammar, expressed concerns about speech structure, and had trouble pronouncing words correctly in the language. As a result, the majority of pupils did not participate in class discussions in English.

One of the techniques that is advised to be used is roleplay. Role acting in the classroom improved student participation and speaking skills, (Harmer, 2001). During role-playing exercises, pupils are supposed to comprehend that they are in a different circumstance and act. As stated by (Nasihah, 2019), role-playing techniques can assist students in developing their speaking skills and confidence. The Role-Playing method can raise students' interest and involvement in learning concepts and putting knowledge into practice by classifying problems, exploring alternate solutions, and encouraging students to solve problems creatively. (Lilis.Suryani, 2015) validated the outcomes of the roleplay technique, showing that role play significantly improved students' speaking abilities. According (Ernawati, 2023) asserts that incorporating role play into the classroom improved students' participation and spoken communication skills. The purpose of this study is to ascertain how the role-playing activities that students record affect their capacity to talk in all contexts. Thus, to build upon and broaden the contribution of earlier research, long-term role-playing techniques utilizing video recording that students can view and discuss later, a different GAP in research design (pre-experimental), and a different level of research education (vocational school) are employed.

Role playing has several advantages, according to (Tarigan, 2016), one of which is that it helps students' comprehension, memory, and comprehending skills. in terms of picking up on, recalling, and accurately retelling the story that will be performed. 2) Promotes initiative and inventiveness. 3) Role play enhances students' confidence. 4) Fosters the growth of future talents. so that the spirit of theater would eventually blossom within him. 5) With their group, students can practice dividing tasks. Role playing has a few disadvantages. (Afifi, 2017) claimed that role-playing had several drawbacks or shortcomings. 1) Time-consuming; 2) Requires teachers and students to work together; 3) Some students could feel awkward acting out scenes from stories or events; 4) There aren't many resources accessible for use with this learning paradigm. 5) Needs a sufficiently large classroom.

LITERATURE REVIEW

Previous Related Study

The first previous study conducted by (Rodina Iryuni Binti Shamsudin1, 2023) revealed that this study focused on the good effect obtained when students employed the speaking learning with roleplay approach. This study used a quantitative descriptive research approach. The second previous study conducted by (Suchada Tipmontree, 2020), this study only looked at six speech-related factors, not the entire speaking process (grammar or vocabulary). These results suggest that role-playing exercises help students become more proficient communicators in

every way. The third previous study, conducted by (Endahati, 2020), discovered that adopting role-playing strategies can improve students' ability to speak in class for a specific aim. There are three stages to this collaborative and interactive action research study. This is seen by an increase in English speaking activities in the classroom, teacher-student interaction, and student-teacher attention.

According to Phuong Nguyen Minh (2021), excellent speaking abilities not only assist students in developing healthy social connections with peers and society, but also allow them to convey their views and points of view responsibly and persuasively. According to Rebecca Hughes (2017), various elements influence speaking ability, including fluency, accuracy, pronunciation, grammar, vocabulary, and content. Roleplay is one approach that should be implemented. According to (Nasihah, 2019), role-playing techniques can help students become more confident and skilled communicators.

Aside from roleplaying, the usage of movies can add value and innovation to the learning process. This is supported by expert opinion (Kirkgoz, 2011), which suggests using movies to teach English speaking. According to the findings of a study conducted in Turkey, using videos can assist students acquire a critical perspective when evaluating their own abilities and those of their peers. In this scenario, students understand how the speaker's meaning and emotions can be conveyed by body gestures, intonation, and/or language use.

Role Play

Students who learnt through role-playing outperformed those who learned through information gaps, according to (Yulia Yuliana, 2014). It happens because of the technique used. Through role-playing, students can experiment with various methods to become more engaged in the teaching and learning process. Stated differently, role play facilitates pupils' development as proficient speakers. According to (Krebt, 2017), role play helps Iraqi EFL students perform better on their speaking exam.

