

LEARNING ENGLISH SPEAKING USING ROLE PLAY MODEL FOR SEVENTH GRADERS: A CASE STUDY AT MTS. MAARIF NU TUBAN

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Abstract

Teaching English Speaking is not so easy that it needs deep thinking to formulate the model. Speaking is considered difficult for the beginners but teacher can start it little by little. To be effective in teaching speaking, teacher can try by using role play model in which it is rarely used specially in the suburban private secondary school like Islamic Junior High School, MTs. Maarif NU Tuban because it needs habit and long practise. Because of it, the researcher suggests him to try to use role play model and is interested to discuss it by choosing the title of research, "*Learning English Speaking Using Role Play Model for Seventh Graders: A Case Study at MTs. Maarif NU Tuban.*" The researcher wants to describe how the teacher teaches, what approach, strategy, method, media and model he uses during the process of teaching and learning English Speaking. The research is qualitative research in form of case study. The approach he uses is phenomenological approach. The data is in form of information from the teacher, teaching guideline, students' practice of role play and the facts happening in the classroom during the learning of English speaking. The source of data is taken from text of speaking, interview with the teacher and from the guide books. The method of research is descriptive-qualitative method meaning the researcher just describes his data and his finding during the process of teaching-learning Speaking. The result of the research shows that teacher has taught English Speaking using Role Play Model well and successfully. He also applies scientific approach, and model of discovery learning; he uses learning media in form of Dialog Text supported by Guide books or handbooks he has determined. He can manage the class and time of learning well. The students are enthusiastic to join the lesson, motivated to train and to practice English speaking, do the homeworks and can understand the lesson optimally.

Key Words: *Learning English Speaking, Role Play, MTs Maarif NU*

A. INTRODUCTION

1. Backround

English is an international language which is considered important language in international forum. Today, English is used in all aspects of life either spoken or

written. By having English skills, ones can easily understand science and technology which develop rapidly in all sectors of life especially in developed countries. Knowing the importance of having English skills needed in all aspects of life, so government has prepared and declared learning of English since Elementary School as a local content and Junior High School as a national content tested in national examination (Fauzi, 2024: 87). However, the result of learning English since the students at Elementary school is not satisfied, so that there must be any solution. To overcome the lack of and to improve the English skills of Indonesian children, especially Elementary School students, the government has implemented English lesson in all the corners of Indonesia even though this is not yet a subject that must be taught (EYLC Team, 2021: iv). If students are accustomed to entering natural situation of English from an early age, then the level of success in learning English can be maximized. Once children start entering Junior High School and beyond, they will feel that English is not difficult because they have had a strong foundation.

Although the government has tried hard to make it mandatory to implement English learning in all Elementary Schools in Indonesia, the result of it is not optimal because many students at Junior High School, especially unsuperior Islamic Junior High School (MTs), still have low skill of English. The researcher is sure that Islamic Junior High School such as MTs. Maarif NU Tuban also face the problem of students' weakness of English. It is better that the teacher teaches English using English language as a means of communication in the classroom and using role play especially when he teaches speaking in order to increase their English skill radically. Therefore, the researcher chooses the title of research, "*Learning English Speaking Using Role Play Model for Seventh Graders: A Case Study at MTs. Maarif NU Tuban.*"

From the title, the researcher formulates statement of the problem, how to learn English speaking using Role Play for the seventh graders at MTs. Maarif NU Tuban?. The objective of the research is to describe the learning of English Speaking using Role Play Model for the seventh graders at MTs. Maarif NU Tuban. The researcher wants to know and describe the use of Role Play Model in learning english speaking, in rural areas, especifically at MTs Maarif NU Tuban. The reasons of choosing role play model and the place of research - MTs Maarif NU Tuban is that (1) it is suburban and

unpopular school and people do not want their children study there, so the researcher wants to increase the quality of teaching especially speaking that it may attract people, and (2) the English teacher rarely uses role play model in learning English speaking because of the lack of skill, therefore the researcher wants to stimulate the English teacher and students to be used of using role play model.

There are four skills of English – Reading, Writing, Listening and Speaking. Speaking is a skill of language. It is an acticity to produce some words or sentences to express the feelings, ideas, wish etc, and to deliver some message to listeners for achieving information (Budiman, 2011:8). Speaking English for Indonesian students of Junior High School is difficult because of their lack of interest in learning English. The Jakarta Post staes that Indonesia ranks second to last in literacy. Speaking English is hard for the teachers to teach the students because they lack interest in studying especially English (Maulana and Lolita, 2023: 123). One of the ways to improve and to attract students to learn and to practice speaking is by the use of Role Play Model. Role Play is the act of imitating the character and behaviour of someone who is different from yourself, for example as a training exercise. Role Play promotes active learning by directly engaging students in situations requiring problem-solving and interaction (Rahmawati, in Ridayani and Purwanto, 2024, 34).

