



The Effect of "Role Play" on Students' Speaking Ability

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Abstract: The objective of this research is to determine whether role-play significantly affects students' speaking ability at the tenth-grade students of SMA Negeri 1 Ulu Barumun. The population of this research is the tenth-grade students of SMA Negeri 1 Ulu Barumun, which is consisted of 205 students, and the sample was taken by cluster sampling that consists of 35 students. This research is carried out using the experimental method. Furthermore, the instrument used for collecting the data is by giving the test. After collecting the data, it was analyzed by using t-test. After analyzing the data, there is a significant effect of teaching speaking using role play teaching technique at the tenth-grade students of SMA Negeri 1 Ulu Barumun and categorized very well. It was found that the mean or the average of the student's score after the treatment was 83.11. Using statistical analysis, the researchers get to 42.05, where the value of t-table is 1.69. It means that the value of t observed is greater than that of the t table ($t_o = 42.05 > t_{table} = 1.69$). It means that there is a significant effect of teaching by using role-play on students' speaking ability. The alternative hypothesis of this research is accepted. The value of the coefficient of determination is 0.86, which means role play affects the students' speaking ability by as much as 86 %.

Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang significant antara penggunaan metode Role play terhadap kemampuan berbicara siswa di SMA Negeri 1 Ulu Barumun. Populasi dari penelitian ini adalah siswa kelas X SMA Negeri 1 Ulu Barumun, yang terdiri dari 205 siswa. Sampel dari penelitian ini adalah 35 Siswa yang diperoleh dengan menggunakan teknik cluster sampling. Penelitian ini menggunakan metode experimental. Selanjutnya, instrument untuk mengumpulkan data pada penelitian ini adalah menggunakan test, setelah mengumpulkan data kemudian dianalisa menggunakan t-test. Setelah data dianalisis dapat disimpulkan bahwa terdapat pengaruh yang signifikan antara penggunaan teknik pembelajaran role play terhadap kemampuan berbicara siswa pada kelas X SMA Negeri 1 Ulu Barumun dan dikategorikan sangat baik dengan rata - rata nilai siswa setelah mendapat perlakuan adalah 83.11. Setelah data dianalisis dengan t -test didapatkanlah nilai dari t hitung lebih besar dari t tabel ($t_o = 42.05 > t_{table} = 1.69$). maka terdapat pengaruh yang signifikan antara penggunaan role play terhadap kemampuan berbicara siswa. Dapat disimpulkan bahwa hipotesis alternatif diterima. Nilai dari koefisien determinasi adalah 0.86 yang berarti role play mempengaruhi kemampuan berbicara siswa sebanyak 86%.

A. Introduction

A language is a tool for communication. We communicate with others to express our ideas and know others' ideas. Communication takes place where there is speech. Without speech, we cannot communicate with one another. The importance of speaking skills hence is enormous for learners of any language. With speaking skills, a language is allowed to be a script. The use of speaking skills is an activity that takes place within the confines of our community. Speaking has an essential role in daily life, especially for students who must be able to speak so that learning can run smoothly.

Speaking holds a special place of value in language learning, and four language skills should be mastered: speaking, writing, reading, and listening. Speaking consists of producing systematic verbal utterances to convey meaning. Someone cannot express his feeling, emotions, desire, idea, or thought if they cannot speak. Students' speaking ability is the ability to communicate, understand, and produce spoken or written language that is integrated into four skills of English.

McDonough et al (2013) states that "speaking is desire- and purpose-driven; in other words, we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and solving a particular problem, or establishing and maintaining social relationships and friendships". We must activate a range of appropriate expressions to achieve these speaking purposes.

Goh & Burns (2012) argue that speaking is a "combinatorial language skill", which means that to develop speaking competence, learners must acquire knowledge of the language systems and the genres of discourse, the core skills of speech production and communication strategies that enable them to manage and negotiate rapid communication.

