

ROLE-PLAY IN ENGLISH COURSE CLASSROOMS: OPPORTUNITIES AND CONSTRAINTS FOR SPEAKING PRACTICE

Adibatul Asna^{1*}, Nailul Authar², Novi Rahmania Aquariza³, Edi Pujo Basuki⁴,
Mujad Didien Afandi⁵

¹⁻⁵Pendidikan Bahasa Inggris, FKIP, Universitas Nahdlatul Ulama Surabaya

^{1*}4330022024@student.unusa.ac.id, ²nailulauthar@unusa.ac.id, ³novirahmania@unusa.ac.id,

⁴ediayarga@unusa.ac.id, ⁵dinosestro74@unusa.ac.id

*Corresponding author**

ABSTRACT

This study explores the opportunities and constraints of implementing role-play as a speaking practice technique in a non-formal English course “EEC” in Sidoarjo city, Indonesia. Using a descriptive qualitative design, the study focuses on beginner level learners who initially demonstrated low motivation and limited confidence when speaking English. Data were collected through classroom observation during a role-play session and short post-activity interviews. Findings indicate that role-play created opportunities for (1) increased willingness to speak, (2) more expressive and spontaneous interaction, and (3) improved learning engagement because students experienced speaking as a meaningful social task rather than a test of grammatical accuracy. At the same time, constraints emerged, including limited vocabulary, frequent pauses before speaking, short speaking turns (approximately 15 seconds per role), uneven participation (dominant versus passive learners), and ongoing grammar and pronunciation issues. The study argues that role-play can function as a supportive bridge from controlled speaking to more authentic communication for beginners, but it requires deliberate scaffolding such as pre-task vocabulary support, clear role cards, confidence-building routines, and teacher feedback that prioritize intelligibility and interaction. Practical implications are offered for course teachers who aim to maximize speaking time, balance participation, and reduce anxiety during communicative practice.

Keywords: *Role-Play, Speaking Skills, Learning Motivation, EFL Beginner, Communicative Learning*

ABSTRAK

Penelitian ini mengeksplorasi peluang dan kendala dalam menerapkan peran bermain sebagai teknik latihan berbicara dalam kursus bahasa Inggris non-formal “EEC” di Kota Sidoarjo, Indonesia. Dengan desain kualitatif deskriptif, penelitian ini berfokus pada peserta didik tingkat pemula yang awalnya menunjukkan motivasi rendah dan kepercayaan diri terbatas saat berbicara bahasa Inggris. Data dikumpulkan melalui observasi kelas selama sesi peran-peran dan wawancara singkat pasca-aktivitas. Temuan menunjukkan bahwa peran-peran menciptakan peluang untuk (1) peningkatan kemauan untuk berbicara, (2) interaksi yang lebih

ekspresif dan spontan, dan (3) peningkatan keterlibatan belajar karena siswa mengalami berbicara sebagai tugas sosial yang bermakna daripada ujian ketepatan tata bahasa. Pada saat yang sama, terdapat batasan, termasuk kosakata yang terbatas, jeda yang sering sebelum berbicara, giliran berbicara yang singkat (sekitar 15 detik per peran), partisipasi yang tidak merata (siswa dominan versus pasif), dan masalah tata bahasa serta pelafalan yang berkelanjutan. Studi ini berargumen bahwa peran bermain dapat berfungsi sebagai jembatan pendukung dari berbicara yang terkontrol ke komunikasi yang lebih autentik bagi pemula, tetapi memerlukan scaffolding yang disengaja seperti dukungan kosakata sebelum tugas, kartu peran yang jelas, rutinitas membangun kepercayaan diri, dan umpan balik guru yang memprioritaskan keterahaman dan interaksi. Implikasi praktis ditawarkan bagi guru kursus yang bertujuan memaksimalkan waktu berbicara, menyeimbangkan partisipasi, dan mengurangi kecemasan selama latihan komunikatif.

