

THE EFFECTIVENESS OF USING ROLE PLAY TO IMPROVE SPEAKING SKILL FOR STUDENTS OF SENIOR HIGH SCHOOL

Audy Krisnandyaz Rakasiwi¹, Sri Wahyuni², Maria Yosephin W.L³

¹²³Universitas PGRI Semarang

E-mail: audydyaz@gmail.com¹

E-mail: sriwahyuni@upgris.ac.id²

E-mail: mariayosephin@upgris.ac.id³

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Abstract: The following subjects were specifically investigated in this study; 1) To compare role play learning strategies and conventional models in improving students' English speaking skills. 2.) To find out why the role play learning strategy in improving students' english speaking skills can be said to be more effective. The design of this research is quasi-experimental using control and experimental classes. The method that will be used in the experimental class is the use of Role Play and the control method uses the conventional method. The sample that will be taken by the researcher is two classes from class XI MIPA 2 as the control class and class XI MIPA 5 as the experimental class. To find out the comparison between the experimental class and the control class, the average post-test results in each class will be calculated. To determine the level of effectiveness of roleplay learning, a gain score technique will be used. Based on the results of the assessment obtained from the post-test, the average of control class was 67,64 and experiment class was 71,11. Based on the calculation using the Gain Score formula with reference to the previous data, the Gain Score obtained is 0.72 which is included in the "High" criteria. Some students believed that studying would be more enjoyable if they used roleplaying. Furthermore, it is necessary to develop a roleplay learning strategy to be able to improve students' cognitive abilities as seen from students' English learning outcomes.

Keywords: *Role Play*; speaking skill; junior high school.

Abstrak: Tujuan penelitian ini adalah; 1) Untuk membandingkan strategi pembelajaran role play dengan model konvensional dalam meningkatkan kemampuan berbicara bahasa Inggris siswa. 2.) Untuk mengetahui mengapa strategi pembelajaran role play dalam meningkatkan kemampuan berbicara bahasa Inggris siswa dapat dikatakan lebih efektif. Desain penelitian ini adalah quasi eksperimen dengan menggunakan kelas kontrol dan eksperimen. Metode yang digunakan pada kelas eksperimen adalah metode *Role Play* dan metode kontrol menggunakan metode konvensional. Sampel yang diambil oleh peneliti adalah dua kelas dari kelas XI MIPA 2 sebagai kelas kontrol dan kelas XI MIPA 5 sebagai kelas eksperimen. Untuk mengetahui perbandingan antara kelas eksperimen dan kelas kontrol, maka akan dihitung rata-rata hasil *post-test* pada masing-masing kelas. Untuk mengetahui tingkat efektivitas pembelajaran *role play*, maka akan digunakan teknik *gain score*. Berdasarkan hasil penilaian yang diperoleh dari *post-test*, maka diperoleh rata-rata kelas kontrol sebesar 67,64 dan kelas eksperimen sebesar 71,11. Berdasarkan hasil perhitungan dengan menggunakan rumus Gain

Score dengan mengacu pada data sebelumnya, *Gain Score* yang diperoleh adalah sebesar 0,72 yang termasuk dalam kriteria "Tinggi". Sebagian siswa berpendapat bahwa pembelajaran akan lebih menyenangkan jika menggunakan metode *role play*. Selanjutnya, perlu dikembangkan suatu strategi pembelajaran *roleplay* agar dapat meningkatkan kemampuan kognitif siswa yang dilihat dari hasil belajar bahasa Inggris siswa.

Keywords: *Role Play*; skil berbicara; siswa SMP.

INTRODUCTION

In Indonesia, English is a foreign language that is less desirable but needed in the world of work. According to data collected by the EU Commission in 2015 and published in 2017 on foreign language proficiency and employability in EU member states, about one-fifth to one-quarter of employers identified a language other than English as the most useful foreign language, with a particular emphasis on German, French, and Russian.¹ Currently, the ability to use English in Indonesian society is still very low. Based on World Bank data, it shows that the use of English owned by local workers is only 44%, this is a fairly large gap for workers in Indonesia. The English Proiciency Index (EPI) released by Education First (EF) provides data that the results of research conducted in 70 countries, the level of English proficiency of adults in Indonesia is in the 32nd position under Singapore and Malaysia which have high skill level.²

Several countries in Asia such as India, Singapore, Malaysia and Pakistan have used English as a second language.³⁴ In contrast to what happened in Indonesia, it is often found that the use of English is used only during learning at school and in English classes. The researcher state that other obstacles come from different understandings between students and teachers, so the message that the teacher wants to convey in classroom learning activities.⁵

Social and cultural connections have been found to be critical for English as a foreign students creating meaningful strategies.⁶ EFL learners in Indonesia have long

¹ L. Shepperd, "Foreign Languages: Skills in the Workforce," House of Lords Library., 2021.