Speaking is expressing thoughts, ideas, and feelings which use the ability to pronounce the words to organize the words into phrases or sentences to choose the terms related to the topic. Someone can be said to have mastered English if he knows how to convey information or express his thoughts and feelings in spoken language. Unfortunately, many students prefer to speak in front of the class. They prefer silence rather than expressing their opinions because they do not have a vast vocabulary makes students passive in speaking also, they need to be more confident and feel shy to speak in front of the class.

The American FSI (Foreign Service Institute) interview procedure can be used as the spoken language tester. This procedure requires two testers concerned in each interview to assign candidates to a holistic level and rate them on a six-point scale for each of the following: pronunciation, grammar, vocabulary, fluency, and comprehension.

According to the Encyclopaedia of Britannica, "pronunciation, in a most inclusive sense, is the form in which the elementary symbols of language, the segmental phonemes or speech sounds, appear and are arranged in patterns of pitch, loudness, and duration. Cook (in Gilakjani, 2012) defined pronunciation as the production of English sounds. Pronunciation is learned by repeating sounds and correcting them when produced

inaccurately. Based on the explanation above, the writer concludes that pronunciation is a way of making a word.

Grammar is the whole system and structure of a language or languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes phonology and semantics. Ur (2012) also states that grammar is sometimes defined as how words are put together to make correct sentences. Based on the explanations above, the writer says that grammar includes all the rules someone must know when learning a language.

According to Meriam Webster's Online Dictionary, vocabulary is a list or collection of words or words and phrases usually alphabetically arranged and explained or defined. Based on the explanation above, the writer concludes that vocabulary is all words of a language, the sum of words used and understood by all words with meaning. It can be the name of the person, country, place, food, and so on.

Renandya & Hu (2018) state that fluency refers to reading and listening to text smoothly and effortlessly. Just like in reading, the basic building block of fluency in L2 listening is word recognition skills. When learners can recognize words and word groups fairly quickly without expending much cognitive effort, they are said to have developed fluency in reading and listening. In other words, fluency is the ability to express words smoothly and accurately.

In teaching and learning, the teacher must speak clearly to comprehend the students. They stated that the teacher needs as good an understanding as we currently have of the nature of comprehension and the process of comprehension. Comprehension is the component of speaking that we need to avoid misunderstanding between the speakers and listeners.

Yendra (2021) explains that in mastering speaking skills, students face some problems and difficulties, such as a) students have lack of vocabulary, b) students faced difficulty with saying something in English because they do not know how to pronounce the word correctly, and can not distinguish the English words that have similar pronunciation, c) students have lack of grammar, so they can not form the sentence well when they want to speak in English, d) students lack fluency in English, because they cannot imitate pausing, rhythm, stress, and intonation well, e) students did not comprehend or understand what the speakers said, and it makes they do not understand.

The researchers found some reasons why those problems and difficulties arise. The reason is: 1) The teacher only gives a little time to practice speaking in any context correctly, whereas a bit of practice can not make the students remember the pronunciation and fluency of vocabulary they already learned. 2) The teaching technique and method of teaching speaking skills that the teacher used could be more effective for the students.

A teaching technique is a well-defined procedure used to accomplish a specific activity or task in the classroom. It is essential for a teacher to master the teaching technique because the students' learning improvement will improve if the teacher practices the correct teaching technique. There are many teaching techniques in teaching English:

reading aloud, role-playing, drilling, questioning, repetition, picture describing, and so on. But for this research, the researchers take a technique, namely "role-playing," and want to know the effect of role-playing on students' speaking ability in SMA Negeri 1 Ulu Barumun.

Piscitelli (in [Idham, 2022](#)) says role-playing is a teaching strategy that enables students to engage with the topic in a way that is impossible in a traditional method. The students can be themselves enacting a novel situation. Often a role-play includes a particular communicative task, such as negotiating a purchase, solving a problem, making a reservation, getting information, and so on. Role-plays can be excellent procedures for helping students learn and practice essential speech acts, vocabulary, and grammatical structures. Merriam-Webster (in [Dictionary, 2019](#)) has several definitions for the word 'role-play,' such as "to act out the role off," "to represent in action," and "to play a role."

