

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. Speaking Skill

###### a. Definition of Speaking

Speaking is one of the basic skills of English to communicate with other people in the world, both formal and non-formal situations. Speaking is crucial to acquiring foreign or second language learning. According to Byrne cited in Lilik, speaking is an interactive process that occurs between the speaker and listener<sup>1</sup>. Based on this idea, it can be seen that in speaking activities there is an interactive activity that involves two or more people who act as listeners or speakers so that there is a reciprocal relationship between people who communicate.

In addition, as stated by Brown & Joyce in Anchunda speaking in particular, is one of the most important skills for interaction and communication, it is described as an interactive process of constructing meaning that includes producing, receiving, and processing information<sup>2</sup>. It means that by having good speaking skills a person can communicate and interact with people around them easily.

Moreover, Chaney in Munther defines speaking as "the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts"<sup>3</sup>. It means that someone can convey information,

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<sup>1</sup> Huriyah, Lilik, et.al, "Peer Dialogue as an Effective Way for Teaching Speaking: Indonesian EFL Students' Voice", *Proceedings of the International Conference on English Language Teaching* (2019): 236, <https://doi.org/10.2991/assehr.k.200427.046>.

<sup>2</sup> Anchunda Henry Yuh, Wareerat Kaewurai, "Investigation of Thai Students' English-speaking Problems and Needs and the Implementation Collaborative and Communicative Approaches to Enhance Students' English-speaking skills", *The Golden Teak : Humanity and Social Science Journal (GTHJ)* 27, no.2 (2021): 92, <https://so05.tci-thaijo.org/index.php/tgt/article/view/252425>.

<sup>3</sup> Munther Zyoud, "Theoretical Perspective On How To Develop Speaking Skill Among University Students", *Pune Research Scholar: An International Multidisciplinary Journal* 2, issue. 1 (2016): 2, [https://www.researchgate.net/publication/297013831\\_THEORETICAL\\_PERSP](https://www.researchgate.net/publication/297013831_THEORETICAL_PERSP)

and express ideas not only verbally but also using non-verbal symbols where someone does not need to use words to express it. Non-verbal symbols can be in the form of body language cues, eye gaze, and face expressions.

On the other hand, Hammad & Abu Ghali cited in Enas define “speaking as a productive oral process that consists of using grammatical rules, cohesive devices, lexical items, phonological rules for expressing one's thoughts and feelings in speech”<sup>4</sup>. From this statement, speaking is a productive oral skill where learners must pay attention to grammatical and phonological rules in producing an utterance. This is done so that someone can speak well and fluently.

Based on the definition of speaking put forward by experts. It can be concluded that speaking is an interactive process between speakers and listeners to exchange ideas or information orally.

#### b. Aspect of Speaking

To be a good speaker, someone must give the impression that he/she mastered the topic being discussed, and the speaker must also speak clearly and precisely. Related to this, There are 5 aspects of speaking proposed by Brown. They are grammar, vocabulary, comprehension, fluency, and pronunciation.

##### 1) Grammar

Grammar is related to linguistic rules that form sentences in a language. Grammar is important to organize ideas into good and correct sentences. According to Miranti grammar is a set of rules that must be followed for sentences to be meaningful in expressing ideas<sup>5</sup>. Grammar not only

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### EFFECTIVE ON HOW TO DEVELOP SPEAKING SKILL AMONG UNIVERSTY STUDENTS.

<sup>4</sup> Enas Abdullah Hammad, “The impact of oral presentations on Al-Aqsa University EFL students' speaking performance, speaking anxiety and achievement in ELT Methodology”, *Journal of Second and Multiple Language Acquisition* 8, issue. 1 (2020): 3, [https://scholar.google.com/scholar?q=related:Nb0IZh6ASMgJ:scholar.google.com/&hl=id&as\\_sdt=0,5#d=gs\\_qabs&u=%23p%3DNb0IZh6ASMgJ](https://scholar.google.com/scholar?q=related:Nb0IZh6ASMgJ:scholar.google.com/&hl=id&as_sdt=0,5#d=gs_qabs&u=%23p%3DNb0IZh6ASMgJ).