² Shanshan Yang, "College English Curriculum Reform in China," *Language Teacher Emotion, Identity Learning and Curriculum Reform* (Springer Nature Singapore, 2024), https://doi.org/10.1007/978-981-99-9742-8_4.

³ Chukwuemeka Eze Onukaogu et al., "The Politics of Literacy Linguaging and Texts: The Politics of Literacy in Nigeria," ed. Robert J Tierney, Fazal Rizvi, and Kadriye B T - *International Encyclopedia of Education (Fourth Edition)* Ercikan (Oxford: Elsevier, 2023), 770–85, <https://doi.org/https://doi.org/10.1016/B978-0-12-818630-5.07078-0>.

⁴ Meili Dai, "Intelligent Correction System of Students' English Pronunciation Errors Based on Speech Recognition Technology," *Journal of Information \& Knowledge Management* 21 (2022), <https://doi.org/10.1142/s0219649222400135>.

⁵ A. Pal, N., Halder, S., & Guha, "Study on Communication Barriers in the Classroom: A Teacher's Perspective.," *Online Journal of Communication and Media Technologies* 6, no. 1 (2016): 103–18.

⁶ Richard F. Young and Alice C. Astarita, "Practice Theory in Language Learning," *Language Learning* 63, no. s1 (March 13, 2013): 171–89, <https://doi.org/10.1111/j.1467-9922.2012.00743.x>.

encountered particular hurdles in their efforts to study.⁷ These difficulties range from culturally rooted mentalities to practical concerns such as finding an appropriate environment. asserts that speech is meant to explain meanings so that others can understand them. Despite of the students' real English speaking ability in comparison to those around them, freely speaking English in the presence of other Asians becomes a difficult struggle since everyone is terrified of being looked down upon by people around them.⁸⁹

Based on the Competency-Based Curriculum, speaking is one of the four basic competencies that students must master well.¹⁰ It has an important role in communication. Speaking can be found in the oral cycle, especially at the stage of Joint Construction of the Text. From this theory, it can be concluded that speaking is the most important thing that must be achieved by students, so that a good and correct vocabulary is needed.¹¹

Social and cultural connections have been found to be critical for English as a foreign students creating meaningful strategies.¹²¹³ EFL learners in Indonesia have long encountered particular hurdles in their efforts to study. These difficulties range from culturally rooted mentalities to practical concerns such as finding an appropriate environment. The researcher asserts that speech is meant to explain meanings so that others can understand them.¹⁴ Despite of the students' real english speaking ability in comparison to those around them, freely speaking English in the presence of other

⁷ Abdallah Abdulmahsan A BinSaran, "Use of Content and Language Integrated Learning (CLIL) for Teaching Reading Skills in Saudi Universities," *English Language Teaching* (Canadian Center of Science and Education, 2021), <https://doi.org/10.5539/elt.v14n8p1>.

⁸ Andy Kirkpatrick, "English as an International Language in Asia: Implications for Language Education," in *English as an International Language in Asia: Implications for Language Education* (Springer, 2012), 29-44.

⁹ Abdul Khaliq, Abdul Ghani, and Shehla Ilyas, "English Language Learning through Peace Curriculum at Graduate Level An Experimental Study," *I (Humanity Only - HO)*, 2020, [https://doi.org/10.31703/glr.2020\(v-i\).09](https://doi.org/10.31703/glr.2020(v-i).09).

¹⁰ Lone K Svarstad and Karen Risager, "A Cycle Model of Intercultural Learning: Educating the Global Citizen," *Language, Culture and Curriculum* (Informa UK Limited, 2023), <https://doi.org/10.1080/07908318.2023.2267611>.

¹¹ Huldiya Syamsiar, I Wayan Lasmawan, and I Gusti Putu Sudiarta, "Implementation of Independent Learning Curriculum in Social Studies Learning: Literature Review," *Jurnal Ilmiah Profesi Pendidikan* (Universitas Mataram, 2023), <https://doi.org/10.29303/jipp.v8i3.1376>.

¹² Sofia E Chaparro, "Hybrid Languageing and Literacy Practices as Cross-Cultural Competence in a Spanish-English Two-Way Immersion Program," *Learning, Culture and Social Interaction* 47 (2024): 100823, <https://doi.org/https://doi.org/10.1016/j.lcsi.2024.100823>.

