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## THE IMPLEMENTATION OF THE ROLE PLAY TECHNIQUE IN SPEAKING CLASS OF SECOND SEMESTER AT STKIP PGRI BANJARMASIN 2015

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### ABSTRACT

Speaking is the one of basic skills that facilitating learners to master English. Speaking skill focuses on the students' ability in producing English for daily communication as natural as in their own mother tongue. Many techniques can be applied in teaching speaking, one of them is role play technique. Some researches stated that role play technique can improve students' speaking ability, but some researches stated the opposite. Thus, this presents study is intended to investigate what is not appropriate when the role play is applied in speaking class, to know the way the lecturer implements the role play technique and the problems faced by students on the role play technique. To know the result of this study, the researcher used quantitative research as the design. The population of this study was all students of English Department at STKIP PGRI Banjarmasin and the sample of this study was 44 students of second semester and one speaking lecturer who taught speaking II. The instruments used in this study were observation and questionnaire. The result of this study showed that the way the lecturer implemented the role play technique in speaking 2 was in line with the explanation from Huang. They were decide on the teaching materials, select situations and create dialogs, have students modify the situations and the dialogue and the last evaluate and check students' comprehension. The researcher also found the students' problems when the role play technique was implemented in speaking 2. They were the students found difficulties in developing their creativity, they found difficulties when they were asked to create a situation for role play, they felt their repertory of vocabulary are less, they found difficulties when they were asked to make a dialog for role play, they prefer to choose their own roles for role play, they felt scared, nervous or shy when they are asked to perform their role play in front of the class.

Keyword: Role play, Technique, and Speaking

### INTRODUCTION

#### A. Background of the Study

Speaking is the one of basic skills that facilitating learners to master English. It is also considered as an essential part in second and foreign language. According to Pachler and Redondo (Redondo, 2007, p. 92), 'speaking is a language skill which some students believe either you are good at or you are not, a skill that in some ways is down to personality factors such as confidence or extroversion'. It means that speaking skill is students' way to evaluate their success in language learning through how much they feel they have improved in spoken

language proficiency. Speaking skill focuses on the students' ability in producing English for daily communication as natural as in their own mother tongue language.

Finocchiaro and Bonomo(1973, p. 11) have stated:

Speaking skill is even more complex than the other skill since the learner will have to 1) decide what he wants to say ; 2) choose the pattern he is going to use ; 3) select the words that fit into the pattern and convey his meaning ; 4) use the correct arrangement of sounds, voice pitch and forms ; 5) make sure that what he wants to say is appropriate in the situation ; 6) place his tongue and lips in certain position to produce the sounds.

Those things above make speaking skill becomes hard to be mastered by students. Based on the researcher experience in speaking class, some students often find some problems in learning speaking skill. For example, the use of mother tongue and less motivation to practice English in daily conversation. Then, some students are also too shy and afraid to take a part in the conversation. Many factors can cause the problems of students in learning speaking skill namely students' interest, poor vocabulary, the material, media and the technique in teaching English.

Many techniques can be applied in teaching English. One of the techniques to increase students' speaking skill is Role Play. This technique is effective to use in teaching speaking. It is supported by Sulistyahadi(2011) in his research "The Effect of Using Role Play in Improving Students Speaking Ability at SMPN 03 KarangPlosoSatuAtap". He stated that the students speaking ability was improved after taught by using role play. It can be seen from the mean score result of post test, that was higher than mean score of pre-test, that was from 53.6 to 63.2. Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts.

On the other hand, some research findings said that role play technique does not improve the students' speaking skill. It supported by Umasugi(2014) in his research "The Effectiveness of Role Play Technique in teaching English Speaking at The Second Grade Students of SMA Muhammadiyah 3 Batu". He stated that teaching speaking using role play technique did not improve the students' speaking skill. The difference between the scores of the students in pre-test and the post test was not significant.