<sup>5</sup> Miranti Anggun Sapitri, Magdad Hatim, Noviati, “The Implementation Of Role Play With Video Blogs (VLOG) In Teaching Speaking To The Eleventh Grade Students Of Senior High School 3 Of Palembang”, *Exposure Journal* 9,

regulates the arrangement and relationships of words in sentences but also affects the meaning in sentences<sup>6</sup>. For example, the addition of -s, and -es in a noun, indicates that the noun is a plural noun and has meant more than one. Without knowing the rules of grammar, the language used will become chaotic.

## 2) Vocabulary

Vocabulary becomes the foundation of making sentences, and the greater a person's vocabulary, the more effectively they can express their ideas when speaking. "Vocabulary is the total number of words in a language"<sup>7</sup>. Without having a vocabulary, a person will not be able to use language. As stated by Wilkins cited in Ratminingsih "without grammar very little can be conveyed, and without vocabulary, nothing can be conveyed"<sup>8</sup>. Thus it can be said that vocabulary plays a very important role in the use of language both orally and in writing.

## 3) Comprehension

Comprehension is an aspect of speaking English that requires understanding in communicating<sup>9</sup>. Comprehension is the ability to understand what other people are talking about. Comprehension plays an important role in speaking skills, especially when in a conversation that involves two or more people so that communication runs well.

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no. 2 (2020): 405,  
<https://journal.unismuh.ac.id/index.php/exposure/article/view/4343>.

<sup>6</sup> Miranti, "The Implementation Of Role Play... 405.

<sup>7</sup> Miranti, "The Implementation Of Role Play... 405.

<sup>8</sup> Ni Made Ratminingsih, *Metode dan Strategi Pembelajaran Bahasa Inggris*. (Depok: Rajawali Pers, 2017), 32.  
<https://books.google.co.id/books?id=emUhEAAAQBAJ&printsec=frontcover&dq=ni+made+ratminingsih&hl=id&sa=X&ved=2ahUKEwjHh47ruLH2AhXC8HMBHUwiC7cQuwV6BAGHEAc#v=onepage&q=ni%20made%20ratminingsih&f=true>.

<sup>9</sup> Miranti, "The Implementation Of Role Play...405.

## 4) Fluency

Fluency in speaking is defined as a person's ability to speak spontaneously, clearly, precisely, and fluently<sup>10</sup>. Fluency in speaking is needed so that what you want to talk about can be conveyed in full without interruption. Besides, fluency in speaking also indicates that someone has mastered the topic being discussed so that what is being discussed seems more natural.

## 5) Pronunciation

Pronunciation refers to a person's ability to comprehend the sound system, which has a direct impact on the meaning of words in a language<sup>11</sup>. Good pronunciation will help listeners understand what the speaker is saying. So both the speaker and the listener must understand the phonological system and know how to pronounce it.

All of the aspects of speaking are crucial because these aspects are interrelated with each other. If one aspect is not fulfilled communication will not run well.

## c. Teaching Speaking Skills

## 1) Teaching Speaking

In the Indonesian curriculum, the goal of teaching English as a foreign language is to prepare students to communicate fluently and accurately in the language. Teaching speaking skills is regarded as a crucial point for achieving the goals. Good teacher preparation, great student motivation, and adequate instructional resources can all contribute to a successful teaching-learning process<sup>12</sup>. To qualify, teachers must be competent and implement a suitable teaching technique.

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<sup>10</sup> Miranti, "The Implementation Of Role Play...405.

<sup>11</sup> Hermansyah, Cici Handayani and Dewi Wulandari, "The Effectiveness of English Songs in Teaching Pronunciation to Elementary School Students in SD Bintang Pertiwi", *Proceedings Of the 1 St Annual International Conference on Language and Literature* 1, no. 1 (2018): 43, <http://aicll.sastra.uisu.ac.id/index.php/aicll/article/view/6>.