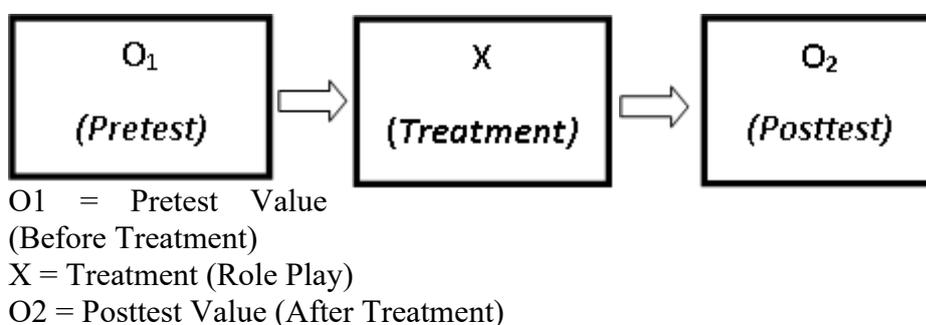
The Use of Role Play Technique

Role-playing tactics will increase student engagement because they will be immersed in the learning process. This might attractung students' interest in a particular subject or teaching approach (Setiawan, 2021) and (Indra Wahyuni, 2018). In addition to piqueing students' interest in the subject, the employment of these approaches to stimulate and train students' speaking skills by practicing directly according to the role assigned would improve their Indonesian speaking skills (Kristin, 2018).

METHOD

Design and Samples

Because every observation made over the course of the study can be measured and revised using numerical data, this form of research applies Quantitative Methodology. This study utilized a quantitative approach. The study will be pre-experimental with one group pretest-posttest. According to (Sugiyono, 2021), a pre-experimental design only includes one group or class that is tested before and after. This pretest-posttest design was applied to a single group, with no control or comparison groups. This design was chosen since the study would be conducted with an experimental group rather than a control group, and it will start with a pretest to measure students' basic speaking skills.



Samples are subsets of a certain population used in research. The sample should be representative of the population. So that the sample appropriately reflects the population. The researchers used purposive sampling procedures in this study. Purposive sampling, according to (Sugiyono, 2019, p. 133), is an approach for picking samples based on certain criteria.

Instrument and Procedure

a. Pre- and Post Test

The instrument used for the investigation was the test. Using a videotaped exercise, the exam was given twice: once before and once after therapies or the teaching and learning process. The purpose of the pre-test was to ascertain the sample's baseline speaking abilities, and the post-test was to ascertain whether the activity had an impact on the students' speaking abilities. The post-test was given six weeks after the pre-test, which was given before therapy began. The appendix contains the analysis. Additionally, the researcher used the scoring guide (P.Haris, 1969) for both the pre- and post-tests. This guide offers a grading scale for five criteria related to the elements of speaking abilities. The scale evaluates Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension, each of which is divided into five speaking rating point scales. The first scale is below 65 with significant problems in pronunciation, making the role-play script difficult or impossible to understand. Second 65-72 with pronunciation, grammar, vocabulary, fluency, and

comprehension all difficult to understand. Third 75-84 with persistent problems in all five aspects, requiring concentrated listening and sometimes leading to misunderstandings. Fourth 85-94 i.e. Students understand all five aspects, so listeners can recognise their accent. Lastly 95-100 with Pronunciation sounds like a native speaker of a foreign language.

b. Questioners (Learning Activity Observation Sheet).

At this point, the researcher will make relevant observations during the learning process, both before and after the test. During this observation, activity observation sheets will be distributed to students to determine whether the researcher is able to apply the role-play learning method with video recording properly and accurately. This study used a Likert scale with intervals of 1-4. According to (Sugiyono, 2019, p. 93) this scale is used to assess a person's opinions, attitudes, and perceptions of social phenomena. This scale assigns a rank or score to each question. replies that are not in favor are given a low score, whilst replies that agree are given a higher score.