¹³ Miriam Cooke, "Near Middle East/North Africa Studies: Culture," ed. James D B T - *International Encyclopedia of the Social & Behavioral Sciences* (Second Edition) Wright (Oxford: Elsevier, 2015), 361-66, <https://doi.org/https://doi.org/10.1016/B978-0-08-097086-8.10145-X>.

¹⁴ L. Cameron, *Teaching Language to Young Learners*. (New York: Cambridge University Press., 2001).

Asians becomes a difficult struggle since everyone is terrified of being looked down upon by people around them.¹⁵

Speaking is one of the basic skills in English. Self-talk is an important sub-material to learn so that students can master English and can use it both inside and outside the classroom. Some students of SMA N 6 Semarang in interviews conducted by researchers said that they easily understand people's conversations in English. However, they still have difficulty expressing what they want to say using English. Therefore, teaching and learning activities to speak English is certainly a challenge for a teacher because so many students are unable to say something even though they have thought about it and want to say it.

One of the efforts to improve students' vocabulary skills requires learning English strategies that are fun and of course can be used to encourage students to make connections between vocabulary, experiences and content being studied.¹⁶ One of the learning strategies that can be used is roleplay. In this context, employing successful learning techniques such as peeking, grouping, illustrating, simulating, gaming, and role-playing may emphasize the importance of employing teaching/learning strategies with the four language skills in general and speaking in particular.¹⁷ When students were given a setting to role play in, they worked hard to come up with proper vocabulary to communicate their opinions and thoughts for communication. It also assisted them in developing speaking skills and oral fluency, which boosted their confidence.¹⁸ Because speaking takes more "experience and exposure," role playing might be beneficial. Role-playing falls under the group of language learning approaches involves the use of low input-high output.¹⁹ Y76A clear observation of the similarly allocated circumstance assisted the students in adapting to the emotions and verbal expressions of the given situation, which they were subsequently able to perform.

The role play activity in this learning strategy is that students are introduced to new vocabulary and then given the opportunity to use words in context through role-

¹⁵ Yuanyuan Zhang, Wenli Sun, and Yaning Du, "Lingua Franca Proficiency and Cross-Border Mergers and Acquisitions: Language Matters," *Finance Research Letters* 66 (2024): 105667, <https://doi.org/https://doi.org/10.1016/j.frl.2024.105667>.

¹⁶ Mohsen Mortazavi et al., "Sustainable Learning Environment by Mobile-Assisted Language Learning Methods on the Improvement of Productive and Receptive Foreign Language Skills: A Comparative Study for Asian Universities," *Sustainability* (MDPI AG, 2021), <https://doi.org/10.3390/su13116328>.

¹⁷ M Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education*, n.d.

¹⁸ Agnes Ada Okpe and Martha Ada Onjewu, "The Influence of American English on the Mastery of English as a Foreign Language among Some Students in Kaduna, Nigeria," *Procedia - Social and Behavioral Sciences* 232 (2016): 276-79, <https://doi.org/https://doi.org/10.1016/j.sbspro.2016.10.017>.

¹⁹ G. P. Ladousse, *Role-Play: Resources Book for the Teacher Series*. (New York: Press Oxford University., 1987).

play.²⁰ Students who have difficulty in learning English vocabulary due to limited vocabulary, misuse of words, use of wrong words, inappropriate terms, or poor pronunciation are expected to be helped by this role-playing learning strategy.²¹

Using role play activities can improve students' understanding of English vocabulary, which is considered a key factor to accelerate the process of learning English itself. In addition, role playing activities can improve their communicative competence. and can also provide a stress-free learning environment where students enjoy using the language.^{22,23}

Based on these descriptions, an interesting learning strategy is needed to support the improvement of students' English speaking and vocabulary skills, the learning strategy adopted in this study is Role Play. The use of role play learning strategies is expected to increase students' confidence in using English both in the learning process and in everyday life.

The design of this research is quasi-experimental using control and experimental classes. The method that will be used in the experimental class is the use of Role Play and the control method uses the conventional method. Researcher will use pre-test and post-test in the experimental class and control class. Pre-test is done before giving treatment and post-test will be given after going through treatment. The aim is to find out if there is an increase in vocabulary in speaking English for 11th grade students of SMA Negeri 6 Semarang. The population of this research is all students of class XI SMA N 6 Semarang, with details of eight science classes and four social studies classes. The sample that will be taken by the researcher is two classes from class XI SMA N 6 Semarang namely class XI MIPA 5 as the experimental class and class XI MIPA 2 as the control class.