<sup>12</sup> Abdul Gafur Marzuki, "Developing Speaking Skill through Oral Report in an EFL Class in Indonesia", *Al- Ta'lim Journal* 24, no. 3 (2017): 244, <http://dx.doi.org/10.15548/jt.v24i3.330>

Teaching speaking skills is a crucial point to guide students to be able to speak or utilize language for communication. Teaching speaking is a process of transferring information about the components of speaking to increase students' speaking ability to produce verbally expressed words, express their feelings and opinions<sup>13</sup>. As stated by Nunan in La'biran Teaching speaking implies that the teacher help students to create the English speech sound and pattern, utilize words and sentences, emphasize intonation pattern, and following language rhythm, select proper words and phrases based on the appropriate social setting, audience, circumstance, and topic matter, organize their ideas in a meaningful and logical order, use language to express ideas, values, and judgments, deliver the language fluently and confidently, with any unnatural pauses<sup>14</sup>.

In addition, in teaching speaking the teacher must know how to teach speaking. Because in teaching and learning activities in the classroom there is an interactive process between the teacher and students where the teacher not only transfers knowledge but also skills and motivates students. Scott in Maryati indicated that there are three phases in teaching speaking, which are as follows: firstly the teacher has to convey the aim of teaching speaking, secondly, the teacher should lead students to perform a presentation so that the learning process is meaningfully and actively. Lastly, the teacher asks students to practice as often as possible<sup>15</sup>.

## 2) Principle of Teaching Speaking

There are 5 principles of teaching speaking proposed by Nunan:

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<sup>13</sup> Maryanti, Sofyan Abdul Gani, Saiful Marhaban, "The Strategies Applied By Teachers In Teaching Speaking", *English Education Journal* 12, no. 3 (2021): 383, <https://doi.org/10.24815/eej.v12i3.19080>.

<sup>14</sup> Roni La'biran & Resnita Dewi, "Teaching English Speaking Strategies In Covid-19 Era For English Department Students At UKI Toraja", *Jurnal KIP* 10, no. 1 (2021): 50, <http://journals.ukitoraja.ac.id/index.php/jkip/article/view/1218>.

<sup>15</sup> Maryanti, "The Strategies... 384.

- a) Recognize the difference between learning a second and a foreign language learning context. It is explained that speaking is learned in 2 contexts, namely foreign language context and second language context. In the foreign language context, the target language is not the main language for communication in society<sup>16</sup>. It means that language learners rarely or even do not hear and use the target language as a communication language outside the classroom. Consequently, learning to speak in that context is very complicated. Meanwhile, in the second language context, the target language is the language used to communicate in society<sup>17</sup>.
- b) Provide opportunities for students to develop both their fluency and accuracy. Accuracy is the match between what students say and what people say when they use the target language. Fluency is the speaker's ability to use the language quickly and confidently with few hesitations or unnatural pauses<sup>18</sup>.
- c) Give opportunities for students to talk by using group work or pair work and restricting teacher talk. Teachers should provide more opportunities for students to talk during learning. Activities like pair work and group work can be utilized to improve students' speaking skills and give students the amount of time to practice in the target language<sup>19</sup>.
- d) Plan speaking tasks that involve negotiation for meaning. During the conversation, students can be asking clarification, repetition, or explanations<sup>20</sup>. This is done to clarify that students have understood what someone has said and make sure that someone has understood your meaning. This process is called

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<sup>16</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill. 2003), 54.

<sup>17</sup> David Nunan, *Practical English* ....54.

<sup>18</sup> David Nunan, *Practical English* ....55.

<sup>19</sup> David Nunan, *Practical English* ....55.

<sup>20</sup> David Nunan, *Practical English* ....55.

negotiating for meaning. So in negotiating for meaning they must understand each other.

- e) Design classroom activities that involve guidance and practice in both transactional and interactional speaking. Interactional speaking is used to interact and communicate in social society, it is like a conversation. Transactional speaking involves communication to get something done, including the exchange of goods and services<sup>21</sup>.

