



Enhancing the Students' Speaking Abilities through Scripted Role-Play in Basic English Class of Politeknik Negeri Jember

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Abstract. The aim of this research was to improve the students' speaking ability through the use of role play in the Basic English Class of the Automotive Machine Study Program at Politeknik Negeri Jember. This study was categorized as Classroom Action Research (CAR), which consisted of four stages: planning, action, observation, and reflection. The research employed both quantitative and qualitative data and was conducted in two cycles. Each cycle included four meetings: three meetings for presenting the material and one meeting for conducting a speaking test. The data in this study were collected through quantitative data in the form of speaking tests as the primary data, while qualitative data such as field notes and documentation served as supporting data. The findings of the study showed that the students' speaking abilities improved significantly. This improvement could be seen from the average scores obtained in the first and second cycle tests. In the first cycle, the students achieved an average score of 73.55, with 21 students (42%) passing the speaking test. In the second cycle, the average score increased to 85.24, with 42 students (84%) passing the speaking test. Overall, the improvement reached 42%. These findings indicate that the Scripted Role Play teaching technique effectively improved the students' speaking skills. In addition, scripted role play helped students develop their speaking ability because they had adequate preparation before performing the script or scenario.

Keywords: Basic English; Classroom Action Research; English Language Teaching; Scripted Role Play; Speaking Ability.

1. INTRODUCTION

English is a global language utilized by individuals for communication and relationship-building, establishing itself as the major medium of interaction. In acquiring the English language, learners must proficiently develop four essential skills: listening, speaking, reading, and writing (Faiza, et al 2022). Speaking and writing are classified as productive skills in the context of teaching and learning languages, while reading and listening are typically classified as receptive skills Harmer (2007) in (Zuhro & Budi, 2024). Speaking is one of the most important abilities that students should master while learning a language. Harmer further argued that speaking effectively needs comprehension of linguistic qualities and the ability to process information and language in the moment. Speaking fluently and efficiently enables students to express themselves, which is critical for good communication. This is in line with Srinivas's (2019) statement that speaking abilities are the most critical of the four language skills for effective communication in today's global world. According to those statements, good speaking skills are required, and teaching speaking is equally important.

Although speaking plays a crucial role in language learning and instruction, many students are reluctant to practice spoken English due to various internal and external factors. Internal factors include lack of confidence in expressing ideas, fear of making mistakes, low motivation, limited vocabulary, and grammatical difficulties Brown (2014) in Zuhro & Budi,

(2024). Meanwhile, the external factors such as the classroom atmosphere, peer interactions, and teaching methods also contribute to students' anxiety when speaking. In this context, the researcher identifies several common challenges students encounter in speaking classes.

To address this issue, language teachers need to be innovative and creative in motivating the students in class. English teachers must use critical thinking to determine appropriate and effective teaching strategies. These strategies should actively involve students in the teaching and learning process, particularly in enhancing their speaking abilities. Creative and student's centred ways can help the students think English as pleasant, manageable, and approachable. As a result, individuals may feel more secure and happy when speaking English with their peers. Furthermore, such strategies can assist students in fully participating and understanding the individual roles and settings in a variety of communicative situations.

The teaching and learning process should include approaches that allow students to speak and actively participate. One such strategy is role-playing, which allows students to participate in conversational circumstances by playing specified roles. Role-playing allows students to communicate with their peers, practice speaking in English, and gain confidence in real-world communication circumstances. Based on this reality, the researcher wants to undertake a study entitled "Enhancing the Students' Speaking Abilities Through Scripted Role-Play in Basic English Class in Politeknik Negeri Jember".

2. LITERATURE REVIEW

The Concept of Speaking Skill

Several professionals and researchers have explored the concept and definition of speaking. Abrar (2019), for example, describes speaking as an interactive process of meaning construction that includes information generation, reception, and processing. Similarly, Pinatih et al. (2021) state that speaking is one of the most important hard skills that students must adept when studying English. Students in speaking lessons frequently experience a variety of issues, including a lack of excitement and motivation, as well as passion, and shyness. These challenges may develop as a result of a variety of reasons, including the teaching subject, student interest, and classroom techniques. While Purnamawati et al. (2015) described speaking as an interactive oral communication process that involves expressing ideas, emotions, and sharing information with others. Then, English becomes an important skill to teach students. The goal of studying English is to improve learners' understanding and speaking skills.