In this present study, the researcher wants to know why the role play technique does not improve some students' speaking skill. For this reason, the researcher was interested to investigate the problems faced by students on the role play technique in speaking class. Furthermore, the researcher will observe what is not appropriate when role play technique is applied in speaking class, the way lecturer implements role play and the problems faced by students when role play technique is applied.

## **B. Statement of the Problem**

Based on the explanation above, this study attempts to answer the following research questions:

1. How does the lecturer implement role play in speaking class?
2. What are the problems faced by students when role play is applied in speaking class?

## **C. Purpose of the Study**

By knowing and referring to the statement of problems, the purposes of study are:

1. To know the way lecturer implements role play in speaking class.
2. To identify what are the problems faced by students when role play is applied in speaking class.

#### **D. Significance of the Study**

The result of this research is expected to give information to the readers especially English Department lecturers, about whether the students have problems or not related to teaching techniques used by teachers in speaking class. Furthermore, this research also expected to give information to the lecturers about appropriate techniques in teaching speaking.

#### **E. The Scope and Limitation**

The scope of this research is students' problems on the role play technique in speaking class. Furthermore, it is limited on 44 students and one speaking lecturer in the speaking II class at the second semester of English Department, STKIP PGRI Banjarmasin, 2014/2015 academic year.

#### **F. The Definition of Key Terms**

The terms used in this study are defined as follows:

1. **Problem** is a situation in which a person is motivated to reach a goal, but a obstacle or some obstacles block attainment of the goal (Klein in Ratnasari, 2009)
2. **Role play** is activities where students are asked to imagine that they are in different situations and act accordingly (Harmer, 1998, p. 92).
3. **Techniques** are any of wide variety of exercise, activities, or tasks used in the language classroom for realizing lesson objectives (Brown, 2000, p. 16).
4. **Speaking** is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994).

In conclusion, this chapter has already described the background study of this research, statement of problem, purpose of study, significance of study, scope and limitation and definition of key terms. Each section has explained in detail as the basic information of this research. Then, the basic information will be continued by the review of related literature in the next chapter.

## **RESEARCH METHODOLOGY**

### **A. Research Design**

This present study was aimed to investigate the implementation of role play technique in speaking class 2. Furthermore, the researcher also investigated the lecturer's way in implementing the role play technique and the students' problems toward this technique. In line with the statement, the quantitative research was considered as the appropriate research design in this research..

The researcher used survey research design because the researcher wanted to investigate students' opinion toward the using of role play in speaking class without manipulated them. As an addition, the researcher also tried to investigate inappropriate thing when role play technique is applied and the way of teacher in implementing role play technique in speaking class. Then, the data obtained will be analyzed systematically based on the statement of problems and purpose of this present study.

## **B. Data Collection**

### **1. Population and Sample**

In this present study, the group of students in a population that the researcher can study was all the students of second semester. They were consisted of two classes, they were A class and B class. The number of all students were 44 students.

**Table 1 Total Number of Research Target Population.**

<b>Class</b>	<b>A</b>	<b>B</b>
Number of Students	25 students	19 students

*(English Department STKIP PGRI Banjarmasin (2015))*

Meanwhile, according to Creswell (2012, p. 142), ‘A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.’ The researcher took a group of students that become a target population and one speaking lecturer who taught speaking II as the sample for this research. ‘If the number of the population is less than one hundred, than it is better to take them all as the subjects of the research (Arikunto, 2006, p. 134).

### **2. Research Instruments**

Research instrument is the tools which is used to gain the data in the research. In this research, the researcher applied two kinds of instruments to collect the data. They were observation and questionnaire.

#### **a. Observation Field Notes**

‘Observation is the process of gathering firsthand information by observing people and places at a research site (Creswell, 2012, p. 213).’ The advantages of observation are the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas.

