

**IMPROVING STUDENT'S SPEAKING SKILL BY USING ROLE  
PLAY METHOD AT THE 8<sup>th</sup> GRADE OF SMPN 3 MAJENE**



**BY:  
NURINDAH  
H0120504**

*This thesis is written to fulfil a part of the requirements for  
obtaining the bachelor's degree in education*

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS SULAWESI BARAT  
2024**

APPROVAL SHEET

IMPROVING STUDENT'S SPEAKING SKILL BY USING ROLE PLAY  
METHOD AT THE 8<sup>th</sup> GRADE OF SMPN 3 MAJENE

NUR INDAH

H0120504

Has successfully defended the thesis in front  
of the Examiner Team of Faculty of Teacher  
Training and Education on September 5<sup>th</sup>

2024

EXAMINATION

Chair of the Examiner	: Dr. Ruslan, M.Pd.	(.....)
Secretary of Exam Committee	: Putu Wahyu Sudewi S.Pd., M.Pd.	(.....)
Supervisor I	: Amrang, S.Pd., M.Pd.	(.....)
Supervisor II	: Nirma Paris, S.Pd.I., M.A.	(.....)
Examiner I	: Dr. Reski, S.S., M.Hum.	(.....)
Examiner II	: Asdar, S.Pd., M.Pd.	(.....)

Majene, September 5<sup>th</sup> 2024

FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS SULAWESI BARAT



## ABSTRAK

**Nur Indah, 2024.** Peningkatan keterampilan berbicara siswa dengan menggunakan Metode Role Play. **Skripsi. Majene: Fakultas Keguruan Dan Ilmu Pendidikan, 2024.**

Penelitian ini bertujuan untuk mengetahui apakah Metode Role Play dapat meningkatkan keterampilan berbicara siswa kelas VII Venus di SMPN 3 Majene. Peneliti menggunakan metode quantitative dengan desain quasi experimental dan subjek penelitian yang digunakan adalah seluruh siswa kelas VII Venus dengan jumlah 30 siswa. Dalam menentukan sample peneliti menggunakan Stratified. Pengumpulan data penelitian menggunakan instrument test yaitu pre-test dan post-test dalam bentuk lisan. Teknik analisis data yang digunakan adalah Uji Paired sampel t-test dan Uji Independent sample T-test dengan aplikasi SPSS. Dari hasil analisis penelitian mengidentifikasi bahwa hasil rata-rata nilai post-test yaitu 75,50 lebih tinggi dari nilai rata-rata pre-test yaitu 48,67, artinya  $H_a$  bisa diterima dan  $H_0$  ditolak. Berdasarkan hasil diatas, peneliti menyimpulkan bahwa penggunaan Metode Role Play dapat meningkatkan kemampuan berbicara siswa kelas VII Venus di SMPN 3 Majene.

**Kata kunci :** Metode Role Play, Kemampuan Berbicara

## CHAPTER I

### INTRODUCTION

#### A. Background

Speaking is a very important skill in communicating effectively. The ability to speak clearly, efficiently, and convincingly is very influential in many aspects of life, be it in professional, social, or personal settings. There are several skill in English language, one of them is speaking skill. Speaking Skill is a means of communication and one of the most important skill to develop. In general, speaking skill can be defined as conveying intentions such as someone who wants to convey the content of feelings, ideas, thoughts, and convey information. Therefore, this skill is needed for junior high school students because it can activate speaking skill and make students become more courageous and confident in conveying ideas, opinions and information orally. This is supported by Susanti (2019) speaking is one of the important forms of communication in language, through speaking a person can convey ideas, feelings, and information. Language is also a means of interaction, one of which is English as an international language. In research, Mukhlifida (2018) said that there are four aspects of language ability, namely speaking, reading, writing and listening. These four aspects play an important role in responding to or creating discourse in social life. Therefore, speaking ability is the most important skill in English. However, speaking skill is still considered a difficult skill to learn. According to Anjelina (2022) there are two factors that cause a person to have difficulty speaking, namely internal and external factors. Internal factors namely feelings of shame, doubt, lack of confidence, fear, fear of being bullied by friends, or lack of understanding of learning while external factors are social environment and family influences, such as lack of attention or lack of affection felt by students.

Based on observations in one of the secondary schools in Majene Regency. Researcher found several problems experienced by students when learning English. The problem, the first is that students get bored quickly in class because teachers

still use conventional method where teachers are often involved so that Students are less engaged during the learning process and less active and interacting, thus making students less interested and unfocused when learning begins. Secondly, students are not practical in class so there is no improvement, this is due to the absence of encouragement and motivation from teachers to students, so students also do not know English skill, third students who have difficulty finding ideas when they want to speak so they feel afraid to speak English, This happens to students because they still lack confidence to speak and doubt themselves about what they want to say so it makes you feel afraid to speak. The four students also still lack vocabulary so they feel less confident this happens because the environment is less exposed to English which causes less practice and students do not find new vocabulary causing minimal vocabulary. The last is that students are still not aware of the importance of mastering English in the era of globalization like today so that students are too relaxed and do not try to learn English.