Furthermore, Nunan (2003) defines speaking as the use of spoken language, which is typically comprised of brief or incomplete utterances. He underlines that pronunciation is essential in the relationship between speakers and listeners. Nunan also claims that speaking is a skill that entails using linguistic terms in a methodical manner to convey meaning. Based on the descriptions provided above, the researcher believes that speaking skill is the ability to express feelings, opinions, and ideas using articulated sounds in the form of words, phrases, or sentences. Listeners can directly witness and interpret these expressions. Speaking is also one of the most common modes of communication used to communicate with others.

The Concept of Teaching Speaking

To facilitate the teaching and development of speaking abilities, the writer introduces numerous crucial terms. This seeks to assist teachers in efficiently teaching speaking skills using expert coaching. Brown (2004) identifies five fundamental forms of speaking:

Imitative

Imitative speaking is the ability to repeat or parrot a word, phrase, or sentence. This style of speaking focuses mostly on the phonetic aspect of oral production. However, it may also comprise prosody, lexicon, and grammar.

Intensive

The second sort of speaking is intensive speaking, which is widely employed in evaluation settings. It entails creating brief sections of oral language to demonstrate aspects like intonation, stress, rhythm, and junction. Although the speaker must understand what is being stated, interaction with the listener or test administrator is limited.

Responsive

Responsive speech incorporates both interaction and comprehension, but only in brief exchanges. This style usually comprises of brief chats, standard greetings, small talk, modest requests, and comments. To maintain authenticity, the stimuli are nearly always spoken prompts.

Interactive

The duration and complexity of the engagement, which may include numerous exchanges and/or participants, distinguishes responsive from interactive speaking. Extended talks requiring deeper engagement are common during interactive speaking. This engagement can take the form of transactional language, which helps to preserve social relationships.

Extensive (monologue)

Speeches, oral presentations, and storytelling are some examples of extensive oral production responsibilities. These jobs challenge the speaker to deliver lengthier spans of spoken language. Listeners' opportunities for speech involvement are either limited (e.g., nonverbal responses) or absent.

The Concept of Role Play Technique

In the teaching and learning process, lecturers are able to choose one of the language teaching methods that is appropriate for their students. One effective strategy is the use of role-play activities in the teaching and learning process. Role play is a great method for training English speaking skills. It encourages students to communicate with their partners in meaningful ways. Umam (2011) defines role-playing as a simulation or imitation of a character, where students pretend to be someone else. According to Suryani (2015), role-playing is a technique that can encourage students to speak actively in the classroom. Role-playing is a teaching strategy that assigns student specific roles and requires them to behave consequently. According to Arham et al. (2016), using role-playing techniques increases students' speaking abilities and self-confidence.

Moreover, according to Brewer in Gusmuliana et al. (2021), role play fosters a good and supportive environment in the classroom. Students who participate in role play take on specific roles in the target language and practice speaking in realistic scenarios. In some circumstances, this strategy helps students gain confidence and a sense of mastery. While Brewer, as stated in Gusmuliana et al. (2021), indicates that role-playing as an instructional method provides students with various benefits. It boosts student motivation and promotes the growth of creativity. Role-playing is entertaining for students and actively engages them, hence improving their learning outcomes. It also enhances social comprehension, critical thinking, and the ability to communicate opinions. This strategy also teaches students empathy and allows them to respect different points of view. Furthermore, role-playing improves communication and interpersonal skills by allowing students to show their personality, sense of humor, and individual communication style.

