



Role Play-Based English Module to Improve Speaking Skills of Grade X Students

Rani Elisabeth Sormin^{1*}, Putri Dyah Ayu Pamuji², Anggraini Thesisia Saragih³
Khairul Azmi Siagian⁴

¹⁻⁴Pendidikan Bahasa Inggris, Universitas Negeri Medan, Indonesia
Email: ranielisabeth24@gmail.com^{1*}, ayupamujiputri.01@gmail.com²
^{*}Penulis Korespondensi: ranielisabeth24@gmail.com¹

Abstract. *This study aims to develop an English learning module based on the role play approach to improve the speaking skills of Grade X students at SMA Negeri 21 Medan. The study is motivated by students' low speaking ability due to limited communication practice and the use of conventional teaching methods. This research employs a qualitative approach focusing on needs analysis and initial product development. The research subjects include English teachers and Grade X students who participated in the needs analysis questionnaire. The findings indicate that students require interactive, communicative, and contextual learning and show strong interest in role play activities. Based on these findings, a role play-based module was designed to support speaking practice. However, this study is limited to the design and development stage and has not yet conducted expert validation or field testing. Therefore, further research is recommended to evaluate the feasibility, practicality, and effectiveness of the developed module.*

Keywords: *English; High School Students; Learning Module; Role Play; Speaking Skills*

Abstrak. Penelitian ini bertujuan untuk mengembangkan modul pembelajaran bahasa Inggris berbasis pendekatan permainan peran guna meningkatkan keterampilan berbicara siswa kelas X di SMA Negeri 21 Medan. Penelitian ini dilatarbelakangi oleh rendahnya kemampuan berbicara siswa akibat terbatasnya latihan berkomunikasi serta penggunaan metode pengajaran konvensional. Penelitian ini menggunakan pendekatan kualitatif yang berfokus pada analisis kebutuhan dan pengembangan produk awal. Subjek penelitian meliputi guru bahasa Inggris dan siswa kelas X yang berpartisipasi dalam kuesioner analisis kebutuhan. Temuan menunjukkan bahwa siswa membutuhkan pembelajaran yang interaktif, komunikatif, dan kontekstual serta menunjukkan minat yang kuat terhadap kegiatan bermain peran. Berdasarkan temuan ini, modul berbasis bermain peran dirancang untuk mendukung latihan berbicara. Namun, penelitian ini terbatas pada tahap desain dan pengembangan serta belum melakukan validasi ahli atau uji lapangan. Oleh karena itu, penelitian lebih lanjut direkomendasikan untuk mengevaluasi kelayakan, kepraktisan, dan efektivitas modul yang dikembangkan.

Kata kunci: Bahasa Inggris; Keterampilan Berbicara; Modul Pembelajaran; Permainan Peran; Siswa SMA

1. BACKGROUND OF STUDY

English language learning at the senior high school level plays a very important role in equipping students with global communication skills, particularly in speaking. Speaking skill is one of the main competencies that students must master because it serves as an indicator of their ability to use language actively and communicatively. However, in practice, many students still face difficulties in expressing their ideas, lack confidence, and have limitations in vocabulary mastery and pronunciation. This condition is often caused by learning approaches that are still conventional and do not provide sufficient opportunities for students to practice actively in real communication situations. Traditional teaching methods that focus primarily on grammar and teacher-centered instruction often limit students' opportunities to practice speaking actively, resulting in low communicative competence (Amirova, 2025).

Therefore, innovation in teaching is needed to enhance student participation and create an interactive and enjoyable learning atmosphere.

One approach considered effective in improving speaking skills is the role play approach. This approach provides students with opportunities to practice using English in contexts that resemble real-life situations. Through role play, students not only learn theory but are also directly involved in communication activities that require courage, creativity, and critical thinking skills. According to Siska, Yelliza, and Ikhsan (Siska, 2025), context-based role play techniques can improve speaking ability because students are trained to interact actively in situations relevant to their lives. This indicates that contextual learning has a significant influence on improving language competence.

In addition to improving speaking skills, the role play approach has also been proven to increase students' learning motivation. Motivation is an important factor in the success of learning because it determines the level of student engagement and seriousness in the learning process. Liu, Umairah, Reu, and Mbu (Liu, 2025) state that the use of role playing methods can enhance students' motivation in learning English, especially because this method provides a more engaging and less monotonous learning experience. Through role play activities, students feel more challenged and encouraged to participate actively, making the classroom atmosphere more lively and interactive.