## 2. Role play

Role play is a popular technique in teaching the language especially for teaching speaking in the classroom. Role play is a teaching technique oriented on the group activity in which students can act out or imitate real life in the classroom<sup>22</sup>. In addition, Richards and Rodgers in Nurhamimi argue that role play is a technique that can promote students' interpersonal and social relationships<sup>23</sup>. Moreover, Qing in Jonathan defines role play as the portrait in a real-life context while engaging in social activities<sup>24</sup>. So the researcher argues that role play is a teaching technique-oriented group activity in which students can act out to be someone in different social condition and different social roles.

Role play gives students a chance to pretend to be somebody else<sup>25</sup>. It allows students to act out become different characters. As a result, it helps them develop both

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<sup>21</sup> David Nunan, *Practical English* ....56.

<sup>22</sup> Donald C Orlich, et.al, *Teaching Strategies: A Guide to Effective Instruction* (Boston: Wadsworth 25 Thomson Place, 2010), 263.

<sup>23</sup> Nurhamimi Togimin & Haliza Jaafar, "Role Play Activities: An Innovative Approach to Teaching Speaking Skills in an ESL Classroom", *LSP International Journal* 7, issue. 2 (2020): 21, <https://doi.org/10.11113/lspi.v7.16310>.

<sup>24</sup> Jonathan Lara Castro & Claudio Díaz Larenas, "Students' willingness to Participate in Speaking Activities Through The Use of Scripted Role-Plays", *Comunicación* 28, no. 2 (2019): 73, [https://www.scielo.sa.cr/scielo.php?pid=S1659-38202019000200071&script=sci\\_arttext](https://www.scielo.sa.cr/scielo.php?pid=S1659-38202019000200071&script=sci_arttext).

<sup>25</sup> H. Douglas Brown, *Language Assesment: Principles and Classroom Practices* (New York: Longman, 2004), 174.

their language and social skills. Activities like this can help shy students overcome their shyness when they speak in front of the class<sup>26</sup>. Shy students themselves usually find it difficult to convey ideas or to tell about themselves. It means that role-play can regenerate students' self-confidence. As stated by Mavlonova For shy students, role play can assist by creating a mask, where students with difficulty in the conversation feel free to speak<sup>27</sup>.

Role play can be a place for EFL students who want to develop speaking skills. It helps students interact with each other using the target language. In role play, students are given instructions about the situation or problem, and each individual is given a role to play. Students can take on the identity of the other person, even if just for a few moments. It is frequently done in pairs and sometimes needs five or six different roles for interaction<sup>28</sup>.

In some versions, role play provides an amount of time to practice, so that students may plan out what they will say. It can reduce students' anxiety levels<sup>29</sup>. So, before performing role-play in front of the class, students have the opportunity to practice and create their dialogue to build relationships and interact with players. Good preparation will help students perform confidently in front of the class. Because the focus of role play is not on the psyche of each player or individual but on reenacting or dramatizing a condition and showing how the different kinds of characters can support each other<sup>30</sup>.

Role play technique also enables students to not only learn about words, sentences, and phrases but also to learn how to communicate in a variety of situations<sup>31</sup>. For example, when students are instructed to become doctors and patients, they are introduced to new and challenging contexts for them and even the roles they have never

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<sup>26</sup> Nurhamimi, "Role Play...21.

<sup>27</sup> Mavlonova Ugiloy Khamdamovna, et.al, "Role Play As A Method Of Developing Speaking Skill", *Scientific reports of Bukhara State University* 3, issue. 1 (2019): 255, <https://uzjournals.edu.uz/buxdu/vol3/iss1/13>.

<sup>28</sup> Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Press, 1991), 132.

<sup>29</sup> H. Douglas, *Language Assesment...* 174.

<sup>30</sup> Donald C Orlich, *Teaching Strategies...*264.

<sup>31</sup> Nurhamimi, "Role Play...20.



experienced in real life. This is an opportunity for them to explore themselves, and be as creative as possible to play the role<sup>32</sup>. It means that role play provides students a chance to practice speaking before they do in the social environment.