3. RESEARCH METHOD

Research Design

This research applied the Classroom Action Research approach to enhance students' speaking abilities through scripted role-play. The subjects of this study were the students of Basic English Class of Automotive Machine Study Program of class A 25 students and class B

25 students. The data were acquired through observation and testing. This Classroom Action Research (CAR) aimed to explore how role-playing was employed in teaching and learning. Creswell (2010) defines action research as a systematic approach used by the teachers to improve educational practice by identifying and addressing obstacles. Action research encourages teachers to take action while conducting research. Classroom action research involves repeated cycles of planning, acting, observing, and reflecting (Kemmis & McTaggart, 1988). The term "planning" refers to the proposed educational method developed during research to address instructional challenges. Acting is the process of putting a planned strategy into action. Observing and reflecting assesses the success of implementing a technique to overcome instructional challenges. Observation involves recording data on educational success and issues, followed by analysis to assess the effectiveness of the applied technique (Latief, 2013).

In line with this, Arikunto (2012), classroom action research is divided into four stages: preparation, implementation, observation, and reflection. These steps create a continual cycle of problem-solving tasks in the classroom. If the first cycle the result does not have considerable improvement, the procedure is repeated in a second cycle. Suharsimi also says that each of these four steps is critical to achieving instructional improvement. The steps are shown in the figure below.

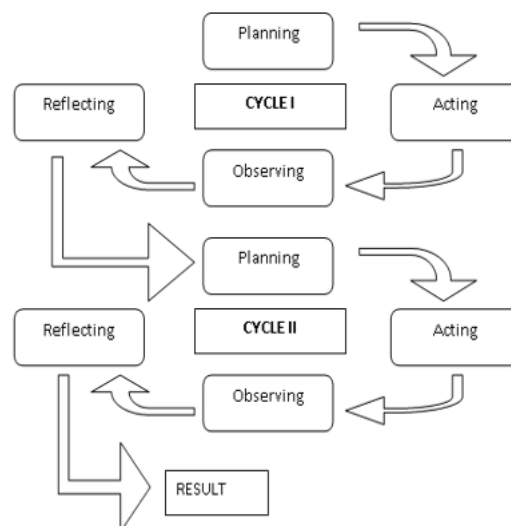


Figure 1. The Classroom Action Research Cycle (Arikunto, 2012).

Based on the figure above, this classroom action research consisted of two cycles. Each cycle was carried out over three meetings. The research was carried out utilizing the following procedures.

Planning

During the planning stage, all learning materials, were created ahead of time. The materials were created based on the curriculum of Basic English of Automotive Machine Study Program of Politeknik Negeri Jember.

Acting

The materials were carried out using the role-playing technique to improve students' speaking skills in a structured and interactive way. The learning process started with greetings and brainstorming activities, followed by grouping students into pairs or small groups with assigned roles. Students then created and practiced short conversations before performing them in front of the class. At the end of the lesson, the teacher provided feedback and evaluated the students' speaking performance.

Observing

During this stage, the writer observed the learning process. The observation was conducted using an observation checklist and field notes. These tools documented all of the lecturer's and students' activity throughout the lesson.

Reflecting

At the end of each cycle, students took a speaking exam to measure their improvement after using the role-playing technique. The writer also used observations and field notes to evaluate the learning process and identify areas for improvement. If the reflection results were unsatisfactory, the strategy was revised for the next cycle. The second cycle followed the same stages planning, acting, observing, and reflecting with only minor changes, mainly in the learning materials used.

Research Instrument

The speaking test and the observation checklist were used as the research instruments. These tests were used to assess the level of improvement in students' speaking skills. Furthermore, they were utilized to determine students' success throughout the teaching and learning process.

Speaking Test

The students performed their roles in front of the class, and the writer recorded them for future analysis. The results were later confirmed with the collaborator. Speaking test as the basic data for this study it was collected by using a test. It was used to assess the students' speaking progress.

Field Note

Field notes were used to record the entire teaching and learning process in every meeting, from the beginning until the end of the research.

Documentation

Documentation was employed to acquire the secondary data for this study. Photos and videos of teaching activities and student tasks were used to collect this information.