Moreover, role play also contributes to improving students' confidence in using English. Many students actually have the ability but are reluctant to speak due to fear of making mistakes or lack of confidence. In this context, role play can serve as a safe medium for students to practice without excessive pressure. Mawardah and Jannah (Mawardah, 2025) revealed that the use of role play learning models can increase students' confidence because they are accustomed to performing and interacting in various simulated situations. As a result, students become more confident in expressing their opinions and communicating in English.

The implementation of role play also provides added value in learning, not only in terms of language skills but also in students' social and character development. Sakkir and Dollah (Sakkir, 2025) explain that role play-based learning can be used as a medium to convey social values, such as anti-bullying, through scenarios performed by students. This shows that role play is not only a language teaching method but also a medium for positive character building. Therefore, this approach has broad potential in supporting holistic learning.

Based on these problems and potentials, the development of an English lesson plan based on role play becomes highly relevant, especially at SMA Negeri 21 Medan. The

development of this lesson plan is based on students' needs analysis and teachers' assessments as key participants in the learning process. Through questionnaires distributed to both teachers and students, it is expected to obtain a comprehensive understanding of the needs, challenges, and expectations toward a more effective and engaging English learning process. Thus, the developed lesson plan is not only theoretical but also aligned with real classroom conditions.

Therefore, this study aims to develop an English lesson plan based on the role play approach to improve the speaking skills of tenth-grade students at SMA Negeri 21 Medan. In addition, this research is expected to contribute to the development of innovative teaching strategies and serve as a reference for teachers in creating more effective, interactive, and student centered learning. With a lesson plan that meets students' needs, it is expected that students will become more active, confident, and capable of communicating in English more effectively.

2. LITERATURE REVIEW

Speaking is widely recognized as one of the most essential skills in learning English as a foreign language, particularly at the secondary school level. It reflects students' ability to use language actively in real communication. However, many students still struggle with speaking due to limited opportunities for practice and lack of exposure to meaningful interaction. According to Derakhshan (Derakhshan, 2022), speaking proficiency is strongly influenced by the amount of communicative practice provided in the classroom. When students are not given enough opportunities to speak, their fluency and confidence tend to remain low.

In addition, psychological factors such as anxiety and lack of confidence play a crucial role in hindering students' speaking performance. MacIntyre and Wang (MacIntyre, 2021) explain that foreign language anxiety can significantly reduce students' willingness to communicate, especially in classroom settings where they fear making mistakes. Similarly, Zhang (Zhang, 2023) states that students with low self-confidence often avoid speaking tasks, even when they have sufficient knowledge of vocabulary and grammar. These findings indicate that improving speaking skills requires not only linguistic support but also psychological encouragement.

To address these issues, interactive and student-centered teaching approaches are highly recommended. One of the most effective methods is role play, which allows students to engage in simulated real-life situations. Livingstone (Livingstone, 2021) defines role play as a technique that encourages learners to act out different roles in specific contexts, enabling

them to practice language in a meaningful way. This method provides a more authentic learning experience compared to traditional instruction.

Furthermore, role play has been shown to significantly improve students' speaking ability. Huang (Huang, 2022) found that students who participated in role play activities demonstrated better fluency, pronunciation, and overall communication skills compared to those who learned through conventional methods. This is because role play encourages active participation and requires students to use language spontaneously. In line with this, Nguyen and Tran (2024) argue that role play promotes communicative competence by involving learners in interactive dialogues that reflect real-world communication.

From a motivational perspective, role play also contributes to a more engaging learning environment. Dörnyei (Dörnyei, 2021) emphasizes that motivation is a key factor in language learning success, and interactive activities such as role play can enhance students' intrinsic motivation. When students are actively involved in learning tasks, they are more likely to enjoy the process and participate willingly. Supporting this view, Lee (Lee, 2022) found that role play activities increase students' enthusiasm and reduce boredom in English classes.

Another important benefit of role play is its ability to improve students' confidence. When students perform as characters, they feel less pressure compared to speaking as themselves. Park and Kim (Park, 2023) explain that role play creates a low-anxiety environment where students can experiment with language without fear of judgment. As a result, students gradually become more confident in expressing their ideas. Similarly, Al-Garni and Almuhammadi (Al-Garni, 2023) highlight that repeated role play practice helps students overcome fear and develop speaking confidence over time.