The research instrument consisting of tools used to assess the teaching and learning process and role play learning strategies in English. This study aims to determine the effectiveness of roleplay learning strategies on students' english speaking skills. So there needs to be an assessment of student learning outcomes. Indicators in the test questions of learning outcomes based on the Basic Competence of English lessons in SMA class XI, namely KD.

²⁰ Ahmed Alsubhi et al., "Cooperative Learning, Method, Strategy, and Its Importance in Language Learning: Arabic Language as a Model," *International Journal of Academic Research in Business and Social Sciences* (Human Resources Management Academic Research Society (HRMARS), 2023), <https://doi.org/10.6007/ijarbss/v13-i12/19932>.

²¹ Vanda Hardinata, Warsiman, and Machrus Abadi, "Redesain Metode Role Playing Dalam Optimalisasi Pembelajaran Keterampilan Berbicara Pada Siswa SMA Di Era Merdeka Belajar," *GHANCARAN: Jurnal Pendidikan Bahasa Dan Sastra Indonesia* (Institut Agama Islam Negeri Madura, 2023), <https://doi.org/10.19105/ghancaran.vi.8333>.

²² Yanuarti Apsari and Yana Yana, "Teachers' Techniques and Problems in Teaching Reading," *P2M STKIP Siliwangi* 2, no. 2 (2015): 217, <https://doi.org/10.22460/p2m.v2i2p217-233.181>.

²³ Kazuhito Uni, "Second Language Arabic Knowledge Useful for Learning Hebrew Vocabulary," *Journal of Language Teaching and Research* (Academy Publication, 2024), <https://doi.org/10.17507/jltr.1502.17>.

Table 1. Indicators in the Test Questions

No.	Indicator	Max Score
1	Pronunciation	30
2	Grammatical Accuracy	10
3	Vocabulary	25
4	Fluency	15
5	Conversation Content	10
6	Comprehension	10
Total score of the instrument		100

There were six components of speaking to be scored; pronunciation, grammar, vocabulary, fluency, comprehension and task as has stated.²⁴

The researcher will visit SMA N 6 Semarang to meet the principal and office administrator regarding licensing to collect research data. Then researcher will visit the teacher of SMA N 6 Semarang to get population and sample data. In this activity, there are two data collection techniques that will be carried out; namely, observation and interviews. Observation will be carried out by observing the ongoing teaching and learning activities of teachers and students. Then, the interview will be carried out using a question and answer method to teachers and students regarding English language teaching activities, especially in terms of speaking. Pre-test activities will be carried out to determine the initial ability of students before the experiment is carried out. Researcher will conduct learning in two classes, namely the control class and the experimental class. In the control class, learning will be carried out using conventional methods. Then in the experimental class, learning will be carried out using a role play learning strategy. Pre-test activities will be conducted to determine the effectiveness of the role play learning strategy in improving students' english speaking skills.

RESULT AND DISCUSSION

Comparison of role play learning strategies and conventional models in improving students' English-speaking skills

To compare the roleplay learning strategy and the conventional model, the researcher gave a pre-test to the students to determine the students' initial abilities before being given treatment. The results obtained from the pre-test of the experimental class and the control class are as follows:

Table 2. The Results Obtained from the Pre-test

Preliminary test	Total Score	Average
Control Class	586	58,6
Experimental Class	592	59,2

²⁴ H. D. Brown, *Language Assessment. Principles and Classroom Practices* (White Plains, NY: Pearson Education., 2004).

Based on the results of the assessment obtained from the pre-test, obtained an average score in the control class of 58.6 and the experimental class of 59.2. There was no significant difference from the average of the control class and the experimental class.

The post-test assessment was taken when the students in the two classes played roles. Same as at the pre-test, the values taken in this post-test include Pronunciation, Grammatical Accuracy, Vocabulary, Fluency, Conversation Content, and Comprehension. The results obtained from the post-test of the experimental class and the control class are as follows:

Table 3. The Results Obtained from The Post-test

Post-Test	Total Score	Average
Control Class	2435	67,64
Experimental Class	2560	71,11

Based on the results of the assessment obtained from the post-test, it is known that the average score in the control class is 67.64 and the experimental class is 71.11. It shows significant difference from the average of the two classes. The experimental class has a higher average score than the control class does. This shows that the Roleplay learning method used in the experimental class is more effective than the conventional method to improve students' speaking ability.