There are several methods that have been developed to improve students' speaking skill. To improve speaking skill, the method used by Octanisfia (2021) entitled Application of Storytelling Learning Models in Improving English Speaking Skill for Students in Mr. Bob's Course. In her research, she used storytelling learning to improve students speaking skill. The second method is proposed by Istiqomah (2020) with the title Improving Students' Speaking Skill Through Role Play Models Assisted by Visual Media in Elementary Schools, in her research the researcher used the role play learning method with the help of visual media. While the third method is proposed by Astuti (2023) with the title Role Playing Method and Utilization of the Youtube Platform to Improve Students' Speaking Skill. In her research, she used the method of utilizing the Youtube platform as a learning medium.

Based on the results of previous research on the use of learning method to improve speaking skill, researcher choose the Role Play method. The Role Play method is a learning method that can help students improve their speaking skill and students can interact more often, especially in English. Role Playing is usually known as Student Role Play. In this strategy technique, students are given the opportunity to appreciate the values and knowledge they have received. This is

supported by Kartiko (2018) Role Playing techniques are techniques that are suitable for carrying out student actions. Other researchers also argue that the role play method has advantages, namely student development through dramatization of understanding, more creativity, teaching responsibility, cooperation, and verbal communication skills that are clear and easy to understand (Yuniantika, 2023). In Role Playing, it can stimulate students to be active in learning because in Role Playing, students will act, behave and speak according to the character of the role they are playing, for example as a teacher, police, judge, doctor, trader, and so on. Each particular character demands certain characteristics. In other words, a person's personality is the totality of the roles he or she plays in daily life in the family, community, and even workers. Students can be said to have good adjustment if they can behave in accordance with the role they have both as individual beings and as social beings. According to Inten (2017), the application of the role play method has a specific aim, namely helping to remind and develop students' creativity, imagination and courage in conveying ideas and being able to solve the problems they will face. The benefits of the Role Play method are stated by Paudi (2019), as a good atmosphere for students, students are more active and focused in learning, increasing student interaction in class so that they can socialize inside and outside the classroom, and Role Playing can also increase teacher creativity in conveying objectives.

Looking at the various methods used by previous researchers, researchers also used assistance in their research, such as Oktanisfia (2021) used a storytelling method using folklore. Then Istiqomah (2020) use the Role Play method assisted by visual media such as motion audio-visual media, still audio-visual media, semi-motion audio media, motion visual media, still visual media, semi-motion visual media. There are also those use the Role Play method with the YouTube platform, namely Astuti (2023) uses the YouTube platform and plays videos of community activities such as in markets and stations. In this research the researcher will use a Role-Playing method using dialogue material from the Engbreaking online course book.

Based on the description above, the importance of improving students' speaking skill using Role Play methods that provide meaningful relationships with better student English learning outcomes, need to be scientifically proven. Therefore, researcher is interested in conducting research on "**Improving Student Speaking Skill by Using the Role Play Method At The 8<sup>th</sup> Grade of SMPN 3 Majene**

### **B. Problem Identification**

1. The learning method use by teachers were still with conventional method, namely the teacher learning method when delivering material that makes students quickly bored in learning English
2. Lack of English speaking practice in class, so there is no improvement in English speaking skill in students.
3. It was difficult to find ideas that make students feel afraid to speak English
4. Inadequate vocabulary makes students less confident in speaking English.
5. Students' lack of awareness of the importance of mastering English.

### **C. Problem Limitation and Formulation**

Based on the background and identification of the above problems as well as the limited time and energy available, researcher need to limit these problems by improving students' speaking skill using the role play method in grade 8<sup>th</sup> SMPN 3 Majene.

And the formulation of the problem is as follows:

1. Is there any significant difference achievement on student speaking skill between using Role Play Method and using Conventional Method?
2. Does the use of the Role Play Method significantly improve student's speaking skill?

#### **D. Research Objective**

Based on the research questions formulated above, the objectives of this study are to:

1. To find out the significant between student achievement taught by role play and by conventional method
2. To find out whether the role playing method significantly improve students' speaking skill

#### **E. Research Benefits**

1. Theoretical benefits

The results of this research can provide a deeper understanding regarding the use of the Role Play method as a dynamic learning tool. It is hoped that the contribution of this research can expand knowledge about how the Role Play method can be a fast learning technique that improves speaking skill, especially in learning English.