Table 3.2. Likert-scale

Score	Category
1	Strongly Disagree
2	Disagree
3	Agree
4	Strongly Agree

4 = Strongly Agree
 3 = Agree
 2 = Disagree
 1 = Strongly Disagree

Data Analysis

This research employs IBM SPSS Statistics to manage results based on two criteria:

a. Normality Data

The normality test is a statistical technique that determines if a given sample of data or variable is from a population with a normal distribution. There are various methods for testing data normality, including the Kolmogorov-Smirnov normality test, Shapiro-Wilk normality test, and Anderson-Darling normality test. The null hypothesis in the normality test is that the data comes from a normally distributed population, whereas the alternative hypothesis is that the data comes from a non-normal distribution. A significant normality test result ($p\text{-value} < 0.05$) rejects the null hypothesis and indicates that the data is not regularly distributed.

b. Homogeneity Data

The homogeneity test is a statistical procedure that assesses if two or more sample variances are equal or homogeneous. Homogeneity tests are important in statistical analysis, especially for difference or hypothesis tests such as the t-test or analysis of variance (ANOVA). Homogeneity tests can be performed using a variety of statistical methods, including the F-test, Levene's test, and Bartlett's test. The appropriate technique is chosen based on the type of data and the assumptions that support it.

c. T-test.

The T test is used to determine whether there is an effect or not. There are two kinds of hypotheses used in T tests, including the SPSS T test. H_0 (null hypothesis) indicates that the difference between the means of two groups is zero. H_a (alternative hypothesis) indicates that the true difference is not zero. There are three types of T test methods for analysing statistical data, including the SPSS T test. The following three strategies determine your sample research function: (Advernesia, 2018).

1. Paired t test.

When the original group data is collected from one population, this test procedure is used. For example, collecting data before and after an investigation

2. One Sample Test

When there is an equal number of samples in each group of data or comparable variances between two sets of data

3. T-test

When the two original groups of two population data sets are different, this test procedure is applied. When the variances of the two data sets and the number of samples in each group vary, the SPSS T-test with unequal (independent) variances is used.

A separate t-test is divided into, Paired t-test and One-Sample T Test.

RESULT AND DISCUSSION

The results of tests administered to the pre-experimental group in one class—class XI TPL 2—are compiled in this chapter. Following that, the test results were evaluated in order to gather empirical proof of the value of speaking exercises utilizing the videotaped role play learning approach in enhancing the speaking abilities of SMKN 1 Karawang class XI students for the 2023–2024 academic year. The researcher also processed the data according to the methods described in Chapter III. IBM SPSS 23.0 for Windows was utilized by researchers to streamline the pretest and posttest data processing. Table 1 below summarizes the conclusions on data processing based on the findings of the Normality and Homogeneity tests. Table 1 explains how some of the results of the Normality Tests have been

transformed into normal data. Additionally, the homogeneity test reveals that while some features of comprehension and fluency in the post-test are homogenous, the pre-test questions as a whole are not.

The T-Test is the last exam. Finding the impact of each independent variable on the dependent variable is the aim of this test. The T-test results are displayed as follows:

1. Pronunciation

		PretestPronun ciation	Posttestpronun ciation
PretestPronunciation	Pearson Correlation	1	.698**
	Sig. (2-tailed)		<,001
	Sum of Squares and Cross-products	821.333	491.333
	Covariance	35.710	21.362
	N	24	24
Posttestpronunciation	Pearson Correlation	.698**	1
	Sig. (2-tailed)	<,001	
	Sum of Squares and Cross-products	491.333	603.833
	Covariance	21.362	26.254
	N	24	24

** Correlation is significant at the 0.01 level (2-tailed).

Figure 1

Figure 1, illustrates that the p-value for Pronunciation is $0.698 > 0.050$ in both the pre and post-tests. As a result, H_0 is approved and H_a is rejected, demonstrating how the role-playing technique combined with video recording helps students pronounce words correctly.