B. RESEARCH METHOD

The type of the research is qualitative research in form of a case study. Qualitative research is research that places more emphasis on the analysis of the process and its conclusions are deductive and inductive and the analysis of the dynamics of relationships between observed phenomena using logic (Abdussamad, 2021: 29). The form of this research is a case study, which means that researcher analyzes the case intensively, deeply and comprehensively. A case study is a range of scientific activities done intensively and deeply about real-life event or activity happening today (Hadi, etals, 2021: 29). Learning English using Role Play Model in rural Junior High schools such as Mts. Maarif NU Tuban is a rare thing because the use of this model requires students' learning habits in speaking and sufficient time of learning. While the subject of research is the English teacher and students of class VII at MTs. Maarif NU Tuban. The researcher asks information to find the detail of

classroom condition and everything related to the process of teaching and learning English Speaking to the Subject of research and observes them (Sukirman, 2021: 6).

In this research, the researcher uses a phenomenological approach where the researcher observes and interprets facts based on phenomena existing in the classroom during English teaching and learning process even though these observations are subjective (Arifin, 1994: 46-47). It tries hard to find meaning psychologically from a group of individuals' experience reflected from the phenomena and facts in the context of daily life of students when they are taught English through deep research (Murdiyanto, 2020: 29). Meanwhile, the research method the researcher uses is the descriptive-qualitative method, which means that the researcher only describes his data and his findings so that it becomes a research work in such a way (Moleong, 2017: 3 – 10). This means that the researcher describes the information from the teacher of English and everything he finds as research findings based on data, facts and phenomena resulted from observations during the process of teaching English Speaking.

The Subject of research is Seventh class students at MTs Maarif NU Tuban in which the number of students are 8 students, 4 male and 4 female and the object of research is about learning English speaking using Role Play Model. The time of research is 5 and 19 May 2025. The researcher tries to find the data about the objects of research in form of information and facts (Haryoko, et als, 2020: 119). He uses qualitative data in form of primary data and secondary data. Primary data is all information, facts and realities related closely and directly to the research, and secondary data is the data in form of information, facts and realities indirectly related to the research (Haryoko, et als, 2020: 122). Primary data is in form of Text of dialogue taken from the book of English Language Art: Book One, the practice of role play in the classroom, lesson plans used as teaching guidelines and as the secondary data, the researcher uses English teaching package book entitled "*Bahasa Inggris Pegangan Guru untuk SMP/MTs Kelas VII Semester 1 dan 2*", "*Bahasa Inggris 3a dan 3b untuk SMP/MTs Kelas VII Semester 1 dan 2*", and "*English in Focus: for Grade VII of Junior High School (SMP/MTs)*".

The instrument in the research is the researcher himself as the key instrument because he has function to decide focus of research, to choose informan, to collect

data, to analyze data, to interpret data and to conclude all he thinks needed (Nasution, 2023: 90). As the key instrument, the researcher collects the data by relying purely on observation techniques or direct observation as stated by Arikunto that observation is a research technique by observing facts, evidence and process directly (1998: 23). After the data are collected, the researcher then analyzes the data starting from teaching preparation, pre-teaching activities, ongoing teaching activities and post-teaching activities. In collecting data, the researcher uses technique of observation and interview. Observation is the technique used by researcher in natural setting with the hope to explore the meaning of phenomena from the subject of research and interview is kind of question and answer with the hope to find important information related to the research (Haryoko and et als, 2020: 151 - 164). He observes the situation in the classroom during the process of teaching and learning English using role play model and interviews the English teacher about the material and guideline he uses in teaching English Speaking. He then analyzes them to which it is a vital process in research so that it needs good planning (Haryoko and et als, 2020: 294). Researcher analyzes data through several stages- collecting data the researcher finds, reducing unimportant data, displaying valid data and concluding data after doing all the above stages. The researcher then validates all data and research finding by doing triangulation meaning he crosscheck data to the subject he researches, to theory he uses, and to the English teacher he interviews.