Kata Kunci: Peran Bermain, Keterampilan Berbicara, Motivasi Belajar, Pemula EFL, Pembelajaran Komunikatif

A. Introduction

Speaking ability is one of the most complex skills in learning English as a foreign language (EFL). Unlike receptive skills, speaking requires direct language production involving vocabulary mastery, grammatical structures, pronunciation, and fluency in a relatively short time. In the context of EFL learning, this skill is often a major challenge because students must be able to convey meaning communicatively while maintaining linguistic accuracy. Various studies show that many students still experience difficulties in speaking due to limited vocabulary, lack of practice, and psychological barriers (Kurniawan et al., 2024; Putri et al., 2024). This difficulty in producing spoken

language among EFL learners has also been reported in studies highlighting the gap between theoretical knowledge and actual oral performance in classroom settings (Alghamdy, 2022; Clarita et al., 2020). In addition to linguistic factors, affective aspects also have a significant effect on students' speaking performance. Speaking anxiety, fear of making mistakes, and concerns about negative evaluation often make students reluctant to participate actively (Putri et al., 2024). Differences in self-confidence levels also determine the intensity of student participation in oral activities (Rafsanjani et al., 2020). In addition, students' perceptions toward speaking activities significantly influence their

participation, particularly when they feel observed or evaluated by peers and teachers (Zakaria et al., 2019). Students with low self-confidence tend to be passive even though they understand the material, while students with higher self-confidence are more willing to take risks in communication.

Learning motivation is also an important variable in the development of speaking skills. A high level of motivation correlates positively with the speaking ability of EFL students (Kurniawan et al., 2024). Interactive and contextual learning activities have been proven to increase students' interest and engagement in language practice (Sunandar et al., 2024). Motivational improvement in speaking practice is also strengthened when classroom interaction is structured through meaningful communicative tasks that promote active engagement and autonomy (Samsibar & Naro, 2018) (Samsibar & Naro, 2018). Therefore, a learning approach that places students at the center of activities (student-centered learning) is necessary in speaking instruction so that students not only understand the theory but also have the courage to practice it.

One technique that is widely recommended in communicative learning is role-play. This technique allows students to enter certain social situations through simulations that resemble real life. Role-play provides space for students to express ideas spontaneously in a structured but flexible context (Dimastoro & Anggani Linggar Bharati, 2022). In addition, role-based and game-based approaches have been shown to increase motivation and reduce pressure when speaking because students focus on achieving communication goals rather than grammatical accuracy alone (Sanjaya & Kastuhandani, 2025; Sukmawati et al., 2025). Furthermore, simulation-based speaking activities such as role-play create opportunities for learners to practice language in socially constructed contexts, allowing them to negotiate meaning collaboratively (Rojas & Villafuerte, 2018).

Although various studies have shown the effectiveness of role-play in improving speaking skills, most studies have been conducted in formal school settings with relatively homogeneous student characteristics (Dimastoro & Bharati, 2022; Sukmawati et al., 2025). Previous

classroom-based studies also confirm that role-play enhances students' speaking performance by creating interactive and supportive learning environments that reduce anxiety and encourage participation (Salainti & Fansury, 2025). Research that specifically examines the implementation of role-play in non-formal English language courses with beginner students who have low motivation and limited self-confidence is still limited. In addition, there have not been many studies that explicitly highlight not only the opportunities but also the obstacles that arise in actual classroom practice.

In the context of non-formal English language courses, the dynamics of learning have their own characteristics. Students often come with varying levels of ability and fluctuating motivation. This condition is also found in the "EEC" class in Sidoarjo City, where beginner-level students show a tendency to lack confidence and participate minimally in speaking practice. However, they are still willing to speak when they feel they have sufficient vocabulary or understand the context of the situation. This condition raises the question of the extent to which role-

play can be a solution to encourage speaking practice while overcoming existing obstacles.

In addition to the formal school context, non-formal English course present unique pedagogical dynamics that differ from mainstream classroom environments. Learners in privat English course often demonstrates heterogeneous backgrounds in terms of prior exposure, motivation levels, and learning objectives. Unlike formal schooling systems where curriculum structures are standardized, non-formal institutions rely heavily on adaptive instructional strategies tailored to students' immediate communicative needs. This creates both opportunities and pedagogical challenges, particularly when working with beginner level learners who simultaneously struggle with vocabulary limitations and psychological barriers.

Previous research has predominantly focused on structured classroom environments within secondary education institutions (Dimastoro & Anggani Linggar Bharati, 2022). However, limited empirical attention has been given to beginner level learners in non-formal courses who exhibit fluctuating motivation and

inconsistent confidence levels. In such contexts, speaking activities cannot merely rely on task completion but must also address emotional readiness and willingness to communicate. Therefore, examining role-play implementation within this particular setting contributes to a more nuanced understanding of communicative practice beyond traditional classroom boundaries.