2. Grammar

		PretestGramm ar	PosttestGram mar
PretestGrammar	Pearson Correlation	1	.775**
	Sig. (2-tailed)		<,001
	Sum of Squares and Cross-products	493.333	472.000
	Covariance	21.449	20.522
	N	24	24
PosttestGrammar	Pearson Correlation	.775**	1
	Sig. (2-tailed)	<,001	
	Sum of Squares and Cross-products	472.000	752.000
	Covariance	20.522	32.696
	N	24	24

** Correlation is significant at the 0.01 level (2-tailed).

Figure 2

Figure 2, a p-value of 0.775 was found for the Grammar speaking ability pre- and post-test items. Consequently, $0.775 > 0.050$. H_0 is therefore approved whereas H_a is not.

3. Vocabulary

		PretestVocabul lary	PosttestVocab ullary
PretestVocabullary	Pearson Correlation	1	.775**
	Sig. (2-tailed)		<,001
	Sum of Squares and Cross-products	493.333	472.000
	Covariance	21.449	20.522
	N	24	24
PosttestVocabullary	Pearson Correlation	.775**	1
	Sig. (2-tailed)	<,001	
	Sum of Squares and Cross-products	472.000	752.000
	Covariance	20.522	32.696
	N	24	24

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 3

Figure 3, a p-value of 0.775 was found for the vocabulary speaking ability pre- and post-test items. The person correlation is therefore 0.775 > 0.050. Ho is therefore approved whereas Ha is not.

4. Fluency

		PretestFluency	PosttestFluenc y
PretestFluency	Pearson Correlation	1	.673**
	Sig. (2-tailed)		<,001
	Sum of Squares and Cross-products	550.500	336.000
	Covariance	23.935	14.609
	N	24	24
PosttestFluency	Pearson Correlation	.673**	1
	Sig. (2-tailed)	<,001	
	Sum of Squares and Cross-products	336.000	453.333
	Covariance	14.609	19.710
	N	24	24

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 4

Figure 4, the p-value for the speaking aspect was 0.673 in both the pre- and post-tests. Hence, 0.673 > 0.050 is the Pearson correlation. Ho is therefore approved whereas Ha is not.

5. Comprehension

		PretestCompre hension	PosttestCompr ehension
PretestComprehension	Pearson Correlation	1	.350
	Sig. (2-tailed)		.094
	Sum of Squares and Cross-products	426.500	195.500
	Covariance	18.543	8.500
	N	24	24
PosttestComprehension	Pearson Correlation	.350	1
	Sig. (2-tailed)	.094	
	Sum of Squares and Cross-products	195.500	731.833
	Covariance	8.500	31.819
	N	24	24

Figure 5

Figure 5, a p-value of 0.350 is found for the comprehension speaking ability pre- and post-test components. The Pearson correlation is therefore $0.350 > 0.050$. H_0 is therefore approved whereas H_a is not.

The T-Test is the last one. It is evident from the data results that these findings can address the study's research topic. The speaking components with the highest p-values in the T test findings include pronunciation, grammar, vocabulary, fluency, and comprehension. The pre- and post-test data also show that there was a 0.34% rise in student performance. Pre-test average for the research outcomes was 52.43%, while post-test average increased to 73.06%.

This study distinguishes itself from past research by focusing on the characteristics of students' speaking skills as evaluated through the role-playing method using video recordings. While previous studies examined only one component of speaking ability, this research aims to assess how various aspects of speaking are affected by this innovative approach. The analysis of pronunciation revealed a T-Test result using SPSS with a p-value of 0.698, which is greater than the significance level of 0.050. This suggests that the pronunciation component is influenced by the role-playing method utilizing video recordings. The researcher conducted a focused one-day meeting that emphasized pronunciation, where students were taught to articulate sounds, including stress and intonation, using the role-play text from the pre-test. Pronunciation errors made during the role-play were reviewed and practiced in real-time by presenting video footage to the students.

In terms of grammar, the T-Test results showed a p-value of 0.775, again exceeding the significance threshold of 0.050. This indicates that grammar also plays a significant role in the effectiveness of the role-playing learning technique with video recordings. During the pre-test, students were instructed on how to construct well-structured sentences within the role-playing dialogue text. For vocabulary, the

T-Test yielded a p-value of 0.775, further supporting the notion that vocabulary impacts the role-playing method with video recordings. This finding can be attributed to the emphasis placed on language in the role-playing dialogue text during the pre-test. Students were encouraged to explore synonyms and replace simpler terms in their scripts, aiming to expand their vocabulary.