C. RESULT AND DISCUSSION

1. Learning English Speaking Using Role Play Model for Seventh Graders

Seventh grade students of Islamic Junior High School is still children and learning English Speaking for them is difficult because they still like playing and making noise (Sinaga, 1997: 5). Therefore, before English teacher teaches them, he must know that (1) they do not need foreign language, (2) they think English is difficult, (3) they are easy to be bored, (4) they are still in the beginning age of finding knowledge, (5) they are slow in learning English, (6) they are egois, and (7) they are easy to forget. Therefore, English teacher must use special approach and the technique

of teaching English such as to teach one item in one time, to use various techniques, to be able to attract them and to repeat the material of lessons (Brewster, 1991: 8).

Data of Learning English Speaking in the Classroom

1. Data of Learning Preparation

Before teaching English Speaking, English teacher prepares everything needed in the model of role play optimally. This is because the purpose of learning speaking is to improve the capability in communication that is expressing all idea in his or her mind orally (Purnamawati and et als, 2022: 2). He prepares the text of dialogues as media of learning and Learning Guideline which can be used more than one meeting in accordance with he needs. The Guideline must be able to accommodate the needs of students because some students have the types of learning like audio, visual and kinestetik styles although in general their first skill of speaking are nearly the same (Soleh and et als, 2020, 6). As supporting of learning, teacher may use main books like “*English Language Art: Book One*” and other books of class VII of Islamic Junior High School like “*Bahasa Inggris Pegangan Guru untuk SMP/MTs Kelas VII Semester 1 dan 2*”, “*Bahasa Inggris 3a dan 3b untuk SMP/MTs Kelas VII Semester 1 dan 2*” and “*English in Focus: for Grade VII of Junior High School (SMP/MTs)*”. The Learning Guideline containing the topics of Role Play can be seen below:

Name of Institution	: Islamic Junior High School (MTs. Maarif NU Tuban.
Address of Institution	: Manunggal Street 10 – 12 Sukolilo Tuban – East Java.
Class/ Semester	: VII / 4
Subject	: English
Topic of Discussion	: Introductions and Invitations
Time Allocation	: 1 Meeting x 2 hours of Lesson x @35 minutes.
Basic Competence	
1. To introduce himself/herself and to introduce other people. 2. To invite others and to accept and refuse invitations politely.	
Indicator	
<ul style="list-style-type: none">• To mention self identity in introduction in front of the classroom; to answer the question of his/her friends and to introduce others in pairs.• To invite his/her friends, to accept and refuse invitations in pairs.	
Learning Method	

- Learning Approach: *Scientific Approach*.
- Learning Model : *Discovery learning*.
- Learning Method : Lecturing, Question and Answer, Discussion and Role Play.

Learning Materials	Tools
<p>The Topic of Role Play:</p> <ol style="list-style-type: none"> 1. Introductions 2. Invitations <p>Main Books:</p> <ul style="list-style-type: none"> - <i>English Language Art: Book One</i>. - <i>Bahasa Inggris Pegangan Guru untuk SMP/MTs Kelas VII Semester 1 dan 2</i>. - <i>Bahasa Inggris 3a dan 3b untuk SMP/MTs Kelas VII Semester 1 dan 2</i>. - <i>English in Focus: for Grade VII of Junior High School (SMP/MTs)</i>. 	<ul style="list-style-type: none"> • A marker and a Whiteboard • Text of Dialogues • Projector LCD • Speaker

Learning Procedure

Opening (10 Minutes) for 1 x Meeting

⊕ Orientation

- The teacher and students open the lesson by saying greeting and saying prayers to begin lesson.
- The teacher prepares students physically and psychologically by asking about their news and readiness to learn.

Apperception

- The teacher asks questions related to the lesson to be taught.

⊕ Motivation

- The teacher starts the learning activity by providing an opening songs or game so that students are enthusiastic in receiving the lesson.

⊕ Referral

- The teacher conveys the mechanisms and Learning objectives for the subject matter that will be discussed at the meeting.

Main Activity (50 Minutes) for 1 X Meeting

Learning Procedure	Activity
<i>Stimulation</i>	<ul style="list-style-type: none"> ▪ The teacher motivates and stimulates students to focus on the topic of learning by: <ul style="list-style-type: none"> a. Observing The students observe and learn the text of dialogues about introductions and invitations. b. Reading The students read materials entitled Introductions