2. Practical Benefits

The results of this research can provide assistance to educators, because it was hoped that they would be able to expand more effective teaching techniques. Through the application of role play as a learning method, this research had the potential to become a useful guide for teachers in developing interesting learning strategies for students. By focusing on the use of Role-Playing, it was hoped to create an engaging learning environment for students, which in turn would stimulate their familiarity with English language learning. Apart from that, this method also had great potential to increase students' confidence in speaking English in front of their classmates, because it provides practical opportunities to practice communicating in real situations. More than that, Role Play is also thought to facilitate students in conveying their ideas more fluently and creatively, fostering their critical thinking and expression skills. By spreading relevant



vocabulary in a conversational context, it was hoped that role play can also enrich students' vocabulary, while increasing their awareness of the importance of English language proficiency in global competition, especially in the context of globalization and for other researchers, it was hoped that it can become a referene in incresing knowledge and equip them as a prospective teacher.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous Related Studies**

In this section researcher will shows previous research that is similar to the research that have been done by researcher.

The Use of Role Play to Improve Students' Speaking Skill by Della Octavia Ayuningtias (2019). This study aims to see the increase in students towards the application of Role play in student learning in this study. Researchers use PTK (Classroom Action Research). This study used Tests and Observations to collect data. Based on scores from cycles I and II, the results show that using this method can improve students' speaking skill in English.

Improving Students' Speaking Skill through Visual Media-Assisted Role Playing Models in Elementary Schools by Istiqomah (2020). In this study, researchers saw problems in the learning techniques provided by teachers still using lecture methods and conventional learning methods so that when researchers obsessed, researchers found the value of students' speaking skills was very low. By looking at these problems, researchers use Visual Media-Assisted Role Playing Models as a learning method that can improve students' speaking skill. To see the improvement, researchers used classroom action research (PTK) which was carried out in two cycles using the role play method as a learning method and visual media as a learning medium. The conclusion of this study is that by looking at the improvement in both cycles, the researcher shows that the use of visual media-assisted role playing models is proven to improve students' speaking skill.

Efectiveness of Role Play in Improving Speaking Skill by Binod Neupane (2019). In this study, researcher found that role play learning techniques were effectively used to improve speaking skill. In this study, researcher used an experimental approach that used 40 grade X junior high school students in a public

school in Lampung Regency. All students were made participants, 20 of them became experimental classes while the rest became control classes. The technique of taking data through interviews and talk tests. When analyzing pre-test and post-test results, both groups used statistical tools. And the result of this study is that the role play learning method is considered effective in improving students' speaking skill, this is seen from the results of the score of the two groups have differences where it was found that the score experiment was higher than the score control class group.

Based on the research above, there are several differences and similarities with previous research such as the use of research methods. The previous study used classroom action research (CAR) while this study uses a quantitative research method with an experimental approach and there is also research that uses the help of role-playing techniques in teaching such as Istiqomah et al, (2020) Improving Students' Speaking Skills through Role-Playing Models Assisted by Visual Media in Elementary Schools. In her research, she used the Role-Playing method as a learning method and visual media as a learning medium, but in this study the researcher only used the Role-Playing Method in her research and the similarity of this research with previous research is that both use the role-playing method to improve speaking skill. The novelty of this research is that the main place where the research was carried out was class 8 of SMPN 3 Majene, where at this research location no researchers have conducted research on "Improving Students' Speaking Skill Using The Role-Playing Method".

## **B. Theoretical Framework**

### **a. Speaking Skill**

#### **1. Defenition of Speaking skill**

According to Susanti (2019) in her book said that speaking is one of the important forms of communication in language and had its own limitations. Through speaking, a person can convey thoughts, feelings, ideas, and information to others. It is a

practical form of language skill because it is use in everyday situations, both in informal conversations and formal situations such as presentations or speeches. However, it should be noted that although speaking is a common form of communication, there are limitations in the use of spoken language. In speaking skill, many researchers argue that, according to Ilham (2020) speaking skill are a therapy that is very much needed when learning a language. Speaking skill in general can be trained by everyone, but speaking is a skill that is skilled and can hypnotize the listener. Other researchers also argue that Pradita (2021) in her book says that speaking skill in general are conveying ideas, contents of the heart, and thoughts to others. Speaking is more than just the evaporation of sounds or words but speaking is a means of communicating ideas that are arranged and developed according to the needs of the listener.