[Kucharčíková et al \(2015\)](#) in role plays, participants use their own experiences to play a real-life situation. When done well, role plays increase the participants' self-confidence, allow them to understand or even feel empathy for other people's viewpoints or positions, and usually end with practical answers, solutions, or guidelines.

Through role-play, students act and practice speaking actively. They practice speaking while they pretend to be or act like any professional. The class environment can be created in a particular situation. The students enjoy their learning because they are active in playing any role.

The students can improve their speaking skills through their imagination and act as if it was confirmed when they work or play at being somebody else in the role play to know their part well. The students should understand what kind of action they will have and master the amount they should play.

[Bawa \(2020\)](#) explains the significance of applying role-playing in education: Active Learning Approach, Role-play is considered a possible method for achieving operational learnings learners engage in critical thinking—by representing characters and making decisions on how to advance through the scenario—they actively engage in their learning process. Also, putting the responsibility of learning in the hands of the learners provides them with more control over their learning process.

Increased Learner Engagement and Motivation One of the main goals for any instructional method is to improve the effectiveness of instruction, leading to higher student performance and satisfaction. **Increased Interaction Between Learners** Another essential aspect of role-playing is the interactions between the learners and the instructors. The interactions can take place as discussions, debates, or even casual conversations, allowing the learners to observe each other during the session. This level of interaction helps develop a sense of community among the learners in the session and provides opportunities to practice communicating in various social contexts.

Considerations Before discussing implementation, it is essential to keep some things in mind when considering role-play as an instructional method. These considerations include the amount of time required for role-play sessions, management of

the complexity of the problem and scenario, and the increased workload for the facilitators. It is imperative to plan for these considerations before initiating role-play.

Time Requirement One scenario for role-playing has the potential to last for several weeks, depending on how many problems are introduced or how much time is allotted for each session. Learners can also take several sessions to acclimate to role-playing their characters. **Level of Complexity** The open-ended nature of role-playing allows each session and scenario to be tailored to the needs of different demographics of learners, regardless of age or expertise in role-playing. However, it is essential to recognize the difference between children, adults, novices, and expert learners regarding the complexity level they can handle.

Roos proposes nine steps in applying Role play in the classroom

- *Step 1: Warm up the group* – This step involves presenting students with a problem, providing examples, and having students predict what might happen.
- *Step 2: Select participants* – In this step, the characters and their characteristics are identified, students volunteer, or the teacher assigns the roles. However, the teacher should not assign roles based on student suggestions, as that could put a student in an uncomfortable situation or stereotype the student.
- *Step 3: Set the stage* – A line of action and the setting are established, and the roles are restated.
- *Step 4: Prepare the observers* – To ensure that the whole group stays involved, the teacher is encouraged to assign them tasks. For example, the observers could evaluate the realism of the role-playing, respond to the effectiveness and sequences of the role players' behavior, and define the feeling and ways of thinking of the persons being portrayed.
- *Step 5: Enact* – The players assume the roles and spontaneously "live" the situation from beginning to end of the problem.
- *Step 6: Discuss and Evaluate* – In this step, the role-playing action is reviewed, the focus is discussed, and the subsequent enactment is developed.
- *Step 7: Reenact* – New interpretations of roles are shared, and new possibilities for causes and effects are explored in this step.
- *Step 8: Discuss and Evaluate* as was done in Step 6.
- *Step 9: Share Experiences and Generalize* – The problem situation is related to children's current problems and the experience in a non-threatening way.