	<p>and Invitations.</p> <p>c. Writing</p> <p>The students write things they do not understand and ask them to the teacher.</p> <p>d. Listening</p> <p>The students listen carefully the explanation from teacher when he tells about the material of learning and the way to do role play.</p> <p>e. Speaking</p> <p>The teacher divide the group of role play and the students practice Role Play in individual and in pairs.</p>
<i>Problem statement</i>	<ul style="list-style-type: none"> The teacher gives opportunity to the students to ask a lot the questions related to the topics of discussed.
<i>Data collection</i>	<ul style="list-style-type: none"> The teacher teaches the material of English and students record all explanation and information from the teacher. The teacher gives an assignment, for example asking students to learn the topic of Invitations and to prepare role play in the next meeting.
<i>Data processing</i>	<ul style="list-style-type: none"> The students and their pairs discuss and analyze the text of Introductions and Invitations.
<i>Verification</i>	<ul style="list-style-type: none"> The students discuss and verify the result of their observations. The students convey and communicate the result of assignments to the teacher. The students and teacher discuss the topics in order to make students understand role play.
<i>Generalization</i>	<ul style="list-style-type: none"> The students conclude the important points in the activity of learning. The students ask questions things they do not understand, or teacher ask many questions to the students related to the topics discussed.
Closing (10 Minutes) for 1 x Meeting	
<ul style="list-style-type: none"> The students summarize important points of the topics discussed. The teacher gives appreciation to the groups which have good performance and cooperation of the role play. 	
Evaluation/Assessment	
<ul style="list-style-type: none"> Cognitive: Spoken Test (taken from the result of Role play and also if possible the assignment from main books and Homework book). Affective: Journal (taken from the result of direct observation on students 	

behavior in the classroom).

- Psychomotor/Skills: Project or Performance Assessment (taken from the evaluation of *speaking, listening, reading and writing*).

2. Data of Learning Activity

a. Phase of Pre-Activity

Based on the observation, the English teacher uses English and Indonesian as a means of communication in the classroom. However, it is suggested that the teacher always use English language as a means of communication in the classroom. In the phase of pre-activity, teacher opens the class and allocates the time 10 minutes in which he does:

(a) Orientations.

In the orientation, the teacher usually opens the class and begins the lesson by giving greeting and asking students to say prayers together. The teacher, for example, says “Assalamu’alaikum” and “Good morning Class. How are you today?”. The students answer, “We are fine and you?”. The teacher answers “I am fine too and we are fine. Thank Allah.” Then the teacher asks students to say prayers together and saying, “Let’s say Prayers to Allah by reciting Surotul Fatihah, Al Faatihah.” After saying prayers, the teacher prepares students physically and psychologically by asking their readiness to begin learning. The teacher may call students based on the present list. The students answer, “Present, Sir,” and if their friends do not come into the class, they answer, “Absent, Sir,” and then the teacher asks their readiness of beginning the class for example, “Class, are you ready to begin the lesson?” and the students answer, “Yes, Sir.”

(b) Apperception

In apperception, the teacher asks students related to the topics of learning speaking by using role play, for example “Class, our topic of discussion today is about Introductions. We divide them into two parts; to introduce ourselves one by one and introduce others. First, we introduce ourselves and then we make groups to introduce others.” Next week, we shall make role play again with the topic is about Invitations.” Do you know what’s introductions?”. It is kind of telling ourselves in front of the classroom and after your finishes doing it, you may ask questions to him/her.” If

students do not know yet, the teacher must explain again clearly and so does for other topics.

(c) Motivation

Before starting lesson, the teacher motivates the students by providing songs and games taken from You Tube in order that students will be motivated to study. After the students feel fresh again, the teacher may continue the lesson. The teacher may also function as a motivator who helps students to solve the problem so that students may memorize the subject the teacher will teach.

(d) Referral

In this point, the teacher conveys the mechanism and the objective of learning English Speaking using role play and the material they will discuss. The teacher, for example, says “Class, today, we will discuss about Introductions.” Hobby in Indonesian is memperkenalkan diri sendiri or memperkenalkan orang lain. I am sure that you can do that.” Our intention to discuss this topic is to know the identity of your friends respectively.” You must introduce yourself one by one in front of the classroom. Then you must try to introduce your friend to others.” Next week, we shall try to change to other topic, that is, Invitations.” Students are ready to do and say, “OK, sir. We are ready to do.”

b. Phase of Activity

Time allocated in this phase is 50 minutes. In this phase, when it is needed, the teacher may also divide the class into four groups or three groups according to ability, so each group is made up of intelligent and standard pupils (Kholili et al., 2024: 3751). While the procedure in this phase is arranged as follows:

a) Simulation

In this point, the teacher motivates and gives simulation to the students to focus on the topic of learning Speaking using role play as follows:

(a) Observing

The teacher hands over the text of dialogues, the topic is about Introductions. The students are asked to learn and to observe the text. The teacher, for example, says, “Class, I shall share you the text of dialogue about Introduction, please learn and make sure that you understand it. After this, I shall divide the class into groups to make you introduce your friend to others.”