In addition to linguistic and psychological benefits, role play also supports the development of social and collaborative skills. Johnson and Johnson (Johnson, 2022) state that collaborative learning activities, including role play, enhance students' ability to interact, negotiate meaning, and work effectively with peers. This is particularly important in language learning, where communication and interaction are central components. Moreover, Gillies (Gillies, 2021) emphasizes that group-based activities encourage students to learn from each other, thereby improving both language skills and social competence.

The integration of teaching materials such as modules is also crucial in supporting effective learning. A well-designed module can provide structured guidance and meaningful activities for students. Tomlinson (Tomlinson, 2022) argues that effective language teaching materials should be contextual, engaging, and relevant to learners' needs. Similarly, Widodo and Slamet (Widodo, 2023) suggest that modules incorporating interactive tasks, such as role

play, can significantly enhance students' learning outcomes.

In the context of communicative language teaching, role play aligns well with the principles of meaningful communication. Richards and Rodgers (Richards, 2021) explain that communicative approaches focus on using language for real purposes rather than memorizing rules. Role play, as a communicative activity, provides opportunities for students to practice language in authentic situations. This is supported by Savignon (Savignon, 2022), who states that communicative competence can be effectively developed through interactive and contextual learning activities.

Based on these perspectives, it can be concluded that role play is a highly effective method for improving students' speaking skills. It not only enhances linguistic competence but also addresses psychological barriers such as anxiety and lack of confidence. In addition, it promotes motivation, collaboration, and real-life communication skills. Therefore, developing a role play-based English learning module is a relevant and effective strategy to support students' speaking development in secondary education.

3. RESEARCH METHOD

This study employed a Research and Development (R&D) design aimed at developing an English learning module based on the role play approach for Grade X students at SMA Negeri 21 Medan. The study adopted the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The Analysis stage focused on identifying students' and teachers' needs through questionnaires and classroom observations. The Design stage involved planning the structure of the module, including learning objectives, materials, and role play activities. The Development stage included the creation of the module based on the designed framework. Due to time limitations, this study was limited to the initial development stage and did not proceed to full implementation and evaluation.

The subjects of this study consisted of English teachers and tenth-grade students of SMA Negeri 21 Medan. The teachers served as key informants in providing an overview of the learning conditions, teaching methods used, and challenges faced in teaching speaking skills. Meanwhile, students were the primary data sources in identifying their needs, interests, and difficulties in learning English. The selection of participants was conducted purposively, based on the consideration that they were directly involved in the learning process being studied.

The data collection techniques in this study included questionnaires, observation, and documentation. Questionnaires were used to gather information about students' needs, wants,

and lacks in learning English, as well as teachers' perceptions of the use of the role play method. Observations were conducted directly in the classroom to examine learning activities, teacher-student interactions, and students' participation in speaking activities. Documentation was used to support the data in the form of field notes, students' work, and other relevant documents related to the learning process.

The research procedure was carried out in several stages. The first stage was needs analysis, which aimed to identify the problems and needs of both students and teachers in English learning. The second stage involved designing a role play-based lesson plan based on the results of the needs analysis. The third stage was the development of the module, including the preparation of materials, learning activities, and contextual role play scenarios. The fourth stage was a limited implementation of the lesson plan in the classroom to observe students' responses and evaluate its effectiveness. The final stage was evaluation and revision of the lesson plan based on findings from the field.

The data analysis technique used in this study was qualitative analysis with an interactive model consisting of data reduction, data display, and conclusion drawing. Data reduction was conducted by selecting and simplifying data relevant to the research focus. Data display was presented in narrative form to facilitate understanding of the findings. Finally, conclusions were drawn by interpreting the data comprehensively to obtain an overview of the effectiveness of the role play-based lesson plan.

To ensure data validity, this study applied triangulation techniques by comparing data obtained from different sources and methods, such as questionnaires, observations, and documentation. In addition, member checking was conducted by confirming the findings with respondents to ensure that the data accurately reflected the actual conditions. By using this qualitative method, the study is expected to provide a comprehensive understanding of English learning needs and to produce a role play-based lesson plan that aligns with students' characteristics and effectively improves their speaking skills.