B. Method

This research is categorized into Experimental research because it is a study aimed to know whether there is any causal effect of something that exists between research variables. Mills & Gay (2019) says that In experimental research, at least one independent variable is manipulated, other relevant variables are controlled, and the effect of one or more dependent variable is observed. Actual experimental research provides the most robust results of any quantitative research approach because it provides clear evidence for

linking variables. As a result, it also offers generalizability or applicability of findings to settings and contexts different from the one in which they were obtained. Based on Ary et al (2014) opinions,' the experimental method is a scientific investigation in which the researcher manipulates one or more independent variables and controls any other relevant variable (s).

This research was pre - an experiment using a "one group pre-test and post-test design where the researchers only experimented with a single group.

Table 1. The Research Design

Pre-test	Treatment	Post-test
Y1	X	Y2

Where:

X : Treatment

Y1 : Pre-Test

Y2 : Post-Test

The population is the entire group that you want to conclude about. In this case, the population is the students in the tenth grade of SMA Negeri 1 Ulu Barumun. Ary et al (2014) state that a population is all members of any well-defined class of people, events, or objects. The population is all students who take as the subject of the research. There are seven classes of students, which consist of 213 students in the tenth grade of SMA Negeri 1 Ulu Barumun.

Table 2. Total Number of Population

No.	Grade	Students
1.	X IPA 1	35 Students
2.	X IPA 2	34 Students
3.	X IPA 3	34 Students
4.	X IPS 1	34 Students
5.	X IPS 2	34 Students
6.	X IPS 3	34 Students
	Total	205 Students

The sample is the specific group that you will collect data from in other words sample is the portion of a population. Ary et al (2014) state that a sample is a portion of a people. To get the sample, the researchers used cluster sampling. It refers to McCombes (2022) opinion' that Cluster sampling involves dividing the population into subgroups, but each subset should have similar characteristics to the whole sample. Instead of sampling individuals from each subset, researchers should randomly select entire subgroups. With this sampling technique, the cost of data collection will be reduced, but increased chance of

error. The sample of this research is the students of X IPA 1 as the experimental group. The experimental group consisted of 35 students taught speaking using role-play.

The hypothesis is a tentative explanation for an observation, phenomenon, or scientific problem that can be tested by further investigation. The researcher has concluded the view in every research because it helps to assume the probability of research failure and progress. Ary et al (2014) state that a statement describes relationships among constructs. Constructs are abstract ideas devised based on observations to relate words to theory, but constructs are not observable. In addition, Anupama (2018) says that a hypothesis is a statement of the researcher's expectation or prediction about the relationship among study variables. The hypothesis of this research are:

- H_a : There is a significant effect of Roleplay on students' speaking ability at the Tenth-grade student of SMA Negeri 1 Ulu Barumun.
- H_o : There is no significant effect of Roleplay on students' speaking ability at the Tenth-grade student of SMA Negeri 1 Ulu Barumun.

The data are analyzed using the "t" test to determine the effect of role-playing on students' speaking ability. Bevan (2022) said a "t-test" is a statistical test used to compare the means of two groups. It is often used in hypothesis testing to determine whether a process or treatment affects the population of interest or whether two groups differ.

The alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected if the value of the t-observer is greater than the t - table ($t_o > t_{table}$) means there is a significant effect of Roleplay on students' speaking ability. The alternative hypothesis (H_a) is rejected, and the null hypothesis (H_o) is accepted if the value of t- the observer is smaller than the t - table ($t_o < t_{table}$). It means the result of the research found that Role play is not significantly affected students' speaking ability.

C. Result and Discussion

Result

After conducting the research, the researchers calculated the scores of the variable by applying statistical analysis, which can be illustrated in the data description to describe the student's results. Meanwhile, to know the effect of role-playing on student speaking ability, the formula of t-test was applied.

Pre-test Data Description

After conducting the pre-test on grade tenth IPA 1 students of SMA Negeri 1 Ulu Barumun on English class in speaking material, the highest score is 55, and the lowest score is 5, then it is calculated to know the description of the data. The standard deviation is 12.20, and the standard error is 2.09.