Role play is a teaching technique that is very useful in the language learning process. Role play can be an option for teachers in creating a pleasant learning situation so that students feel relaxed and do not feel afraid or pressured during the learning process. According to Norazmi Yusof & Yabit, there are some benefits of role play: first, role play assists students in learning a second or foreign language in a fun and enjoyable situation. Second, role play can train students to be more creative where students can improvise the language they used based on their imagination and creativity. Third, role play assists students to develop a level of self-confidence. The last, role play can also assist students in growing their interest in learning a language<sup>33</sup>.

### 3. English Learning in New Normal Era

The term “new normal” emerged after the country was hit by the COVID-19 pandemic. In new normal era, new habits emerge in a society that must be applied and accustomed to. Starting from the simplest things such as wearing a mask, handwashing every time you touch door handles or objects outside the house, and placing temperature measuring officers at the entrances to shopping centers, offices, or schools. We must accept the new habit with adaptation so that it is expected to become a normal thing in our lives. In line with what the head of the Expert Team of the Task Force for the Acceleration of Handling Covid-19 Wiku Adisasmita said, “New Normal” is a behavior change to continue carrying out normal activities while still implementing health protocols to prevent the transmission of COVID-19<sup>34</sup>.

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<sup>32</sup> Nurhamimi, “Role Play...21.

<sup>33</sup> Norazmie Yusof & Yabit Alas, “Benefits and Students Perception on Role-Play Teaching Technique: Progressive & Fun Learning Experience in Brunei”, *IJOLAE: Indonesian Journal on Learning and Advanced Education* 3, no. 3 (2021): 229-230, DOI: 10.23917/ijolae.v3i3.12364.

<sup>34</sup> Dandy Bayu Bramasta, “Mengenal Apa Itu New Normal di Tengah Pandemi Corona”, (Kompas.com), Mei. 20, 2020,

In the context of education, whether we realize it or not, new normal is starting to happen globally. Face-to-face learning activities that previously could be carried out freely. Now, people have to implement the health protocol recommended by the government and school institutions. Currently, face-to-face learning activities at schools are slightly different from the previous school year due to the COVID-19 pandemic. Besides restrictions on the duration of class hours, the number of students in class, the school must also implement strict health protocols. The implementation of limited face-to-face learning in all educational units has been open since July 2021<sup>35</sup>.

At the end of 2021, the government announced a new rule regarding 100 percent face-to-face learning with a maximum duration of six hours of lessons. The government took this decision because the COVID-19 pandemic situation is fairly controlled and the case rate which tends to decrease. This regulation takes effect from January 2022, or the even semester of the 2021/2022 academic year. 100 percent face-to-face learning can be carried out with various provisions and consider the conditions in each school area. This refers to the SKB 4 ministers dated December 21, 2021, regarding guidelines for the implementation of learning during the COVID-19 pandemic<sup>36</sup>.

English learning in new normal era at MTs Al-Alawiyah has re-implemented face-to-face learning with a capacity of 100 percent of students in the classroom. Face-to-face learning in the new normal era is slightly different from the previous year, in which this school reduced the duration of lesson hours and the time of break. The time allocation for learning activities in the new normal era is 30

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<https://www.kompas.com/tren/read/2020/05/20/063100865/mengenal-apa-itu-new-normal-di-tengah-pandemi-corona-?page=all>.

<sup>35</sup> Mitra Kasih La Ode Onde, Hijrawatil Aswat, Eka Rosmitha Sari, Nur Meliza, “Analisis Pelaksanaan Pembelajaran Tatap Muka Terbatas (TMT) di masa New Normal terhadap Hasil Belajar Matematika di Sekolah Dasar”. *Edukatif : Jurnal Ilmu Pendidikan* 3, no. 6 (2021): 4402, <https://doi.org/10.31004/edukatif.v3i6.1449>.