The analysis of fluency indicated a p-value of 0.673, suggesting that fluency is also affected by the role-playing learning method. This was facilitated by the researcher, who encouraged students to collaborate with peers to practice their edited dialogues or texts for the pre-test, promoting comfort and ease in speaking. Finally, in the comprehension component of speaking, the T-Test results indicated a p-value of 0.350, suggesting that comprehension is influenced by the role-playing method with video recordings. The researcher urged students to understand their scripts thoroughly and to actively engage in their roles during the role-play. Furthermore, guidance was provided on how to present confidently in public and embrace their characters, enhancing their overall speaking abilities.

The results of this study highlight a significant improvement in students' speaking skills through role-play and video recording techniques, as evidenced by the increase from an average pre-test score of 52.43 to a post-test score of 73.06. This improvement is consistent with previous studies that emphasized the role of interactive methods like role-playing in fostering speaking abilities.

Nursalim (2020) found that interactive learning methods, such as role-playing, enhance students' engagement, leading to improved language competencies. Your study supports this claim, showing that students were more enthusiastic and motivated when using the role-play method with video recording. This was also confirmed by Nurteteng et al. (2021), who reported that visual aids, such as videos, can improve learners' self-awareness and engagement in language learning activities. Similarly, Agus Setiawan (2019) identified that role-playing activities help students practice real-life conversations, leading to better performance in fluency, vocabulary, and pronunciation. This aligns with your findings where the p-values for pronunciation (0.698), grammar (0.775), and vocabulary (0.775) exceeded the 0.050 significance threshold, indicating that these aspects improved during role-play exercises.

Fitri Arniati (2020) explored the importance of collaborative learning, which was evident in your study as students were able to discuss and review their recorded performances. This interactive review process likely contributed to improvements in fluency (p-value of 0.673) and comprehension (p-value of 0.350), as students had the chance to reflect on and enhance their language use after watching their recorded role-plays. Finally, Rizqi Claudia Wardani (2021) stressed the importance of innovative teaching methods, particularly in rural or less developed regions where traditional methods may be less effective. The novelty of your research lies in its practical application of technology—specifically video recordings—which allowed students to observe their speaking habits and make improvements. The use

of video recordings not only provided immediate feedback but also encouraged self-correction, thus fostering autonomy in language learning.

This research introduces a novel dimension by combining role-play with video recordings to address specific aspects of speaking proficiency. While previous studies have focused on the effectiveness of role-play or videos separately, your integration of both elements presents a new approach to improving pronunciation, grammar, vocabulary, fluency, and comprehension simultaneously. Moreover, your study uses a pre-experimental design, which allows for a systematic analysis of student improvement across different aspects of speaking. In conclusion, this study builds upon previous findings while contributing new insights into the effectiveness of combining role-playing and video recordings to enhance students' speaking skills. By focusing on the comprehensive improvement of all speaking components, your research adds value to the existing body of literature and suggests a practical, technology-enhanced approach for improving English proficiency in educational settings.

CONCLUSION

This study concluded, from the results of the discussion above, it can be seen that the purpose of the researcher conducting the study was to determine the effect of student recording projects from role-playing activities on the ability of all aspects of student speaking. In the role-playing learning method by observing the five aspects of speaking ability has improved in each aspect. With the sake of this research, it has answered the research question aspect that wants to be researched, namely "What is the effect of Students Recording Project as the Learning Material of The Roleplay Technique Toward Students Speaking Skill?". Based on the results of data processing. According to the research, the dependent variable, or Y (students' speaking skills), is positively influenced by the independent variable, or X (role-playing approach with video recording project). The T-Test results with a p-value > 0.050 showed this. Moreover, as the Teaching Observation Guide revealed, the students were very happy with the role-playing approach with the recordings discussed in class and improved their overall speaking skills.

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