Table 3. The Position of Mean, Median, and Mode

No.	Item	Score
1.	Mean	36.42

2.	Mode	45
3.	Median	40

Based on the explanation above, the position of the mean can be drawn as follows.

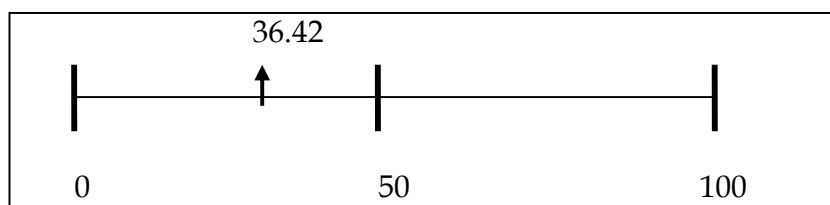


Figure 1.

The Position of Mean Score of Pre-Test in Teaching Speaking by Using Role Play Technique in Grade Tenth of SMA Negeri 1 Ulu Barumon.

The data above are presented in table frequency distribution to show the cumulative frequency of the data as below:

Table 4.

The Frequency Distribution of Pretest Data of Teaching Speaking by Role Play Technique of tenth-grade students of SMA Negeri 1 Ulu Barumon

No.	Interval Class	Frequency	Cumulative Frequency	Percentage
1	5 - 12	2	2	6 %
2	13 - 20	2	4	6 %
3	21 - 28	3	7	8 %
4	29 - 36	10	17	28 %
5	37 - 44	4	21	11 %
6	45 - 52	12	33	35 %
7	53 - 60	2	35	6 %
Total		35	-	100 %

From the table above, it is shown that the students who got a score between 5 - 12 are 2 students or 3% from the sample, scores 13 -20 are 2 students or 6 %, scores 21 - 28 are 3 students or 8 %, score 29 -36 are 10 students or 28 %, score 37 - 44 are 4 students or 11 %, score 45 - 52 are 12 students or 35 % and then the students who got score 53 - 60 are 2 students or 6 %. Based on the explanation above, the researchers concluded that most students got to score 45 - 50. They are 12 students from 35 students, which criteria still inadequate.

Posttest Data Description

This part describes the post-test score of the sample. After collecting the data, it is found that the highest score is 90 and the lowest score is 70, and then it is calculated to know the description of the data. The standard deviation is 6.59, and the standard error is 1.13.

Table 5: The Position of Mean, Median, and Mode

No.	Item	Score
1.	Mean	83.11
2.	Mode	88
3.	Median	85

Based on the explanation above, the position of the mean can be drawn as follows.

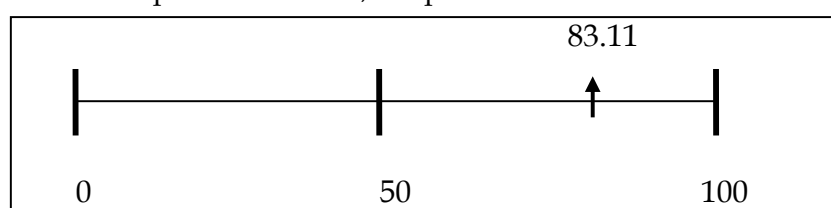


Figure 2.

The Position of Mean Score of Post-Test in Teaching Speaking by Using Role Play Technique in Grade Tenth of SMA Negeri 1 Ulu Barumun.

The researchers present the data above in table frequency distribution to show the cumulative frequency of the data as below.

Table 6.

The Frequency Distribution of Post-test Data of Teaching Speaking by Role Play Technique of tenth-grade students of SMA Negeri 1 Ulu Barumun.