4. FINDINGS AND DISCUSSION

Findings

Need Analysis Result

Based on the needs analysis conducted with Grade X students at SMA Negeri 21 Medan, the findings indicate that most students have a relatively positive perception of English learning. A total of 75% of students reported that learning English is enjoyable (45% fairly enjoyable and 30% very enjoyable), while the remaining 25% perceived it as ordinary

or less enjoyable. This suggests that although the learning process is generally acceptable, there is still a need for more engaging and innovative teaching methods.

In terms of learning preferences, students showed a strong interest in interactive and communicative activities. Approximately 45% of students preferred role-playing activities where they could act as specific characters, followed by 25% who preferred pair dialogues, 20% who favored guessing games or situational activities, and 10% who preferred debate. These findings clearly indicate that students are more engaged in activities that involve interaction, collaboration, and real-life communication contexts.

Therefore, the development of a role play-based learning module is considered highly relevant, as it aligns with students' preferences and supports the improvement of their speaking skills.

Product Development Results

Based on the needs analysis, an English learning module based on the role play approach was developed. The product consists of two main components: a lesson plan and a student worksheet (LKPD). The module is designed to facilitate communicative learning and encourage active student participation through structured speaking activities.

Lesson Plan Design

The lesson plan focuses on the topic *Expressing Opinion*, which is relevant to students' daily communication. The learning process is structured using communicative and contextual approaches, with role play as the main activity.

Table 1. Summary of Role Play-Based Lesson Plan.

Component	Description
Subject	English
Grade	X (Senior High School)
Topic	Expressing Opinion
Skill Focus	Speaking
Approach	Communicative Language Teaching (CLT)
Model	Contextual Teaching and Learning (CTL)
Method	Role Play, Discussion

The lesson plan is designed to gradually guide students from understanding expressions to practicing them through role play. The inclusion of real-life scenarios helps students apply language in meaningful contexts.

Student Worksheet (LKPD) Design

The LKPD is developed to support students' speaking practice through structured and progressive activities. It includes comprehension, vocabulary, dialogue construction, and

performance tasks.

Table 2. Summary of LKPD Activities.

ACTIVITY	DESCRIPTION
Understanding Dialogue	Students analyze a short dialogue and identify expressions of opinion
Vocabulary Practice	Students complete sentences using appropriate expressions
Dialogue Creation	Students create a simple dialogue based on given topics
Role Play Performance	Students perform their dialogue in front of the class

The LKPD is designed to promote active learning and provide students with opportunities to practice speaking in a supportive environment. The progression of tasks helps students build confidence step by step.

Findings Interpretation

The findings reveal that the developed module aligns with students' needs and preferences for interactive learning. The integration of role play activities provides opportunities for students to practice speaking in a more engaging and contextual manner. Additionally, the structured lesson plan and LKPD support both teachers and students in implementing communicative learning effectively. Overall, the results indicate that the role play-based module has strong potential as an innovative instructional product to support speaking skill development, although further validation and implementation are needed in future research.

Discussion

Students' Needs in Learning English Speaking Skills

The findings from the needs analysis indicate that students at SMA Negeri 21 Medan generally have a positive perception of English learning, with 75% of students considering it enjoyable. However, the presence of 25% of students who feel that learning is less engaging suggests that the current instructional methods have not fully addressed diverse learning preferences. This condition highlights the necessity of implementing more innovative and student-centered approaches to ensure that all learners are actively involved in the learning process.

In terms of language skills, speaking emerges as a crucial competence that needs to be strengthened. This aligns with Harahap (Harahap, 2024), who emphasizes that students' speaking difficulties are often caused by limited opportunities to practice communication in real classroom settings. Therefore, the development of a role play-based module is considered appropriate as it provides students with opportunities to actively use the language in

meaningful contexts.

Students' Preferences Toward Role Play Activities

The data show that students have strong preferences for interactive learning activities. A total of 45% of students prefer acting as specific characters in role play, followed by 25% who prefer pair dialogues, 20% who favor guessing games, and 10% who prefer debate activities. These findings indicate that students are more engaged in activities that involve imagination, interaction, and collaboration rather than formal or teacher-centered instruction.

This is supported by Hermansyah, Astinah, and Saleh (2025), who argue that role play enhances student engagement by providing a dynamic and enjoyable learning experience. Similarly, (Afla, 2025) found that role play activities can improve students' confidence and communication skills, as they are given opportunities to express themselves in simulated situations. Therefore, incorporating role play into the learning module is highly relevant to students' interests and learning styles.