(b) Reading

The students read the text of dialogue. If they have something difficult to understand, they may ask them to the teacher. By this way, the students are hoped to understand all.

(c) Writing

The students write all things they do not understand and ask to the teacher. Writing is also the key in learning English and teacher must train students to write sentences well (Novitasari, 2021: 35). The teacher says, “Class, you have read the text, do you understand the text of the dialogue? If yes, we may go on.”

(d) Listening

The teacher asks students to listen explanation about Introductions accurately. The teacher explains the topics descriptively. After the teacher explains to the students about the topics, he then asks students to read silently. The teacher says “Class, you know read the text about introductions. Now, please prepare to make role play.” If the students do not understand yet, the teacher explains again.

(e) Speaking

Having students done all the process, in this week the teacher asks students to practice role play. He asks students to introduce him/herself in front of the classroom one by one. After all students introduce themselves the teacher divide them into groups to practice introducing others by using role play. The teacher shares homework about Invitations which must be practiced in role play next week.

b) Problem statement

In this point, the teacher gives opportunity to the students to ask questions related to the topics. The teacher says, “OK, I have explained everything about the topic and you have also practiced it in role play. Do you understand?”, or do you have any question? OK, If you have questions, please fire away?”.

c) Data Collection

Remember that students of the seventh grade of Islamic Junior High School are still children who are easy to forget and difficult to focus on the subjects, therefore, in this case, the teacher must repeat the explanation and ask students to pay much attention and record all the information from the teacher and play back the model of role play in other topics.

d) Data Processing

In this point, the teacher groups students into 4 groups. They and their groups must prepare speaking practice with the topic Invitation in form of role play next week. The students write back the result of the role play in form of a summary.

e) Verification

In this point, the teacher verifies the result of learning English Speaking using role play based on his observations. He writes his observation in form of summary and verify them in order to be valid. After that, the teacher asks the group representatives to give opinions in front of the classroom. Other group can debate or give input. After the groups have finished their presentations, the students and the teacher discuss together again. This is done to improve next week role play.

f) Generalization

In the phase of generalization, the teacher asks students to ask again about things they do not understand or the teacher asks students several questions related to the topics being discussed. It is done to know the real understanding to the topic of discussion and done as the basic of pre-evaluation on each topic and on each meeting.

c. Phase of Post -Activity

This phase belongs to the phase of closing in which the teacher allocates 10 minutes. The teacher confirms the learning result at the meeting and asks the students to summarize the important points of the topics that have been discussed. Then the teacher gives appreciation to groups that have good performance and collaboration. The teacher then asks students to close the subject by saying “Class, I think that is all. Let’s close the meeting by reciting Hamdalah. The teacher and students say “hamdalah” together, “Alhamdulillahirobbil ‘alamin”. The teacher then says parting “Wassalamu’alaikum Warahmatullahi wabarakatuh. See you next week. Good bye” and students respond by saying “see you, good bye, Sir.”

d. Evaluation

At this assessment stage, the teacher categorizes the assessment into 3 elements namely:

(a) Cognitive

This cognitive assessment is in the form of performance of speaking practice. It includes self-confidence, self-understanding on the topic, and self-problem solving when students are involved in conversation during the role play.

(b) Affective

The teacher takes the result of his direct observations of students behavior in the classroom during the lesson as an affective assessment.

(c) Psychomotor

The teacher takes psychomotor assessment from students' performance in speaking practice using role play model. He observes students' gesture and intonation to make what they say are understandable.

D. CONCLUSION

From the assessment the English teacher has done, it can be concluded that the teaching and learning English speaking using role play model to the seventh graders at MTs. Maarif NU Tuban is successful. In general, students can understand the lesson material with the decided topics optimally. This can be proved by the good result of their performance of speaking in front of the classroom. During English learning, discussions and questions and answers, the class atmosphere is lively and dynamic. It is positive that students have begun to be able to focus on the lessons and have self-confidence to speak English. The students' appearance during discussions or presentations is very confident and impressive with their speaking and their gestures. The research results show that teacher teaches English Speaking using role play model well. The teacher uses lecture methods, question and answer (discussion) and role playing. He applies Scientific Approach and model of discovery Learning. He uses learning media in form of text containing dialogues about Introductions and Invitations. Teacher also prepares good planning of teaching guideline supported by several main books. He can manage the class and the time well. Students take part in the lesson enthusiastically. They are able to present presentations and discussions with good speaking in full of self-confidence. During the lesson, the students behave very well, and look serious to find knowledge. In general, they can understand the lessons well and intend to increase their English knowledge especially speaking.

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