No.	Interval Class	Frequency	Cumulative Frequency	Percentage
1	70 - 72	5	5	14 %
2	73 -75	1	6	3 %
3	76 - 78	2	8	6 %
4	79 -81	2	10	6 %
5	82 - 84	3	13	9 %
6	85 - 87	9	22	25 %
7	88 - 90	13	35	37 %
Total		35	-	100 %

From the table above, it is shown that the students who got a score between 70 - 72 are 5 students or 14 % of the sample, scores 73 -75 are 1 student or 3 %, scores 76 - 78

are 2 students or 6 %, score 79 -81 are 10 students or 6 %, score 82 – 84 are 3 students or 9 %, score 85 – 87 are 9 students or 25 % and then the students who got score 88 – 90 are 13 students or 37 %.

Based on the explanation above, the researchers conclude that the student's scores improved after treatment by teaching speaking using the role play technique. Most of the students got to score 88 – 90, and they are 13 students from 35 students, which criteria are excellent.

Gained Score

It is stated that the class score has increased after being given treatment by using role play in teaching speaking. It means there are gained scores that can be calculated by subtracting post-test scores with pre-test scores.

Table 7. Gained Score between Pre-test, and Post – Test

No.	Students	Jk	Score
1	Abdul Habib Hasibuan	Lk	65
2	Ali Rajib Batu Bara	Lk	62
3	Amalsyah	Lk	55
4	Ariantoni Hasibuan	Lk	50
5	Dela Pinta Rojulani Hsb	Pr	45
6	Diva Chairumandhani Parotua Hrp	Pr	48
7	Elminta Ito Nasution	Pr	53
8	Eni Hasibuan	Pr	48
9	Gusriyan Hasibuan	Lk	50
10	Ilham Munandar Nasution	Lk	50
11	Indah Aulia Jai	Pr	52
12	Indra Sandi Muara	Lk	53
13	Juina Harahap	Pr	51
14	Khoirul Umri Pasaribu	Lk	51
15	Marito Siregar	Pr	50
16	Martua Nst	Lk	50
17	Mhd Amirzan Pohan	Lk	50
18	Mhd.Ridwan Sakti	Lk	45
19	Mizanul Khoir Daulay	Lk	45
20	Nismawati Hasibuan	Pr	46
21	Nur Samsia	Pr	43
22	Nuraisah Hsb	Pr	42
23	Rahmadani Nasution	Pr	43
24	Rahmadhani Hasibuan	Pr	43
25	Ramadan Siregar	Lk	43
26	Rosihan Anwar Hasibuan	Lk	43

27	Sahman Rifai Hasibuan	Lk	43
28	Siddik Hasibuan	Lk	43
29	Sintia Lestari Hasibuan	Pr	43
30	Siska Marito Hasibuan	Pr	42
31	Wardah Afrina Nst	Pr	39
32	Yenni Sari	Pr	39
33	Yuni Safitri Hasibuan	Pr	39
34	Yus Larah Daulay	Pr	35
35	Zainal Alamsah Lubis	Lk	35

The gained score in table 8 shows that the highest score is 80. Achieved score means that some students do better in the post-test than in pre-test. It indicates that some students are improved their speaking skills. The - 42.05 indicated a degree difference of as much as -42.05. Regardless of the minus, it doesn't tell a negative score. Then, to complete the result of the research, the researchers find out the degree of freedom (df) of this research is 34 (df= n-1). Based on the table of "t" value at the degree of significance of 5% and 1% with df 34, it is found that the value of 5 % of the degree of significance is 1.69092 and the value of 1 % of the degree of significance is 2.44115. the result is $1.69092 < 42.05 > 2.44115$. The result of analyzing the data by using the above formula shows that the coefficient is 42.05. it means that there is a significant increase after role play is used in teaching speaking.

D. Conclusion

The result of the analysis of the research shows that the student's score of speaking taught by using role play is better. This result has answered the research question that using role-playing in teaching speaking is quite effective. The use of role-playing makes the speaking and learning activity more enjoyable and exciting. It is because role-play helps shy students by providing a role that makes them more liberated in the conversation. There is a significant effect of teaching speaking by using position on student grade tenth SMA Negeri 1 Ulu Barumon.

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