The Role of Role Play in Improving Speaking Skills

The implementation of role play in the developed module is designed to address both linguistic and psychological challenges faced by students. Linguistically, role play allows students to practice vocabulary, pronunciation, and sentence construction in real communication scenarios. Psychologically, it helps reduce anxiety and build confidence, as students are not speaking as themselves but as characters in a given situation.

Mawardah and Jannah (Mawardah, 2025) highlight that role play contributes significantly to increasing students' self-confidence in speaking English. This is particularly important because many students tend to be reluctant to speak due to fear of making mistakes. Through repeated practice in a supportive environment, students gradually become more confident and willing to participate.

Furthermore, Tiwery (Yuswandari, 2026) emphasize that communicative and practice-based learning approaches are effective in improving students' ability to use English in real-life situations. This supports the idea that role play is not only beneficial for classroom learning but also for developing practical communication skills.

Relevance of the Developed Module

The developed module, which includes a structured lesson plan and LKPD, reflects the integration of students' needs and preferences. The lesson plan is designed using communicative and contextual approaches, while the LKPD provides step-by-step activities that guide students from understanding to performing.

The inclusion of real-life topics such as school, food, and social media makes the

learning process more relatable and meaningful. Additionally, the use of pair work and collaborative activities supports students' preference for group-based learning. This is consistent with Yuswandari, Irawati, and Khoiroh (Yuswandari, 2026), who emphasize the importance of guided and collaborative learning in improving students' language skills.

Limitations and Implications for Future Research

Although the findings indicate that the developed module aligns well with students' needs, this study is limited to the development stage and has not yet been tested through expert validation or classroom implementation. Therefore, the effectiveness of the module in improving speaking skills cannot be fully measured at this stage.

Future research is recommended to conduct expert validation and field testing to evaluate the feasibility, practicality, and effectiveness of the module. Such studies will provide stronger empirical evidence to support the use of role play-based learning in English classrooms.

5. CONCLUSION AND SUGGESTION

Conclusion

Based on the research results and discussions presented, it can be concluded that the development of an English learning module based on a role-play approach at SMA Negeri 21 Medan is a highly relevant and targeted strategy to address the challenge of students' low speaking skills. Speaking skills, which have long been one of the most difficult aspects for students to master due to limited real-life communication practices, have been proven to be facilitated through interactive, contextual, and student-centered methods. The role-play approach provides a more authentic learning experience, allowing students not only to passively understand language theory but also to be able to apply it in meaningful simulations of everyday life situations. Through an in-depth needs analysis, it was found that the majority of 10th grade students have a positive attitude towards learning English, but they really need a variety of teaching methods that are more dynamic and not monotonous. Students' high interest in role-play activities especially those involving character acting and pair interactions indicates that a collaborative learning environment is key to increasing their active participation in class. The products developed in this study, consisting of a Teaching Module (RPP) and Student Worksheets (LKPD), have been systematically designed to guide students gradually, from understanding language expressions to independent performance practice. In addition to cognitive and linguistic aspects, the application of role play also has a significant positive impact on students' affective aspects, especially in increasing self-confidence and willingness to

communicate. By playing the role of a certain character, students' psychological burden in facing fears of grammatical or pronunciation errors can be reduced, thus creating a safer, more enjoyable, and inclusive classroom atmosphere for all students with various learning styles.

However, it should be emphasized that this study still has limitations, where the development process has only reached the initial design stage and product development based on needs analysis. This study has not yet reached the stage of expert validation or widespread field implementation to empirically measure the effectiveness of the product. Therefore, it is recommended for further researchers to conduct expert validity tests and field trials (implementation) to quantitatively evaluate the feasibility, practicality, and real impact of this module on improving students' speaking performance. Thus, this role play-based module is expected to be an innovative reference for English teachers in creating more communicative and effective learning in the future.

SUGGESTION

It is recommended that future researchers continue this study by proceeding to the implementation and evaluation stages of the developed role play-based module. Since this research is limited to the needs analysis and initial product development, classroom application is necessary to examine how the module functions in real learning situations. Through direct implementation, researchers can observe students' participation, interaction, and speaking performance when engaging in role play activities. This stage is important to determine whether the module truly supports communicative learning and helps students improve their confidence, fluency, and ability to express ideas in English.