Research Procedure and Technique of the Data Collection

The writer used Classroom Action Research (CAR), which contains four phases in a single cycle. They are planning, action, observation, and reflection. The writer also implemented 2 cycles, each cycle consisting of four meetings. The writer acquired data in two ways: primary and supplementary data. Primary data comes from speaking tests that measured students' speaking abilities before and after scripted role play. Supporting data was acquired through field notes and documentation, with field notes recording both the writer's and students' activities during the teaching and learning process. The writer used scoring rubric for the speaking test.

After having the scoring system of speaking test, the writer used this formula to calculate the total score of students' speaking ability in every test:

$$\text{Score} \frac{\text{Sum of individual score}}{\text{Maximum score}} \times 100 = \dots\dots\dots(i)$$

To calculate the average or mean score of students' speaking ability in each test, the following formula was used:

$$\frac{\sum x}{x} \dots\dots\dots(ii)$$

Explanation:

- \bar{x} = Mean Score
 - $\sum X$ = Sum of individual score
 - N = Total number of individuals
- (Sudjono, 2014).

To calculate the percentage of students' improvement in speaking ability, the following formula was used:

$$P = \frac{F}{N} \times 100\% \dots\dots\dots(iii)$$

- P = Percentage of students' improvement
- F = Students' frequency those passed the minimum score
- N = Total number of students (Sudjono, 2014).

4. RESULTS AND DISCUSSION

In this research, scripted role-play was applied to improve students' speaking skills through two cycles. Each cycle consisted of four meetings: three meetings for delivering the teaching materials and one meeting for conducting a test to evaluate the students' speaking progress. The study was carried out from October to December 2025.

In the first cycle, planning is key

The writer developed materials, field notes, and instructional materials to address students' speaking difficulties.

Action and observation

In this session, the writer conducted four meetings in each cycle: three meetings for scripted role-play activities and one meeting for a speaking test. The writer also recorded her observations in field notes.

First Cycle

a. First Meeting (October, 21th 2025) at 08.00-12.00 a.m

In this session, the writer began to explain the material of Asking and Offering Help in general, based on the students' English workbook. The writer greeted the students, confirmed their attendance, and assessed their preparedness to study the topic. Next the writer explained the materials Asking and Offering Help. The writer also outlined some of the idioms that are widely used when Asking and Offering Help. After explaining the topic of Asking and Offering Help, the writer introduced role play to the students, particularly scripted role play. Following the explanation of the material and the introduction to scripted role play, the writer provided the students with an example of scripted role play taken from their English workbook. There were two dialogues concerning Asking and Offering Help; the writer instructed the students to work in pairs and practice one of the conversations. Before concluding the meeting, the writer provided some feedbacks to the students regarding their mispronunciation and fluency in performing the script. Finally, the writer briefed the students about the materials for the following meeting.

b. The second meeting (October 28th 2025) at 08.00-12.00 a.m

In the second meeting, the discussion focused on making requests and offers. The writer greeted the students, checked attendance, and ensured they were ready to learn. Students were then given a role-play script and asked to work in pairs to understand and improvise the dialogue within ten minutes. Afterward, they rehearsed and recorded their performances, which were uploaded to a Google Drive link for feedback from the writer

and classmates. The students showed enthusiasm during the activity, although many still had pronunciation difficulties. Some pairs creatively modified the script by adding introductions and changing the topic. The writer provided feedback on pronunciation, fluency, and performance, including corrections for offline recordings. Finally, the meeting ended with information about the material for the next session.

c. The third meeting (November, 4th 2025) at 08.00-12.00 a.m

The topic of the third meeting was Making Dates and Appointments. As usual, the writer began the meeting by greeting the students, checking their attendance, and ensuring their readiness to study. Then, she instructed the students to work in pairs. After that, she distributed the role-play script and asked each pair to discuss and understand it for about ten minutes. During this time, the students worked with their partners to improvise the script. After ten minutes, the writer asked whether the students were ready to perform. Several pairs responded positively, and the writer invited the ready pairs one by one to practice the script in front of the class. Some pairs demonstrated strong performances by bringing their characters to life effectively. Before ending the meeting, the writer gave feedback on the students' performances in presenting the script. Finally, the researcher informed the students that they would have a test in the following meeting.