In the data collection process, both classes were given a pre-test to determine the students' speaking ability. The average pre-test assessment in the control class was obtained at 58.6 and in the experimental class was 59.2. Then the experimental class was given treatment by using a role play learning strategy, to compare the role play learning strategy and the conventional model. After being given different treatments to the two classes, then a post-test was carried out with the results of the control class average being 67.64 and the experimental class getting an average result of 71.11.

The Effectiveness of Roleplay Learning Strategies in Improving Students' English-Speaking Skills

Students did a roleplay stage which would also be used as a post-test assessment to determine the students' English-speaking ability after being given treatment.

To determine the effectiveness of the roleplay strategy in learning English, data processing was conducted using gain score calculations based on the pre-test and post-test scores obtained by the students. Previously the results of the student pre-test and post-test assessments were summarized in the following table:

Table 4. Previously the Results of the Student Pre-test and Post-test Assessments

Variable	Pre-test	Post-test
Lowest Score	55	77
Highest score	64	100
Average	59,5	88,5
Gain Score	0,72	
Gain Criteria	High	

Based on the data above, the average result on the pre-test was 59.5 with the lowest score of 55 and the highest score of 64. After being given treatment using roleplay learning strategies, the average post-test results obtained by students increased to 88.5 with the lowest score of 77 and the highest score is 100. Based on the data on student learning outcomes in the pre-test and post-test or before and after learning using the roleplay learning strategy, the calculation of the score for improving students' speaking skills after using the roleplay learning strategy strategy with the Gain Score formula is as follows:

Based on the calculation using the Gain Score formula with reference to the previous data, the Gain Score obtained is 0.72 which is included in the "High" criteria. The Gain Score results show that there is an increase in speaking ability before and after being given roleplay learning strategies in English subjects. Thus, it can be concluded that the roleplay learning strategy in English subjects has a high level of effectiveness to improve students' speaking skills.

Based on the calculation using the Gain Score formula with reference to the previous data, the Gain Score obtained is 0.72 which is included in the "High" criteria. The Gain Score results show that there is an increase in speaking ability before and after being given roleplay learning strategies in English subjects. Thus, it can be concluded that the roleplay learning strategy in English subjects has a high level of effectiveness to improve students' speaking skills.

Furthermore, the data processing was carried out using the effectiveness test in the experimental class using a gain score. This test aims to determine the effectiveness of the roleplay learning strategy in improving students' English-speaking skills. On the pre-test, the experimental class obtained an average score of 59.5, with the lowest score of 55 and the highest score of 64. After being given treatment using a roleplay learning strategy, the post-test average results obtained by students increased by 88.5 with the lowest score of 77 and the highest value is 100. Then the calculation is carried out using

the Gain Score formula with reference to the previous data, the Gain Score obtained is 0.72.

The gain score classification is as follows: if the value of $g \geq 0.7$ is included in the "High" classification, if the value is $0.3 \leq g < 0.7$ then it is included in the "Medium" classification and if the $g < 0.3$ value is included into the "Low" classification. Since the gain score obtained for the experimental class is 0.72, then it is included in the High classification. Therefore, it can be concluded that the roleplay learning method is considered to be more effective to improve students' English-speaking skills.

After learning using roleplay, some students said that learning process is be more fun compared to the conventional learning process, which is in line with the research result of roleplay strategy conducted.²⁵ Furthermore, students also find it easier to understand the English learning material being taught. They mentioned that the learning method helps them to improve their vocabulary as well, for they are happier when learning the material compared to when the traditional method is being employed. This eventually resulted to the student to be easier to learn language and keep improving.

CONCLUSION

Based on the results of research on the effectiveness of roleplay learning strategies to improve students' speaking skills, it can be concluded that Many of the students have limitations in speaking English, most of the students understand what to say but it is difficult to convey. This is caused by a lack of English vocabulary and hesitation when there are unclear pronunciations. Therefore, the researcher used roleplay learning strategies to help students improve their speaking skills. After being treated using roleplay learning strategies in the experimental class, some students found learning English to be more fun. They get a lot of vocabulary because in this teaching and learning process they use English as much as possible both during discussions and questions and answers.

²⁵ N. Setyawati, "Improving Confidence And English Language Speaking Skills Using Role Play Technique With Talk Show For 8th Grade Students; A Case Study Smp N 1 Karanggeneng Lamongan.," *Edulitics (Education, Literature, and Linguistics) Journal* 4, no. 1 (2019): 38-45.

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