<sup>36</sup> Tim detikcom, “Aturan PTM 2022 Sesuai SKB 4 Menteri, Ini Syaratnya”, (detikNews), Jan. 4, 2022, <https://www.google.com/amp/s/news.detik.com/berita/d-5883435/aturan-ptm-2022-sesuai-skb-4-menteri-ini-syaratnya/amp?espv=1>.

minutes for a one-hour lesson with 1 break. Whereas in the previous year or before the pandemic, the duration of a one-hour lesson was 40 minutes with 2 breaks.

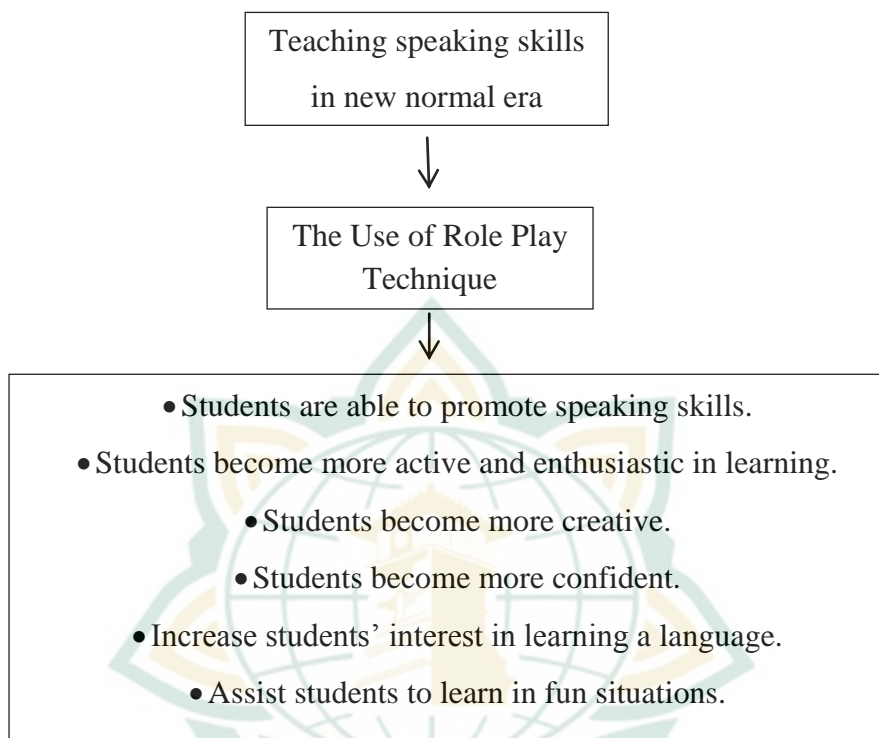
In new normal era, the teacher uses several methods in learning English, including cooperative learning, discourse, role play, questions and answers, and combined methods. According to the English teacher at MTs, teaching English cannot be done using only one method. Therefore, English teachers at MTs often use combined methods in teaching.

## **B. Theoretical Framework**

Speaking is one of the English skills that must be learned by students. Most students think that English is a difficult subject. It is not surprising that many students are passive and silent when asked to use English. As explained above, most of the students at MTs Al-Alawiyah Karangrandu have a problem with speaking. This can be seen from the number of students who still have difficulty pronouncing English words, have limited vocabularies, and students are afraid of making mistakes. These problem make them difficult to convey their ideas in English. As a result, students feel bored during the learning process.

Therefore, English teachers are demanded to be more creative in choosing appropriate learning strategies for their students. The English teacher tried to apply role play in teaching speaking as a learning innovation in new normal era to enhance students' speaking skills and also overcome these problems. Role play is claimed to be able to promote students' speaking skills and make the classroom situation more lively, active, and fun.