d. The Fourth Meeting (Speaking Test), November, 11th 2025 08.00 -12.00 a.m

The writer conducted a speaking test for the first cycle to measure the students' improvement in speaking after the implementation of scripted role play over three meetings. The students were instructed to work in pairs, improvise the script, and perform their roles while paying attention to the speaking elements that had previously been taught by the researcher. In addition, the writer asked each pair to record their performance and upload the video to a Google Drive link. Afterward, the writer analyzed and scored the students' performances. The percentage results of the students' speaking test in Cycle 1 showed that 21 students (42%) passed the speaking test, while 29 students (58%) did not pass.

Reflecting

Based on the results of Cycle 1, the writer concluded that the students' speaking skills had improved. However, the improvement was considered insignificant because the majority of the students did not pass the speaking test. The writer found that some students became more confident and courageous in speaking because they had prepared themselves before performing the script. Nevertheless, most students were still unable to fully enjoy the English class because they felt unsure about pronouncing certain words correctly. At times, the students also had

difficulty understanding the instructions given. Furthermore, the writer observed that the students' speaking ability through scripted role play had not yet reached a satisfactory level; therefore, she decided to continue the research in Cycle 2.

The second cycle

The results of the first cycle showed that the students' speaking progress had not yet been successful, as evidenced by the students who passed speaking skill. The writer completed the second cycle in the same activities as in the first cycle, which included planning, action, observation, and reflection. However, in the second cycle, the writer found the inadequacies of action in the first cycle and revised them. She also offered a screenplay for a role play that related to the major theme. She outlined the steps as follows:

a. Planning

After identifying the action's flaws in the first cycle, the writer created teaching plans, field note format, teaching materials, and so on.

b. Action and Observation

In this session, the writer conducted four meetings: three meetings for scripted role-play activities and one meeting for a speaking test. Besides teaching the materials, the writer also carried out observations by taking field notes.

1) First meeting (November, 18th 2025) at 08.00-12.00 a.m

The first meeting of the second cycle was conducted in the Language Laboratory. The topic of the meeting was Expressing Opinions, Likes, and Dislikes, and the material focused on a presented role-play script. The writer began the class by greeting the students, checking their attendance, and ensuring their readiness to study. She then divided the students into pairs based on their ability levels, with each pair consisting of one higher-ability student and one lower-ability student. Next, the writer instructed the students to discuss and improvise the script. She gave them ten minutes to decide on their respective roles. After each pair performed, the writer provided corrections on mispronounced words and other issues found in the script before inviting the next pair to present.

2) Second meeting (November, 25th 2025) at 08.00-12.00 a.m

In the second meeting, the topic discussed was Describing People and Places. The writer began the class by greeting the students and checking their attendance and readiness to study. After that, she asked the students to continue the learning activity. The writer instructed each pair to practice their script and asked the rest of the students

to pay attention to the presenting pair. The presenters were also instructed to submit their scripts to the writer. The same procedure applied to the pairs who chose to improvise the assigned screenplay. Some pairs created new scripts similar to the original screenplay, while most pairs modified the given script by changing the subject, opinions, and closing section. Before ending the meeting, the researcher gave general feedback to the students based on their performances.

3) Third Meeting (December, 02nd 2025) at 08.00-12.00 a.m

The writer began by introducing students, taking attendance, and distributing a role-play script. In the third meeting the topic was Expressing Wants and Needs. The students worked in pairs to study and improvise the script to performance. Most conversations presented well with few mistakes, and several successfully built new scripts. The session concluded with general feedback and a reminder of the approaching test. Based on the performances of the pairings, the writer discovered that the majority of students could practice the script with no notable mistakes. Some partners attempted to create a new script, which also served as good practice. The writer provided general input regarding the students' performance. She also notified the students that they will be tested at the next meeting.