In this present study, non-participant observation was used because the researcher did not participate in the activities being observed. The researcher just sat in the corner of the class when the students were learning, and she just took notes the activities being done by the lecturer and students during teaching learning activities. The purpose of non-participant observation in this present study was to know the way the lecturer implemented role play technique in speaking class. In order to ease data collection the researcher used a checklist and notes.

#### **b. Questionnaire Checklist**

According to Creswell (2012, p. 382), ‘A questionnaire is a form used in a survey design that participants in a study complete and return to the researcher.’ The participant chooses answers to questions and supplies basic personal or demographic information. In addition, the researcher would directly administered the questionnaire to the students in speaking class.

In this present study, the researcher used closed-ended questions. It is used because close-ended questions can be answered more easily and quickly by the students. Furthermore, the responses of closed-ended questions are easier to tabulate. Meanwhile, a Likert-type items was used for the research participants’ responses on the statements or questions. According to Ary (2010, p. 393), ‘The Likert-type items let subjects indicate their responses to selected statements

on a continuum from strongly agree to strongly disagree.’ The advantages of Likert-type items is that points can be assigned to the various responses, and thus measures of central tendency, variability, correlation, and the like can be calculated. Each statement gave five options: 1. Strongly agree. 2. Agree. 3. Undecided. 4. Disagree. 5. Strongly disagree.

### 3. Validity and Reliability

Validity is needed to measure the quality of instrument before use. According to Ary (2010, p. 225), ‘Validity was defined as the extent to which an instrument measure what it claimed to measure.’ Based on the previous statement, the researcher believe that the use of validity is really important in this research. It is because validity can ensure whether the instruments are really measuring what they are supposed to measure or not.

Furthermore, ‘Reliability refers to the extent to which the test is consistent in measuring whatever it does measure (Ary et al, 2010, p. 259). It means that the reliable instrument was a instrument that use to measuring the subject for many times and it will produce the same result. In this present study, the instrument is used was reliable because the question items were arranged based on the theory of role play technique.

### 4. Pilot Study

The researcher also used pilot study to the questionnaire checklist. According to Creswell (2012, p. 390), ‘Pilot test of a questionnaire or interview survey is a procedure in which a researcher makes changes in an instrument based on feedback from a small number of individuals who complete and evaluate the instrument.’ Based on Creswell’s statement, the researcher believed that pilot study can help the researcher in determining question items for the students. In this present study, the researcher asked to some friends who understood about role play technique to answer the questionnaire checklist before it was distributed to the sample. They were asked to respond to the questionnaire by reading the instruction and the researcher did not explain anything about the question items.

### 5. Procedures of Data Collection

**Table 2. The Procedure of Data Collection**

No.	Date	Activities
1.		Selecting the target population from the population were available in research site.
2.		Asking permission to the institute and lecturer to do a survey research.
3.		Preparing observation fieldnotes and questionnaire checklist about role play technique and also speaking. Then, doing a validity and also pilot study.
4.		Doing observation in the classroom to investigate the situation during teaching learning process using role play technique. The researcher also recorded the activities in order to continue investigate.
5.		Investigating the way of teacher in implenting role play technique by video using observation fieldnotes.
6.		Distributing the questionnaire checklist to know students’ probem toward role play technique in speaking class.
7.		Collecting the data were gained from the observation and the questionnaire. Then, process the data.

(Riyanti, 2015)

### **C. Data Analysis**

After collecting the data, the researcher continued to analyze the data. In analyzing the data, the researcher used a descriptive analysis with the following procedure. The data from observation and questionnaire was collected and the data will be analyzed and described one by one based on the questions in statement problem. The first and second questions will be answered based on the data got from observation. The third questions will be answered based on the data got from questionnaire given to the students. The answer from questionnaire items were concluded in percentage.