Furthermore, future studies are encouraged to involve a larger number of participants and apply more rigorous research designs, such as experimental or quasi-experimental methods, to obtain more valid and generalizable results. Researchers may also focus on refining the module by improving the variety of role play scenarios, the clarity of instructions in the LKPD, and the integration of more contextual and engaging topics. In addition, incorporating digital or interactive elements could enhance students' motivation and make the learning process more effective, especially in modern classroom settings.

REFERENCES

- Afla, N. M. (2025). Membangun Kepercayaan Diri dan Kemampuan Berbahasa Inggris Melalui Program Role Play dalam English Talent Show di SMPN 4 Kuningan. . Jurnal Pengabdian kepada Masyarakat Radisi, 14-19.

- Al-Garni, S. A. (2023). Al-Garni, S. A., & Almuhammadi, A. H. (2023). The effect of role-play on EFL learners' speaking skills. . *Arab World English Journal*, 45-60.
- Amirova, N. (2025). Traditional vs. non-traditional teaching in secondary education: A comparative analysis. *Porta Universorum*, 101-109.
- Derakhshan, A. (2022). The role of interaction in developing speaking skills. . *Language Teaching Research*, 789–805.
- Dörnyei, Z. (2021). *Motivational strategies in the language classroom*. . Cambridge University Press.
- Gillies, R. M. (2021). *Cooperative learning: Review of research and practice*.
- Harahap, F. D. (2024). The implementation of role play method in elementary school students as an effort to improve English speaking skills. *Jurnal Pendidikan Indonesia: Teori, Penelitian, dan Inovasi*, 4(6).
- Hermansyah, S. A. (2025). The implementation of role play method in communicative English training for elementary school students in Sidrap Regency. *Science and Technology. Jurnal Pengabdian Masyarakat*, 55–64.
- Huang, H. (2022). Role-play and its effectiveness in EFL speaking classrooms. . *Journal of Language Teaching*, 102–115.
- Johnson, D. W. (2022). (2022). *Cooperative learning methods*. Routledge.
- Lee, J. S. (2022). The impact of interactive activities on student motivation. . *ELT Journal*, 350–360.
- Liu, S. G. (2025). The use of role playing method to improve English learning motivation among first-grade students at SDK Mbomba. . *INOVASI: Jurnal Ilmiah Pengembangan Pendidikan*, 104–111.
- Livingstone, C. (2021). *Role play in language learning*. Longman.
- MacIntyre, P. D. (2021). Anxiety and willingness to communicate. *Studies in Second Language Acquisition*, 345–367.
- Mawardah, M. &. (2025). The use of role play learning model to improve students' confidence in English subjects. *Jurnal Pengabdian Inovasi Masyarakat Indonesia*, 24–29.
- Nguyen, T. T. (2024). Using role play to enhance speaking performance. *Asian EFL Journal*, 88–105.
- Park, S. &. (2023). Role play and speaking confidence. *Journal of Educational Research*, 120–134.
- Richards, J. C. (2021). *Approaches and methods in language teaching*. Cambridge University Press.
- Sakkir, G. &. (2025). Anti-bullying socialization through English learning using role play method at SMP Negeri 3 Tapalang. *Jurnal Pengabdian Kepada Masyarakat*, 137–146.
- Savignon, S. J. (2022). Communicative competence revisited. *TESOL Quarterly*, 45–67.
- Siska, S. Y. (2025). Context-based role-play technique to improve English speaking skills of hospitality students. *MAJAMAS: Jurnal Pengabdian Pendidikan dan Pembelajaran*, 30–38.

- Tiwery, Y. L. (2026). Basic English training for tourism village youth in Tiakur and surrounding areas: A community service study. *Jurnal Pengabdian Masyarakat dan Riset Pendidikan*, 15293-15300.
- Tomlinson, B. (2022). *Developing materials for language teaching*. Bloomsbury.
- Widodo, H. P. (2023). Developing EFL modules for communicative learning. *Indonesian Journal of Applied Linguistic*, 1–12.
- Yuswandari, K. D. (2026). Assistance in improving English skills of MTs and MA female students in Islamic boarding school environments through Sister Class English. *Madaniya*, 339–344.
- Zhang, Y. (2023). Students' confidence and speaking performance. *Journal of Language and Education*, 77–89.