4) The Fourth Meeting, December, 09th 2025 08.00-12.00

This meeting was the speaking test for the second cycle. The writer began the session by greeting the students and checking their attendance as well as their readiness to take the speaking test. She then instructed the students to work in the same pairs that had been assigned in the previous meeting. The students were given ten minutes to review the script together and discuss how they could improve it. After ten minutes, the writer asked the students to perform their roles while paying attention to the speaking elements they had previously learned. Each pair was instructed to present their discussion in front of the class. Finally, the researcher evaluated and scored the students' improvement in speaking skills.

Table 1. Students Achieving Speaking Test Scores ≥ 75 in Each Cycle.

Meeting	Students Who Got Score (≥ 75)	Percentage
Cycle 1	21	42 %
Cycle 2	42	84 %

Reflecting

The writer was satisfied with the improvement in the students' speaking skills based on the results of the second cycle test. This improvement could be seen from the increase in the students' speaking test scores from Cycle 1 to Cycle 2. The students were also more actively involved in the teaching and learning process compared to the first cycle. The writer concluded that scripted role play was effective in improving the students' speaking skills. Their pronunciation and fluency showed significant improvement, and the students became more motivated to perform the roles and discuss them with their peers. The results of the students' test are presented as follows:

Table 2. The Result of the Students' Improvements.

	Mean	N
Cycle 1	73.55	50
Cycle 2	85.24	50

According to the table above, students' speaking skills improved by 73,55 in cycle 1, while their average score in cycle 2 was 85.24. The adoption of scripted roleplay demonstrated that the students' speaking skills increased significantly. It can be observed in their gradually increasing score. The results showed that students' scores increased from cycle one to cycle two. In cycle 1, 21 students (42%) received a score of 75 or higher, while in cycle 2, 42 students (84 %) received the same score. In total, the improvement was 42 %.

The secondary data indicated that scripted role play effectively improved students' speaking skills. Its success was influenced by factors such as teamwork, self-confidence, and interesting materials, which increased students' motivation and active participation in learning. Teamwork encouraged students to share ideas, take responsibility, and support one another, creating a balance between students with higher and lower abilities. This collaboration also helped students become more confident in speaking because they were better prepared. In addition, the use of interesting materials contributed to the effectiveness of the activity. The writer combined materials from the students' English workbook (BKPM) with authentic materials. Workbook materials were used in the first meeting of each cycle to evaluate students' understanding of the topic and expressions, while authentic materials were applied in later meetings to support and enrich the learning process.

The discussion was developed based on the findings presented above. The use of scripted role play was found to increase students' motivation to learn. This finding is supported by Hale's idea, as cited in Bradfor (2017), which states that scripted dialogues are effective in helping students manage content, grammatical structures, and vocabulary. Furthermore, Iman (2014) found that scripted role play can improve students' speaking skills by making them

more confident and interested in participating, especially because the students were actively involved in the role-play activities. Scripted role play also helps students develop their speaking skills since they have sufficient preparation before performing the script or scenario.

Based on the findings and discussion it can be stated that scripted role play is an effective alternative method for improving students' English-speaking skills. It encourages students to be creative, active, and imaginative while expressing ideas and performing roles with partners. The method also helps the students become more fluent and confident in speaking because they have opportunities to prepare before practicing. Overall, the writer concluded that the speaking ability of Basic English Class of Automotive Machine Study Program of Politeknik Negeri Jember improved through the use of scripted role play.

5. CONCLUSION

Overall, the writer encountered numerous challenges during the research, which contributed to the low speaking ability of the Basic English Class in the Automotive Machine Study Program at Politeknik Negeri Jember. Several factors caused these problems. First, the students lacked confidence in communicating in English. Second, many students experienced difficulties with pronunciation. Third, the teaching technique used by the lecturer was teacher-centered learning, which affected the students' motivation to learn English, especially speaking skills. Based on these conditions, the writer attempted to improve the students' speaking skills by implementing scripted role play in the Basic English class of the Automotive Machine Study Program at Politeknik Negeri Jember. After applying scripted role play, the writer found that the students' speaking skills improved significantly. The improvements included greater fluency and confidence in speaking English, better pronunciation, increased courage in performing roles due to prior preparation, and improved ability to bring the roles to life during performances.

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