The procedure of analyzing the data is as follows:

1. Identifying the data based on the statement of problems.
2. Analyzing and describing the lecturer's way in implementing the role play technique in speaking class based on the observation field notes.
3. Comparing the observation field notes with some theories in the review of literature.
4. Describing students problems that appeared during applying role play technique based on the data gotten from the result of questionnaire.
5. Arranging the answer in form of table.
6. Counting the percentage of students' answers for each item by using formula below.

The researcher used the following formula by Arikunto(2006)

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage of students' response

F = The frequency (number of students' answer the questionnaire).

N = The number of students

7. Verifying and interpreting the data.
8. Drawing the conclusions.

In sum, this chapter has already discussed how this research will be completed. The researcher has explained the research design, the data collection, and the data analysis. In the next chapter, the researcher will explain about the result finding and discussion about the problem faced by students on the role play technique in speaking class.

## **RESEARCH FINDINGS AND DISCUSSION**

### **A. Research Findings**

Finding is a part of the research activities that will elaborate the information required in the research data to answer the research questions. In this present study, the researcher investigated the way the lecturer implements the role play technique through observation field notes. Besides, the researcher also used questionnaire checklist to know students' problem when the role play technique was implemented in speaking 2 at English Department, STKIP PGRI Banjarmasin.

#### **1. The way the lecturer implemented the role play technique in speaking 2.**

To get the data related to the way the lecturer implemented the role play technique in speaking 2, the researcher conducted an observation. The result of observation field notes is shown in the Table 3.

**Table 3. Result of Observation Field Notes 1**

No.	The steps in applying Role Play Technique	Answer				Notes
		A Class		B Class		
		Yes	No	Yes	No	
1.	Decide on the teaching materials	√		√		The lecturer decided the material before the class, and the material taken from the text book for basic speaking skill.
2.	Select situations and create dialogs	√		√		The lecturer selected the situation and the dialog about introduction. She did not create her own dialog, but based on the text book.
3.	Teach the dialogs for role plays	√		√		The lecturer taught the dialog to the students, such as taught about the expression related to self-introduction and introduction others.
4.	Have students practice the role plays		√		√	In this step the lecturer asked the students to practice role play with their chair mates, but the lecturer missed it.
5.	Have students modify the situations and dialogs	√		√		The lecturer asked the students to work in pair and modify the situations and the dialogs. The dialogs available in the text book.
6.	Evaluate and check students' comprehension	√		√		The lecturer asked the group to perform their role play in front of the class and take the score.

(Adopted by Huang, 2008)

Based on the table above (Table 3.), the researcher gives more detail explanation of each point in the table as below.

**a. The lecturer decided the material before the class.**

The lecturer prepared the material about introduction for role play in speaking 2. It is appropriate with the students' level. The material for this role play was taken from text book "Teknik dan Panduan Mahir Berkomunikasi dalam Bahasa Inggris – Book 1 Basic Speaking Skills". This book provides the special part for practice role play such as the dialog. The lecturer gave the copy of this book for each student. In addition, the lecturer also used the other books, such as "Everyday Functions book 1" and "Communicating in English" for the source material.

**b. The lecturer selected the situation and the dialog.**

In this step, the lecturer has to select the situation and the dialog for role play. Based on the result of observation, the lecturer did not create her own situation or dialog. The lecturer used the situation and dialog that has been available in the text book. For example, it can be seen in Appendix 5.

**c. The lecturer taught the dialog.**

The lecturer taught the dialog for role play to the students. First, the lecturer taught about the expressions for self-introduction, introduction others and introduction in formal and non-formal situation. The lecturer asked the students to follow her to pronounce those kind of expression. Then, the lecturer taught the example of conversation about introduction. The last, the lecturer told the students about the culture of self-introduction.

**d. The students modified the situations and dialogs**

The lecturer asked the students to work in a pair. They have to modify the situations and dialogs. The examples of dialogs for role play were available in the text book. For example, it can be seen in Appendix 5.