Speaking skill is an important aspect of language communication, allowing a person to convey thoughts, feelings, and information to others. Although it was a common form of communication, speaking had its own limitations. This includes the used of correct grammar, clear pronunciation, clarity in conveying messages, and paying attention to nonverbal aspects such as facial expressions and voice intonation. Speaking skill require constant practice and development, and can be adapted to different communication needs and situations. Speaking was not just conveying words, but a means of communicating ideas that were arranged and developed according to the needs of the listener.

## **2. The Importance of Speaking**

In today's globalized world, communication plays a key role in achieving place success. Language was an important and most perfect tool for use by speakers of foreign languages. In addition, people cannot achieve goals, and advice if they did not use the language correctly. As in English, it serves a purpose as it was considered an international language and is used worldwide to connect with people in all regions, countries, and continents of the world (Rao, 2019).

In language, there were several skills that were important to master, one of which was speaking skill. Speaking skill is an effective medium of oral

communication (Beta, 2019). Speaking Skills It was very important to learn especially in learning a foreign language or L2. In his research (Rao, 2019) Out of the few skills available, speaking skill were the skills most needed to acquire a foreign or second language. Other researchers also say that speaking skill are more important skills. Language was a means of communication, A person talks to others to express ideas and to know the ideas of others. Communication happens everywhere. Without speech we cannot communicate with others. Therefore speaking skill is essential for all language learners (Qureshi, 2007).

In learning a language, speaking skill is one of the main skills that must be mastered. This skill was an effective oral communication medium, especially in foreign language learning or L2. From the opinions of some researchers it was said that existing language skills, speaking skill was the most important skills in mastering a foreign language or second language.

### **3. Aspects of Speaking**

According to Iryani (2022), there are several aspects that can be used as a benchmark for improving speaking, namely:

#### a) Vocabulary

A vocabulary is a group of words spoken by a person, vocabulary usually develops with age. To hone our oral communication, acquire a very important vocabulary. The mastery of vocabulary begins in infancy, when we begin to understand our environment and express our desires. Initially, we start with one word and finally graduate to making sentences at the age of 2 or 3, by which time we have a lexicon of 150-300 words. Vocabulary development was essential for students to understand the meaning and pronunciation of words that aid communication. It was very important for them to understand the meaning of a word, which allows them to verify the significance of the word or sentence. This verification process was very important to ensure the communication process is maintained. When students understand the words used by their peers, they can respond appropriately, and effective communication can occur.

In addition, Artika (2020) vocabulary learning strategies are branches of language learning strategies. Thus, vocabulary is a very important part in learning English mastered by students to communicate well. (Alamsyah, 2020)

#### b) Grammar

Grammar is an important aspect in learning a language, especially speaking skill. According to research conducted by Fajar (2020) grammar was a structured collection of rules that regulate the way sentences, phrases and words are used in all types of language. Other researchers also define grammar as a collection of rules that regulate the structure of sentences. The function of grammar is also explained in research which states that the function of grammar itself is to make sentences more precise, neat and structured so that people would better understand what we mean (Novianty, 2020).

Therefore, someone who can understand and master grammar can construct sentences better, avoid confusion in communication, and increase clarity in conveying information to the person they were talking to. The ability to use grammar well also allows someone to express their thoughts and ideas in a more structured and precise manner. And a deep understanding of grammar was key to developing effective speaking skill in any language. This also shows how important learning grammar was in developing language skill, especially English.

#### c) Pronunciation

Pronunciation is the process of sound production in speech and pronunciation, accent and intonation (Wongsuriya, 2020). Most of the students' pronunciation problems were in the form of fricative styles both in the initial position (/ð/, /θ/, /ʒ/, /v/ and /z/) and in the final position (/ð/, /θ/, /v/, /f/, /s/). Another way in the initial position is an affricate (/dʒ/) and in the last position is lateral (/l/). These results reveal that most students face problems in pronouncing some of the English sounds that were not there (Essien, 2021). In addition, it can be seen that English sounds that were not in the mother tongue were difficult to learn in pronunciation which have a big influence on the conversation process. This pronunciation problem affects their communicative abilities because speaking

English was not only about producing words or sentences mechanically, but also as a communication tool used by many people who interact with individuals from different countries or different cultures.