Based on this background, this study aims to examine the opportunities and obstacles of using role-play in speaking practice in "EEC" classes in Sidoarjo City. This study is expected to provide empirical contributions regarding the implementation of role-play in the context of non-formal beginner-level learning and to provide strategic recommendations for the development of more effective and supportive speaking learning.

B. Research Methodology

This study uses a descriptive qualitative approach that aims to describe the opportunities and obstacles in using role-play techniques in speaking practice in "EEC" class in Sidoarjo City. A qualitative approach was chosen because this study focuses on deep

understanding of the phenomenon based on students' experiences and responses during the activities.

The study was conducted in a beginner-level class at EEC with seven participants using pseudonyms, namely Q, D, C, O, P, AM, and AF. The general characteristics of the participants were relatively low motivation and lack of confidence in speaking English, but they showed a willingness to speak when they had ideas or remembered relevant vocabulary. This condition is in line with the general characteristics of EFL learners who experience barriers to oral participation due to psychological factors and limited vocabulary (Putri et al., 2024).

Research instruments included classroom observation and brief structured interviews after the role-play. Observations were conducted to record students' spontaneous responses, the duration of conversations, language use (L1 or English), nonverbal expressions, and participation levels. Interviews were used to determine students' perceptions of the role-play activity, the difficulties they experienced, and its impact on their motivation to speak. These observation and interview

techniques are in line with qualitative research in speaking learning studies that focus on the experiences and perceptions of learners (Sanjaya & Kastuhandani, 2025).

In qualitative speaking research, direct classroom observation combined with reflective interviews provides deeper insight into learners' communicative behavior and affective responses during interaction (Renanda et al., 2025). Through these methods, researchers are able to capture not only linguistic output but also hesitation patterns, confidence shifts, and spontaneous language attempts that may not appear in quantitative measures.

The research procedure was conducted in several stages. First, students were given two role-play situation cards containing different social contexts. Second, students were asked to play roles in pairs without lengthy written preparation. Third, researchers conducted observations during the activity. Fourth, brief reflections were conducted through interviews to explore students' experiences. Each student maintained a conversation for an average of ± 15 seconds in one situation.

The data were analyzed using thematic analysis techniques, namely by grouping the findings based on categories of opportunities and constraints in speaking practice. The analysis was carried out through the stages of data reduction, categorization, interpretation, and conclusion drawing. The interpretation of the results was linked to theories of motivation, self-confidence, and the effectiveness of role-plays in speaking learning (Rafsanjani et al., 2020; Sukmawati et al., 2025; Sunandar et al., 2024). The use of contextual role-based interaction as the core activity design aligns with findings that structured speaking tasks contribute significantly to communicative competence development among EFL learners (Lan et al., 2025).

C. Results and Discussion

Students' General Responses to Role-Play

Based on the observation results, all students immediately tried to use English without switching to their native language (L1). This shows a willingness to communicate, even if only for a limited time. However, most

students needed quite a long time to think before starting a conversation because they had to remember the relevant vocabulary. In general, the students' responses showed a combination of enthusiasm, laughter, confusion, and nervousness. The students who participated most actively were O, C, AF, and D, while AM, Q, and P tended to be more passive. These findings reinforce the idea that self-confidence affects the intensity of speaking participation (Rafsanjani et al., 2020).

Enjoyment and active engagement observed during the activity reflect the characteristics of interactive speaking classrooms where role-play fosters participation and collaborative communication (Dini Anggraheni, 2018). When students experience a supportive atmosphere, they are more willing to initiate speech despite vocabulary limitations.

Opportunities for Using Role-Play

a. Increasing Courage and Expression

Student C stated that this activity was "*very nice to play this kind of activity*," showing a positive response to the learning method. AF also showed high expression and confidence in playing the role, for

example by saying: "*Don't drop out of school, please stay, I believe you will be smart.*". Role-play activities have been widely recognized as effective in increasing students' speaking confidence and reducing shyness in communicative classrooms (Adib et al., 2018). Their findings indicate that simulation-based interaction allows learners to focus on expressing meaning rather than fearing structural mistakes, which aligns with the observed increase in courage among EFL students.