**e. The lecturer evaluated and check students' comprehension**

In the last step of the role play procedure, the lecturer asked each group to perform in front of class. Each group presented their role play and the lecturer gave a score for each students' appearance. The group which have finished may go home.

**2. Students' problems when the role play technique was implemented in speaking 2.**

To know the students' problems when the role play technique was implemented in speaking 2, the researcher used questionnaire checklist. In the questionnaire checklist, question number 1 to number 6 were aimed to know general opinions from the students about the role play technique. Then, question number 7 to number 13 were aimed to know about students' problems when the role play technique was implemented in speaking 2. The result of questionnaire checklist was collected. Then, the researcher categorized the frequency of each questions as below.

**Table 4 Result of Questionnaire**

No.	Statement	Options	Frequency	Percentage
1.	Saya merasa kesulitan dalam belajar English speaking skill.	Strong Agree Agree Neutral Disagree Strong Disagree	1 9 19 13 2	2,27% 20,45% 43,18% 29,54% 4,54%
2.	Saya mengetahui apa itu teknik Role Play yang dipakai di dalam kelas Speaking 2.	Strong Agree Agree Neutral Disagree Strong Disagree	2 21 14 7 -	4,54% 47,72% 31,81% 15,90% -
3.	Pembelajaran speaking 2 dengan teknik Role Play sangat menyenangkan	Strong Agree Agree Neutral Disagree Strong Disagree	11 22 11 - -	25% 50% 25% - -
4.	Menurut saya teknik Role Play mempermudah saya dalam belajar English speaking skill.	Strong Agree Agree Neutral Disagree Strong Disagree	10 23 11 - -	22,72% 52,27% 25% - -
5.	Menurut saya teknik Role Play dapat meningkatkan kemampuan speaking saya.	Strong Agree Agree Neutral Disagree Strong Disagree	15 22 7 - -	34,09% 50% 15,90% - -



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No.	Statement	Options	Frequency	Percentage
6.	Saya masih merasa kesulitan ketika teknik Role Play diterapkan.	Strong Agree	-	-
		Agree	11	25%
		Neutral	28	63,63%
		Disagree	4	9,09%
		Strong Disagree	1	2,27%
7.	Saya merasa kesulitan untuk mengembangkan daya kreatifitas saya.	Strong Agree	1	2,27%
		Agree	13	29,54%
		Neutral	18	40,90%
		Disagree	12	27,27%
		Strong Disagree	-	-
8.	Saya merasa kesulitan ketika diminta menciptakan sebuah situasi untuk Role Play.	Strong Agree	2	4,54%
		Agree	15	34,09%
		Neutral	21	47,72%
		Disagree	5	11,36%
		Strong Disagree	1	2,27%
9.	Saya merasa kosakata yang saya kuasai masih sangat sedikit.	Strong Agree	10	22,72%
		Agree	20	45,45%
		Neutral	11	25%
		Disagree	2	4,54%
		Strong Disagree	1	2,27%
10.	Saya merasa kesulitan ketika diminta membuat dialog untuk Role Play.	Strong Agree	5	11,36%
		Agree	13	29,54%
		Neutral	12	27,27%
		Disagree	8	18,18%
		Strong Disagree	1	2,27%
11.	Saya merasa tidak nyaman/tidak percaya diri ketika diminta untuk berperan sebagai orang lain yang tidak biasa/tidak sesuai dengan keseharian saya saat Role Play.	Strong Agree	5	11,36%
		Agree	7	15,90%
		Neutral	18	40,90%
		Disagree	14	31,81%
		Strong Disagree	-	-
12.	Saya lebih senang ketika dapat memilih peran yang saya inginkan saat Role Play.	Strong Agree	10	22,72%
		Agree	20	45,45%
		Neutral	13	29,54%
		Disagree	1	2,27%
		Strong Disagree	-	-
13.	Saya merasa takut/malu ketika diminta untuk menampilkan Role Play di depan kelas.	Strong Agree	-	-
		Agree	14	31,81%
		Neutral	19	43,18%
		Disagree	8	18,18%
		Strong Disagree	3	6,81%