#### d) Fluency

In the context of English, fluency involves a person's ability to speak fluently, produce words and sentences naturally, and follow a significant unhindered flow of thought. The fluency aspect which includes accuracy and speed does play an important role in the understood and effective use of English. Fluency in English pronunciation also had a significant impact on a person's English skill. When a person can pronounce words correctly according to the standards of native speakers, they have a better chance of being understood by native English speakers and being able to communicate messages more effectively. Fluency in reading plays an important role in how a person understands English texts. In the context of English language teaching and learning, it was important to pay sufficient attention to the development of fluency, including accurate pronunciation and adequate speaking speed. With regular practice and focus on proper pronunciation, proper word selection, and the development of an understood of the flow of English can help improve fluency in English. (Wariyati et al., 2020)

#### e) Comprehension

Good understanding allows a person to understand the message conveyed by the interlocutor or in a written context. In communicating, comprehension includes understanding the meaning of words, phrases, sentences, and messages conveyed. It involves the ability to decipher and interpret information provided by the interlocutor or in written text. The comprehension aspect also involves the ability to understand the purpose and intent of the communication. It involves the ability to recognize and understand the implications implied in a conversation, as well as relate the information provided to a broader context. A good understanding of communicating English allows a person to respond appropriately and effectively. This includes providing relevant responses, asking the right questions, and following the flow of the conversation well. To develop comprehension skills, it was

important to practice active listening and reading skill. Listening to a variety of audio materials in English, reading texts in English, and practicing in diverse conversational situations can help improve comprehension skills. (Iryani, 2022)

## **b. Role Play**

### **1) Definition of Role Play**

According to Yanto (2015), Role Playing is a form of presenting learning material by showing, demonstrating and showing an event experienced by a person or a behavior in social relationships. Therefore, Role Playing is a teaching method where students would take a role in a condition where there was an element of problem in it, because thus students can solve problems that exist in that situation. Other researchers also said, according to Ningrum (2023) Role-Playing methods were where students learn ideas, especially social interaction, best when applied in real-world settings and given the opportunity to engage actively. In his research Arsyad (2018) give the opinion that Role Play is one of the learning methods that can make it easier for students to understand learning and can also train students in socializing and was also expected to increase student learning scores.

Therefore it can be concluded that Role Playing was a learning method in which individuals display, demonstrate, and experience events or behaviors in a social context. In Role Playing, students take part in certain situations that contain problems to overcome those situations. This approach allows students to actively engage and solve problems in real-life contexts, facilitating idea learning and optimal social interaction.

### **2) Benefits of Role Play**

Role playing has many benefits for one's development. According to Paudi 2019 the benefits of playing found from the results of his research, which were as follows:

- a) Good learning atmosphere for students.
- b) More students are active and more focused in lessons.



- c) Increase student interaction in the classroom so they can socialize inside and outside the classroom.
- d) Role playing can also increase teacher creativity in delivering goals. By role-playing, one can experience these benefits that contribute to holistic development, including cognitive, language, social, and problem-solving skills.

In his research Lubis (2016) mentioned the advantages obtained when applying the Role Play method, namely:

- 1). Students are free to take full decision-making and expression,
- 2). The game is an easy invention and can be used different situations and times, 3). Lecturers can evaluate the understanding of each student through observation when doing games,
- 4). The game is a fun experience for students.

From the benefits of applying Role Play methods put forward by researchers that through role-playing activities, a person can feel a variety of benefits, which in turn can contribute to holistic individual development, including cognitive, language, social, and problem-solving skills.

### **3) The purpose of implementing the Role Play method**

According to Inten (2017) in her research said that in applying the Role Play method when learning had a specific goal, which was to help improve and develop student creativity, imagination, and student courage to convey ideas and ideas that were in students' minds and by using this method students were expected to be able to solve problems to be solved. facing future students. The purpose of the Role Play method was also stated by Mardalena (2019) The Role Play method has certain goals such as reviving the historical atmosphere, for example re-exposing the struggle of independence heroes, or revealing possible future conditions.

Therefore, it can be concluded that the Role Play method has a special purpose to increase students' creativity, imagination, and courage in conveying ideas and solving problems. In addition, the use of role play can also relive historical situations to understood past struggles or consider future possibilities.

#### **4) The steps for teaching the Role Play method**

According to Ranem (2018) quoted by several researcher published by Idtesis.com, there were role play learning steps, namely:

1. First, the preparation of the scenario to be played by each student was carried out by the teacher.
2. Before the activity was carried out, the teacher would have several students to study the scenario to be displayed, the time used is not much only a few days.
3. In group formation can be done randomly, and done by the teacher. We recommend that each group had 5 people.
4. Provide an explanation of the competencies to be achieved.
5. The teacher would call the students who have been appointed to act out the prepared scenario.
6. The shared scenario would be studied by each student in the group before being shown.
7. Entering the final stage, After completing the demonstration process, the teacher divides worksheets aimed at assessing or discussing the show conducted by each group.
8. Each group conveys its conclusions.
9. The teacher gives general conclusions.
10. Evaluation was carried out to see how successful and if there were shortcomings would be reviewed in the next meeting.
11. Concluding

### C. Copceptual Framework

The schema of the conceptual framework of this research can be illustrated as follows.