Despite structural errors, students were still able to convey meaning communicatively. This shows that role-play encourages a focus on message delivery rather than grammatical accuracy, thereby reducing speaking pressure (Sukmawati et al., 2025). This communicative orientation reflects findings that students' speaking performance improves when the emphasis is placed on meaningful interaction rather than strict linguistic accuracy (Alghamdy, 2022).

b. Triggering Ideas and Solutions in Conversation

Student P, despite being hesitant, was able to provide a solution in the dialogue: "*Don't be*

depressed, let's play games and play football with me." This statement shows the development of communicative thinking skills and spontaneity in interactions. Role-play allows students to construct meaning socially through the simulation of real situations, in line with the characteristics of contextual role-based learning (Dimastoro & Anggani Linggar Bharati, 2022).

c. Increasing Motivation to Speak

Several students stated that role-play was more interesting than regular activities. Q mentioned that role-play was "*quite interesting,*" while O felt that the activity triggered them to use vocabulary that they had never used before.

These findings are in line with research stating that role-based activities and simulations can increase EFL students' interest and motivation to speak (Sanjaya & Kastuhandani, 2025; Sunandar et al., 2024). Collaborative speaking tasks that involve social interaction are also closely related to the development of students' self-efficacy and communicative confidence in EFL classrooms (Rachmawati et al., 2025). Motivation-driven speaking performance is strongly influenced by

instructional techniques that combine contextual interaction with emotional engagement (Mayasari et al., 2021). Their study emphasize that role-based tasks encourage learners to construct meaning actively, which explains the increased enthusiasm and spontaneous responses observed among EEC students.

Constraints in the Implementation of Role-Play

a. Vocabulary Limitations

Most students experienced difficulty when encountering new vocabulary such as *authoritative*, *unfair*, and *passed the test* (Q). This limited vocabulary caused long pauses before speaking and relatively short conversation durations. This reinforces the finding that limited vocabulary is a major factor in speaking difficulties in the EFL context (Putri et al., 2024).

b. Grammar and Pronunciation Errors

Errors such as "*stop play game*" (D) and the pronunciation of "*chewing gum*" (P) indicate that communication focus has not been fully balanced by structural accuracy. However, these errors do not hinder communication. In a communicative approach, errors are viewed as part of

the learning process (Dimastoro & Bharati, 2022).

c. Fluctuating Self-Confidence

Q and AM showed awkwardness at the beginning of the conversation. AM even stated that he was more comfortable writing first before speaking. This shows that some students still need additional scaffolding before spontaneous practice.

The difference in dominance between active and passive students confirms that self-confidence plays a significant role in speaking performance (Rafsanjani et al., 2020).

Individual Performance Analysis of Participants

To gain deeper insight into the implementation of role-play in EEC Classroom, an individual performance analysis was conducted based on observation and post activity reflections. Although each students maintained an average conversation duration of approximately 15 seconds per role, significant variation was observed in fluency, confidence, vocabulary retrieval, and communicative strategies.

Student Q demonstrated hesitation primarily due to unfamiliar vocabulary items such as

“*authoritative*,” “*unfair*,” and “*passed the test*.” Long pauses were observed before speech initiation, indicating cognitive processing time for lexical recall. Despite this, Q consistently attempted to use English without reverting to L1. This reflects an emerging willingness to communicate, even under linguistic constraints. Such behavior supports findings that communicative attempts, even when imperfect, contribute significantly to speaking development (Alghamdy, 2022).

Student D exhibited high expressive ability and emotional engagement. Although grammatical inaccuracies were present (e.g., “*stop play game*” instead of “*stop playing games*”), D maintained conversational flow and demonstrated pragmatic awareness in delivering advice. This suggests that communicative effectiveness can be achieved even when structural accuracy remains developing. From a communicative language teaching perspective, fluency-oriented tasks prioritize message delivery before form correction.

Student C appeared to be the most confident participant, initiating speech more rapidly than others. C’s

statement that the activity was “*very nice to play*” indicates intrinsic engagement. However, occasional lexical searching still occurred. This illustrates that confidence does not eliminate vocabulary limitations but can reduce psychological hesitation.

Student O highlighted that role-play triggered the use of previously unused vocabulary. Observational data showed that O responded with enthusiasm and sustained eye contact, indicating positive affective involvement. Such emotional engagement is closely related to motivation-driven participation in communicative tasks (Sunandar et al., 2024).