## **B. Discussion**

Based on the research findings, from the observation field notes 1 found that the way the lecturer implemented the role play technique in speaking 2 was in line with the explanation from Huang. According to Huang (2008), there were six steps in the procedure of doing role play. The six steps were decide on the teaching materials, select situations and create dialogs, teach the dialogs for role plays, have students practice the role plays, have students modify the situations and the dialogs and the last evaluate and check students' comprehension. Even though the lecturer was doing the procedure in line with the explanation from Huang, but she missed one step from the procedure. She did not let the students have a practice for doing role play. After she taught the dialogs for role plays, she directly continued to ask the students to modify the situation and dialogs.

From the result of the questionnaire checklist, the researcher concluded that each question in the questionnaire checklist can be represented someone's opinions, states, situation, feelings, and certain perception. It is because the researcher conducted the questionnaire checklist based on the problems from the researcher's and some of her friends' experience when the role play technique was implemented in daily class activities. In that questionnaire checklist, the researcher concluded that the students' problems when the role play technique was implemented in speaking 2 were the students found difficulties in developing their creativity, they found difficulties when they are asked to create a situation for role play, they felt their repertory of vocabulary are less, they found difficulties when they are asked make a dialog for role play, they prefer to choose their own roles for role play, they felt scared, nervous or shy when they are asked to perform their role play in front of the class. For some questions that have more "Neutral" answer that the others options the researcher give an explanation for that word. The explanation of "Neutral" word means to explain the students who are not sure with their answer. It maybe because they did not know what to stated the answer or maybe because they sometimes got difficulties, but sometimes not.

In conclusion, this chapter has already explained all about findings and discussion conducted by the researcher. Next, chapter five will discuss about conclusion of this present study and suggestion for the lecturers, the students, and also for the further researcher.

## **CONCLUSION & SUGGESTIONS**

In this chapter, the researcher draws the conclusion and suggestions of this present study. First section, the researcher will elaborate the conclusion of this present study. The second section is the suggestions for the lecturer, the students, and also for the further researcher.

### **A. Conclusion**

Based on the research findings and the discussion the researcher concluded that the way the lecturer implemented the role play technique in speaking 2 was in line with the explanation from Huang. They were decide on the teaching materials, select situations and create dialogs, teach the dialogs for role plays, have students modify the situations and the dialogs and the last evaluate and check students' comprehension. The last is the students' problems when the role play technique was implemented in speaking 2 were the students found difficulties in developing their creativity, they found difficulties when they are asked to create a situation for role play, they felt their repertory of vocabulary are less, they found difficulties when they are asked make a dialog for role play, they prefer to choose their own roles for role play, they felt scared, nervous or shy when they are asked to perform their role play in front of the class.

## **B. Suggestions**

The researcher hopes that the result of this present study can be useful for the English speaking skill lecturers, to the students and also the further researcher. First for the English speaking skill lecturers, they may make the role play technique as another options of teaching technique in speaking skill by reading this result study. The lecturers could apply the role play technique because it is useful for the teacher and students as long as the lecturers use the right way in implementing this technique.

For the students, the researcher suggests to have more practice in speaking. The students may be able to keep practice their English speaking skill with their friends in classroom or outside the classroom. It would give many contributions to improve students speaking skill. Most of students have good understanding about the role play technique, but they have to be more serious when doing role play.

For the further researchers, they can continue this presents study with the different focus. The researcher hopes that the next study could be focused on the students' problems towards other teaching technique of speaking skill. The further researchers are also suggested to add the way of the students or the lecturer in solving the problems.

In sum, this chapter has already highlighted the conclusion and suggestions. The researcher hopes this study will be useful for the reader especially for the students of English department as the reference to learn about the implementation of the role play technique.

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