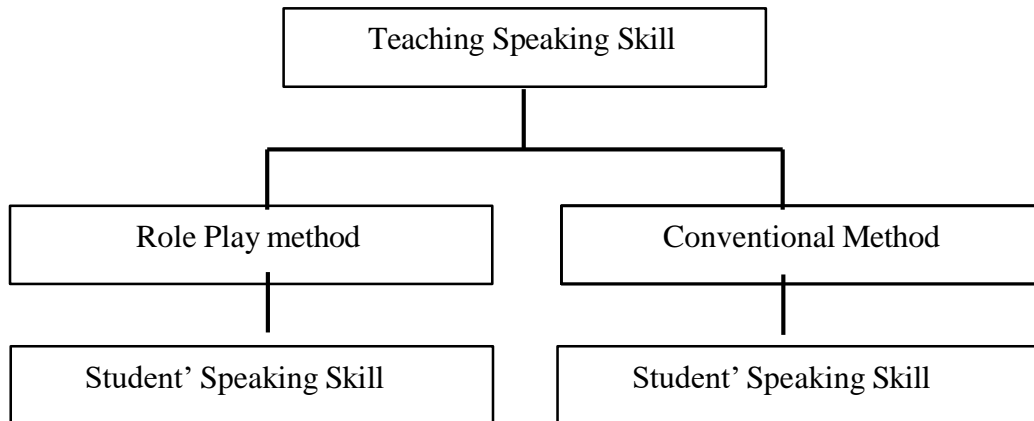


Figure 2.1 Conceptual framework

Based on table 2.1 of the conceptual framework above, it was explained about improving students' speaking skill through role play method. In this study, there were 2 classes as research samples, namely the experimental class and the control class. Therefore, to collect data, researcher would conduct pre-test, treatment and post-test.

#### **D. Hypothesis**

According to Yam (2021) said that the nature of the hypothesis had several important components, namely temporary guesses, relationships between variables and truth tests.

Based on the previous explanation, researcher in their research formulated as follows:

H1: The use of the Role Play method significantly improve student speaking skill in the 8<sup>th</sup> grade of SMPN 3 Majene.

H0: The use of the Role Play method do not improve student speaking skill in the 8<sup>th</sup> grade of SMPN 3 Majene.

## BIBLIOGRAPHY

- Akmal, A. (2018). The Effects of Directed Reading Activity Strategy (DRTA) in Descriptive Reading Texts. *Journal of Science and Social Research*, 121-123
- Anjelina, W. T. (2022). Keterampilan Berbicara Siswa Sekolah Dasar pada Pembelajaran Bahasa Indonesia. *Jurnalbasicedu*, 73-77
- Anufia, T.A. (2019). Instrumen Pengumpulan Data. *Sekolah Tinggi Agama Islam Negeri (STAIN) Sorong*, 7-11
- Ari Kartiko, E.K.(2018). Metode Bercerita Dengan Teknik Role Playing untuk Menumbuhkan Akhlak Mulia. *Nazhruna*, 2-17
- Arsyad, W. B. (2018). Metode Role Playing Berbantu Media Audio Visual . *Jurnal Pendidikan Ilmu Pengetahuan Sosial Indonesia*, 42
- Astuti, E.D. (2023). Metode Role Playing dan Penggunaan Platform youtube untuk meningkatkan speaking skill siswa. *Ejurnalqarnain.stisnq.a.id*, 192-210
- Ayungningtias, D. O. (2019). The Use Of Role Play To Improve Student's speaking Skill. *Professional Journal Of English Education*. <https://doi.org/10.22460/project.v2i3.p416-420>
- Beta, P. (2019). Peningkatan Keterampilan Berbicara melalui Metode Bermain Peran. *Cokroaminoto Journal of Primary Education*.
- Clarita, N. A.,(2020). The impact of role-play technique on the students' english speaking skill. *Eternal*, 6. <https://doi.org/10.24252/eternal.v6i1.2020.a4>
- Elan, S. A. (2022). Penyusunan Instrumen Penelitian Tindakan Kelas dalam Upaya . *Jurnal Paud Agapedia*, 92-101
- Fajar, P. (2020) Micro Structure in Shinzo Abe's Policy Speech at the 195th Assembly Meeting. *IZUMI*, 12-22
- Fanni, S., Syaiful Bachri, B., & Jannah, M. (2022). Pengaruh Media Vidio Animasi Terhadap Kemampuan Keaksaraan Anak TK kelompok A. *Jurnal Psikologi Teori Dan Terapan*. <https://doi.org/10.26740/jppt.v13n2.p171-179>
- Firmansyah, D. (2022). Teknik Pengambilan Sampel Umum Dalam Metodologi Penelitian: Literature Review. *Jurnal Ilmiah Pendidikan Holistik (JIPH)*. <https://doi.org/10.55927/jiph.v1i2.937>
- Fitriani, S., & Artika, F. S. (2020). International Students' Vocabulary Learning Strategies at the English Language Intensive Course for Overseas Students' Program. *Journal of Educational Studies*, 5-17