Student P demonstrated delayed initiation but produced solution-oriented responses such as suggesting recreational activities to overcome depression. This indicates the emergence of critical communicative thinking, where learners move beyond sentence construction toward idea negotiation. Although pronunciation errors (e.g., “*chewing gum*”) were evident, communicative intent remained clear.

Student AM displayed visible nervousness at the beginning of the task and expressed preference for

written preparation prior to speaking. This highlights the need for scaffolding strategies in beginner contexts. Structured pre-speaking preparation may enhance performance for learners who require additional cognitive organization time.

Student AF showed high persuasive expression, using motivational statements such as “*I believe you will be smart.*” This demonstrates pragmatic competence and emotional language use, even within limited grammatical frameworks.

Overall, dominance patterns were observed: O, C, AF, and D were more active participants, whereas Q, AM, and P were comparatively passive. These variations reinforce the argument that self-confidence significantly mediates speaking participation intensity (Rafsanjani et al., 2020).

Pedagogical Implications for Non-Formal EFL Context

The findings of this study offer important pedagogical implications for speaking instruction in non-formal English courses. First, vocabulary pre-teaching appears essential for optimizing role-play effectiveness. Providing lexical scaffolding prior to

simulation activities may reduce hesitation and increase conversation duration.

Second, differentiated scaffolding strategies are required to accommodate varying confidence levels. While highly confident students benefit from spontaneous role-play, less confident learners may require structured rehearsal or guided sentence frameworks before engaging in free interaction.

Third, the relatively short average conversation duration (± 15 seconds) suggests the need for extended task cycles. Repetition of role-play scenarios with incremental complexity may gradually improve fluency and speaking stamina.

Fourth, affective safety must be prioritized. The presence of laughter and enthusiasm indicates positive classroom climate; however, instructors should ensure that peer reactions remain supportive rather than evaluative. Furthermore, structured speaking techniques supported by guided practice have been shown to significantly enhance fluency and reduce hesitation among beginner learners (Sukmara et al., 2025). This suggests that combining role-play with preparatory scaffolding

activities may further optimize speaking development in non-formal English course settings.

Finally, role-play should not be viewed solely as a fluency-building tool but also as a confidence-building mechanism. Particularly in beginner level non-formal contexts, psychological readiness may precede linguistic refinement.

D. Conclusion

Based on the results of the study, the use of role-play in the “EEC” class in Sidoarjo City has a positive contribution to the speaking skills of beginner-level students. This activity can increase courage, bring out spontaneous communicative ideas, and encourage students' motivation to use English directly in situations that resemble real contexts. However, the implementation of role-play still faces obstacles in the form of limited vocabulary, grammatical errors, and differences in confidence levels among students, which affect the intensity of participation. Thus, role-play can be an effective strategy in speaking learning for beginner learners if it is supported by strengthening initial vocabulary, adequate scaffolding, and a

supportive classroom atmosphere to build students' confidence.