Based on the description above, the theoretical framework can be depicted in the following scheme:



### C. Previous Studies

Previous research has an important role in the research that will be conducted. The existence of similar previous research studies can be used as a comparison and reference material in this study. In addition, it has a function to avoid similarities with this study. The following are the results of previous research:

1. The first research was conducted by Juvrianto in 2018 entitled "Improving The Students' Speaking Ability Through Role Play Method". This research used a quasi-experimental design. The result revealed that the students' speaking skills improved significantly, and students who were taught through role play method performed better than students who were taught through the conventional method<sup>37</sup>. The similarity with the researcher's title is the same as researching role play and speaking in English subjects. The difference lies in the focus

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<sup>37</sup> Juvrianto Chrissunday Jakob, "Improving the Students' Speaking Ability through Role Play Method", *IJET* 8, issue. 1 (2018), <https://ssrn.com/abstract=3916565>.

and locus of research. Previous research conducted by Juvrianto put more emphasis on improving students' speaking skills. Meanwhile, the researcher emphasizes on the process of implementing role play in teaching speaking skills. Moreover, the locus of research is also different where the previous research was conducted in senior high school while the researcher is in junior high school. Another difference lies in the research method. Previous research used a quasi-experimental design while the researcher use qualitative research.

2. The second research was conducted by Yudi Septiawan in 2020 “Using Role Play in Teaching Speaking At The Third Year Students Of SMP Islam Ruhama Cireudeu”. This research used an experimental study, the result of this research it can be said that using role play in teaching speaking is successful. It is proved that there is a significant improvement from pre-test results to post-test<sup>38</sup>. The similarities with the researcher’s title are researching the use of role play in teaching speaking skills and the locus of research is also the same, in junior high school. The difference lies in the focus of the research where the research conducted by Yudi Septiawan wanted to investigate the effectiveness of role play in improving students' speaking skills while the researcher focused on the process of implementing role play in teaching speaking skills. Another difference is that the researcher conducted this research in new normal era, where teaching and learning activities were quite different from previous years.
3. The third research was conducted by Ali Akbar Rafsanjani in 2020 entitled “Fostering Students’ Pronunciation In Speaking Skills Through Role Play Technique”. This research used an experimental research method. The result showed that  $T_{count}$  score is higher than  $T_{table}$  score ( $6,40 > 2.0433$ ). It means that hypothesis (H1) is accepted. So, role play techniques can foster students’ pronunciation in speaking skills in the 8<sup>th</sup>-

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<sup>38</sup> Yudi Septiawan, “Using Role Play In Teaching Speaking At The Third Year Students Of SMP Islam Ruhama Cireudeu”, *Journal of English Teaching, Linguistics, and Literature* 1, no. 1 (2020), <https://ettli.unmuhbabel.ac.id/index.php/ettli/article/view/195>.

grade students of SMPN 1 Arjawinangun<sup>39</sup>. The similarities with the researcher's title are researching role play and speaking in English subjects and the locus of research is also the same, in junior high school. The difference lies in the focus of the research where previous research focused on the fostering of students' speaking skills, especially in the pronunciation aspect. Meanwhile, the researcher focuses on the implementation of role play in teaching speaking. Another difference is that the researcher conducted this research in new normal era where teaching and learning activities were quite different from previous years.

4. The fourth research was conducted by Ni Made Wersi Murtini & Putu Santi Widiastuti in 2020 entitled "Teaching Speaking Through Role Play To Pandawa Beach Staff At Kutuh Village". This research used classroom action research. The result shows that there is a significant improvement in speaking ability after using role play<sup>40</sup>. The similarity with the title of the researcher is discussing teaching speaking through role play. The difference lies in the research subject where the previous research the subject was pandawa beach staff. Another difference lies in the focus of the research where previous research focused on the improvement of speaking ability, while the researcher focused on the process of implementing role play in teaching speaking skills.

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<sup>39</sup> Ali Akbar Rafsanjani, Ratna Andhika, & Haris Budiana, "Fostering Students' Pronunciation In Speaking Skill Through Role Play Technique", *VEL* 1, no. 1 (2020), <https://jurnal.ugj.ac.id/index.php/ELTERA/article/view/2340>.

<sup>40</sup> Ni Made Wersi Murtini & Putu Santi Widiastuti, "Teaching Speaking Through Role Play To Pandawa Beach Staff At Kutuh Village", *JOSELT: Journal on Studies of English Language Teaching* 1, no. 1 (2020), <http://e-journal.unmas.ac.id/index.php/joselt/article/view/705>.