- Husein, S. (10 juni 2020). Statistika Deskriptif: Pengertian, Fungsi, Perbedaan Statistik Deskriptif Dan Inferensial, Dan Ontoh Perhitungannya. *Geospasialis*. [Statistika Deskriptif: Penjelasan Lengkap dan Jelas Beserta Contoh \(geospasialis.com\)](https://www.geospasialis.com)
- Ilham, I. A. (2020). *Keterampilan berbicara pengantar keterampilan berbahasa*. Pasuruan: Lembaga Academic & Research Institute.
- Iman, S., Fatha, M., & Juliyana, S. (2021). *Efektivitas Pembelajaran Permainan Role-Playing Berbasis Pengalaman Untuk Meningkatkan Keterampilan Berbicara Bahasa Inggris Siswa Sekolah Dasar*. *Journal Islamic Education*.
- Inten, D. N. (2017). Pengembangan Keterampilan Berkomunikasi Anak Usia Dini. *Media Tor*, 112
- Iryani, E. (2022). Penerapan media snack video dalam meningkatkan kemampuan speaking mahasiswa bahasa inggris. *Research and Development Journal of Education*, 8. <https://doi.org/10.30998/rdje.v8i2.12976>
- Istiqomah, L., Murtono, M., & Fakhriyah, F. (2020). Peningkatan Keterampilan Berbicara Siswa Melalui Model Role Playing Berbantuan Media Visual di Sekolah Dasar. *NATURALISTIC : Jurnal kajian penelitian pendidikan dan pembelajaran*, 5. <https://doi.org/10.35568/naturalistic.v5i1.884>
- Kartiko, A. (2018). Metode bercerita dengan teknink role playig untuk meumbuhkan akhlak mulia. *Jurnal pendidikan islam*. <https://doi.org/10.31538/nzh.v1i2.52>
- Lestari, F. (2020). An Analysis Of Student Speaking Skill Using Role Play Method. *Professional Journal Of English Education*, 3-11
- Lindawati, R. I. (2018). Melalui Model Pembelajaran Kooperatif Tipe Think-Pair-Share Pada Mahasiswa Jurusan Tata Hidangan. *Akademi Komunitas Manajemen perhotelan indonesia*. *Prosiding Sintesa*. 460-471
- Livia Istiqomah, M. F. (2020). Peningkatan Keterampilan Berbicara Siswa Melalui Model Role Playing Berbantuan Media Visual di Sekolah Dasar. *Penelitian Pendidikan dan pembelajaran*, 23-27
- Lubis, S. d. (2016). Peningkatan Motivasi dan Hasil Belajar Mahasiswa Pada Mata Kuliah Bahasa. *Intiqad*, 37-39
- Makbul, M. (2021). *Metode Pengumpulan Data Dan Instrumen*. *Universitas islam negeri Alauddin makassar*, 22-27
- Mardalena. (2018). Penerapan Model Pembelajaran Role Playing. *Model pembelajaran role playing*, 131-134
- Mukhlifida, N. (2021) Meningkatkan Hasil Belajar Bahasa Inggris Pada Keterampilan Speaking Materi Monolog Descriptive Lisan Sederhana Yang Berteria Melalui Model Projet Based Learning. *Eduational*. <https://doi.org/10.51878/educational.v1i1.103>