DAFTAR PUSTAKA

- Adib, A., Sutopo, D., Rukmini, D., Smp Negeri, Jepara, K., & Jepara, I. (2018). The Effectiveness of Simulation and Role-Play in Teaching Speaking for Students with Different Levels of Motivation. *Eej*, 8(4), 489–498. <https://doi.org/https://doi.org/10.15294/eej.v8i4.24828>
- Alghamdy, R. (2022). How Do EFL Learners Interact and Learn English Communication Skills during a Role-Play Strategy? *World Journal of English Language*, 12(1), 313–320. <https://doi.org/10.5430/wjel.v12n1p313>
- Clarita, N. A., Rahmawati, I., & Sudibyso, S. (2020). the Impact of Role-Play Technique on the Students' English Speaking Skill. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 6(1), 42. <https://doi.org/10.24252/eternal.v6i1.2020.a4>
- Dimastoro, N., & Anggani Linggar Bharati, D. (2022). The Effectiveness of Role-Play and Task-Based-Strategy to Teach Speaking to Students with Different Learning Styles. *English Education Journal*, 12(2), 192–204. <https://doi.org/10.15294/eej.v12i2.53314>
- Dini Anggraheni, D. A. (2018). The Students' Response Analysis of English for Specific Purposes Speaking Class through Role Play (Job Interview) of Economics Students in Semarang University. *ETERNAL (English Teaching Journal)*, 9(2), 17–26. <https://doi.org/10.26877/eternal.v9i2.2966>
- Kurniawan, A., Salija, K., & Korompot, C. A. (2024). The Correlation between EFL Learners' Motivation and Their Speaking Skills. *Jurnal of Excellence in English Language Education*, 3(1), 1–10. <https://doi.org/https://doi.org/10.26858/joeele.v3i1,%20January.59619>
- Lan, Z., Abdullah, R., & Ishak, N. A. (2025). From Role-play to Virtual Reality: A Review of Simulation in English Language Teaching. *International Journal of Academic Research in Business and Social Sciences*, 15(9), 1232–1244. <https://doi.org/10.6007/ijarbss/v15-i9/26536>
- Mayasari, A. R., Faridi, A., & Fitriati, S. W. (2021). The Effectiveness of Story Telling and Role Play in Teaching Speakingfor Students with High and Low Motivation. *English Education Journal*, 11(2), 187–197. <https://doi.org/10.15294/eej.v11i1.42907>
- Putri, H. E., Muhayyang, M., & Aeni, N. (2024). Analysis of Students' Speaking Anxiety in EFL Classroom. *Journal of Excellence in English Language Education*, 3(1), 29–39.
- Rachmawati, L., Asari, S., & Maruf, N. (2025). Investigating the Role of Active Learning in Enhancing Willingness To Communicate and Selfefficacy Among Indonesian

- Secondary-School Efl Learners. *Indonesian EFL Journal*, 11(3), 595–612.
<https://doi.org/10.25134/eztbjd98>
- Rafsanjani, A. A., Suwandi, S., & Linggar Bharati, D. A. (2020). The Effectiveness of Role-Play and Information-Gap in EFL Teaching Speaking Skill for High-Low Self-Confident Students. *English Education Journal*, 10(4), 493–503.
<https://doi.org/10.15294/eej.v10i4.39569>
- Renanda, C. A., Yunus, M., & Rachmawati, S. (2025). Improving Speaking Proficiency Via Role-Play: An Investigation From Indonesian Secondary Schools. *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran*, 10(2), 191–205.
<https://doi.org/10.21462/educasia.v10i2.348>
- Rojas, M. A., & Villafuerte, J. (2018). The influence of implementing role-play as an educational technique on EFL speaking development. *Theory and Practice in Language Studies*, 8(7), 726–732.
<https://doi.org/10.17507/tpis.0807.02>
- Salainti, E., & Fansury, A. H. (2025). Students' Perceptions of Using Role-Play Techniques in Learning English. *Klasikal: Journal of Education, Language Teaching and Science*, 7(2), 1008–1015.
<https://doi.org/10.52208/klasikal.v7i2.1442>
- Samsibar, S., & Naro, W. (2018). the Effectiveness of Role Play Method Toward Students' Motivation in English Conversation. *ETERNAL (English, Teaching, Learning and Research Journal)*, 4(1), 107–116.
<https://doi.org/10.24252/eternal.v4i1.2018.a8>
- Sanjaya, P. K., & Kastuhandani, F. C. (2025). The Learners' Motivation to Speak English Through Role-Playing Games. *Jelita*, 6(1), 112–127.
<https://doi.org/10.56185/jelita.v6i1.863>
- Sukmara, E., Friatin, L. Y., & Tarwana, W. (2025). Boosting EFL Speaking Skills through Role Play: Evidence from Seventh Grade Students. *JALL (Journal of Applied Linguistics and Literacy)*, 9(2), 230.
<https://doi.org/10.25157/jall.v9i2.21510>
- Sukmawati, A. A. A. M., Utami, I. G. A. L. P., Santosa, M. H., & Ratminingsih, N. M. (2025). the Effectiveness of Using Role Play Method To Improve the Speaking Skills of Children Aged 7-10 As Efl Students At Ebisie English Course. *Jurnal Santiaji Pendidikan (JSP)*, 15(1).
- Sunandar, S., Alvarez, A. S. I., & Cardozo, C. A. (2024). The Influence of the Use of Role Playing Methods and Interest in Learning on the English Speaking Ability. *Tekno - Pedagogi: Jurnal Teknologi Pendidikan*, 14(1), 16–24.
<https://doi.org/10.22437/teknopedagogi.v14i1.32519>
-