- Murnaka, S. (2018). Penerapan Metode Pembelajaran Guided Inquiry Untuk Meningkatkan Kemampuan Pemahaman Konsep Matematis. *Journal Of Medives*, 167-170
- Neupane, B. (2019). *Effectiveness Of Role Play In Improving Speaking Skill*. *Journal of NELTA Gandaki*, 1. <https://doi.org/10.3126/jong.v1i0.24454>
- Ningrum, K. A. (2023). *Implementasi Metode Role Playing Untuk Meningkatkan Self Confidence Siswa Kelas V Sdn Pengasinan Viii Bekasi*. *Research and Development Journal Of Education*, 51-56
- Novianti, M. (2020). *Pembelajaran Dan Pelatihan Belajar Grammar Bahasa Inggris Dengan Menggunakan Youtube Pada Masa Covid-19*. The University Of Palembang.
- Oktanisfia, H. S. (2021). Penerapan Model Pembelajaran Story Telling Dalam Meningkatkan Speaking. *Jurnal Pendidikan untuk semua*, 50-57
- Palupi, D. A. (2021). Id Analisa Perbandingan Rumus Haversine dan Rumus Euclidean Menggunakan Metode Independent Sample t-Test. *journal Informatic Technology And Communiation*, 42-51
- Paudi, Z. I. (2019). *Penerapan Metode Role Playing Pada Pembelajaran Fisika Untuk Meningkatkan Hasil Belajar Siswa*. *Jurnal Pendidikan sains Indonesia*, 112-127
- Plailek. A. M. (2021). Pronunciation Problems And Factors Affecting English Pronunciation Of EFL Students. *Turkish Journal of Computer and Mathematics Education*, 12-23
- Pradita, R. J. (2021). *Berbahasa Produktif melalui Keterampilan Berbicara*.Pekalongan: PT.Nasya Expanding Management.
- Purwanti, R. Z. (2021). Pengembangan Modul Berbasis HOTS Pada Tema 6 Materi Perbandingan Siklus Mahluk Hidup Kelas IV Sekolah Dasae. *Jurnal Pendidikan Dan Pembelajaran*, 157-160
- Putu, P. (2020). Using Role Play Technique To Teach Speaking Skill ProcedureText In Tourism. *Indonesian Journal of English Teaching (IJET)*, 9. <https://doi.org/10.15642/ijet2.2020.9.1.96-107>
- Qureshi. (2007). The Importance Of Speaking Skills For. *Psycholinguistics*, 2-7
- Rahman, S. N. (2022). Development Of Learning Videos To Improve Student:S Learning Outomes In IPS Class Viii Junior High School Pariaman. *Jurnal international on global eduation*, 61. <https://doi.org/10.31933/Jige.V1i2>
- Ranem. (2018). Pengembangan Bahan Ajar Materi Debat Dengan Metode Role Playing Pada Siswa Kelas X Sekolah Menengah Atas. *Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*. <https://doi.org/10.30872/diglosia.v1i2.10>

- Rao, P. S. (2019). The Importance Of Speaking Skills In English Classrooms. *Alford Council Of International English & Literature Journal*, 2-9
- Rokhayani, N. (2015). Peningkatan Ketrampilan Berbicara (Speaking) Mahasiswa Melalui Teknik English Debate. *Refleksi Edukatika*, 5. <https://doi.org/10.24176/re.v5i1.439>
- Soeprajogo, N. R. (2020). *Perbandingan Dua Rata-Rata UJI-T*. Bandung: Universitas Padjadjaran Bandung.
- Sofnidar, R.Y (2018). *Pengembangan media melalui aplikasi adobe flash dan photoshop berbasis pendekatan saintifik*. *Jurnal Gentala Pendidikan Dasar*.
- Susanti, S. (2019). *Keterampilan Berbicara*. Depok: Rajawali Pers. *Thalha Alhamid Dan Budur Anufia*. (2019). *Instrumen Pengumpulan Data*. Sekolah Tinggi Agama Islam.
- Ulfa, R. (2021). *Variabel penelitian dalam penelitian pendidikan*. Al-Fathonah: *Jurnal Pendidikan dan keislaman*, 1-11
- Wariyati, S. A. (2020). *Pelatihan Aplikasi Speease Untuk Peningkatan Kefasihan Berbahasa Inggris Pada Guru – Guru mts al jam'iyatul washliyah dalu xa kabupaten deli serdang sumatera utara*. *Amaliah: jurnal pengabdian kepada masyarakat*, 4. <https://doi.org/10.32696/ajpkm.v4i2.515>
- Wongsuriya, P. (2020). Improving The Thai Students' Ability In English Pronunciation Through Mobile Application. *Academic Journal*, 15-25
- Wulandari, A. Y. (2019). *The use of role play to improve students' speaking skill*. Project :Professional Journal of English Education, 2. <https://doi.org/10.22460/project.v2i3.p416-420>
- Yam, R. T. (2021). Hipotesis Penelitian Kuantitatif. *Jurnal Ilmu Adimistrasi*, 97-100
- Yanto, A. (2015). *Metode Bermain Peran (Role Playing)*. *Jurnal Cakrawala Pendas*, 54-62
- Yunanto. (2014). Metodologi penelitian. *Yahukimo: Widyawati Dharmawijaya*.
- Yuniantika, S. H. (2023). Penerapan Model Role playing dalam pembelajaran keterampilan berbiara bahasa indonesia anak sekolah dasar. *Prosiding Seminar nasional PGSD UST*, 9-11
- Zaenuri, S.A. (2020). *Improvement analysis of learning vocabulary assisted with flash cards*. Project: Professional Journal of English Education, 3. <https://doi.org/10.22460/project.v3i2.p175-179>