The Effects of Role-Play Activities on Long-Term Retention of Undergraduate Students' English Communication Skills

ผลของกิจกรรมการแสดงบทบาทสมมติต่อความคงทนทักษะการสื่อสารภาษาอังกฤษของนักศึกษาปริญญาตรี

Thisana Satharatthana[1*] / Wilaiphan Surintham[2]/Thidarat Thipprasert[3]

ธิษณา ศรัทธารัตน์ธนา[1] / วิไลพรรณ สุรินทร์ธรรม[2] / ธิดารัตน์ ทิพย์ประเสริฐ[3]

[1-3] Language for communication, Business Administration and Liberal arts, Rajamangala University of Technology Lanna Chiang rai 57120

[1-3]กลุ่มวิชาภาษาเพื่อการสื่อสาร คณะบริหารธุรกิจและศิลปศาสตร์ มหาวิทยาลัยเทคโนโลยีราชมงคลล้านนา เชียงราย 57120

[*]Corresponding author Email: koonthisana@gmail.com

Received: Sep 23, 2024
Revised: Nov 14, 2024
Accepted: Nov 16 2024

Abstract

English communication skills are essential worldwide because English is the most widely used global language in business, daily interactions, education, and culture. These skills encourage graduates to connect with people from different countries. They broaden the range of career and educational opportunities. Furthermore, they are crucial soft skills that enhance the ability to collaborate effectively. They are capable of efficiently resolving issues and adjusting to diverse circumstances. This research aimed to study the effect of role-play activities on the development of students' English communication skills and the long-term retention of students' English communication skills from the role-play activities. The sample group consisted of 50 first-year students enrolled in the English for Working Skills course at Rajamangala University of Technology Lannan, Chiangrai, in the second semester of the 2023 academic year. They were selected by simple random sampling and divided equally into experimental and control groups. The research tools employed in the study were five lesson plans, a pre-test, a post-test, and a delayed post-test after one month. The statistics used in the data analysis were percentage, mean, standard deviation, and independent t-test. The result showed that the experimental group demonstrated

a statistically significant higher achievement than the control group at the 0.01 level. Furthermore, in the delayed post-test of the long-term retention of English communication skills after one month, it was found that the experimental group achieved significantly higher than the control group at the 0.01 level.

Key words: Role-play activities, Retention, English communication skills, Undergraduate students

บทคัดย่อ

ทักษะการสื่อสารภาษาอังกฤษถือเป็นสิ่งสำคัญในการติดต่อสื่อสารในระดับโลก เนื่องจากเป็นภาษากลางที่ใช้กันอย่างแพร่หลายในธุรกิจ ชีวิตประจำวัน การศึกษา และวัฒนธรรม การมีทักษะนี้ช่วยให้บัณฑิตสามารถเชื่อมโยงกับผู้คนจากหลากหลายประเทศ สร้างโอกาสการทำงานและเรียนรู้ที่กว้างขวางขึ้น นอกจากนี้ ยังเป็นหนึ่งใน soft skills ที่สำคัญ ช่วยส่งเสริมความสามารถในการทำงานร่วมกับทีม การแก้ไขปัญหา และการปรับตัวในสถานการณ์ต่าง ๆ ได้อย่างมีประสิทธิภาพ งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลของกิจกรรมการแสดงบทบาทสมมติต่อการพัฒนาทักษะการสื่อสารภาษาอังกฤษของนักศึกษาระดับปริญญาตรี และศึกษาความคงทนในระยะยาวของทักษะการสื่อสารภาษาอังกฤษของนักศึกษาจากกิจกรรมการแสดงบทบาทสมมติ กลุ่มตัวอย่างเป็นนักศึกษาชั้นปีที่ 1 มหาวิทยาลัยเทคโนโลยีราชมงคลล้านนา เชียงรายที่ลงทะเบียนเรียนรายวิชาภาษาอังกฤษเพื่อการทำงาน ภาคเรียนที่ 2 ปีการศึกษา 2566 จำนวน 50 คน จากการสุ่มตัวอย่างอย่างง่าย แบ่งเป็น 2 กลุ่มเท่า ๆ กันคือ กลุ่มทดลองและกลุ่มควบคุม เครื่องมือที่ใช้ในงานวิจัยประกอบด้วย แผนการเรียนจำนวน 5 แผน ข้อสอบก่อนเรียน ข้อสอบหลังเรียน และข้อสอบหลังเรียนไปแล้ว 1 เดือน สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และค่าทดสอบที (t-test dependent) ผลการศึกษาพบว่ากลุ่มทดลองมีผลสัมฤทธิ์หลังเรียนมากกว่ากลุ่มควบคุมอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 นอกจากนี้ จากการทดสอบความคงทนของทักษะการสื่อสารภาษาอังกฤษหลังเรียนผ่านไป 1 เดือน พบว่ากลุ่มทดลองมีผลสัมฤทธิ์หลังเรียนสูงกว่ากลุ่มควบคุมอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01

คำสำคัญ: กิจกรรมการแสดงบทบาทสมมติ ความคงทน ทักษะการสื่อสารภาษาอังกฤษ นักศึกษาระดับปริญญาตรี

Introduction

Effective interpersonal communication is crucial for growth, mobility, and economic transformation in today's digitally interconnected world. English is a global lingua franca that influences daily life and employment. The education sector emphasizes English language instruction to empower learners and develop their skills. Proficiency in English enhances personal and professional opportunities and promotes societal integration in an increasingly interconnected world. The most commonly used language teaching

method is the Communicative Language Teaching Approach (CLT), which emphasizes communication between learners and teachers through activities (Abdelmageed & Omer, 2020; Berezenko, Cherkhava, & Musiienko, 2022). According to Teh (2021), this method focuses on organizing activities for learners to practice listening, speaking, reading, and writing through natural communication. It integrates all four language skills with gestures to simulate real-life situations.

English communication skills are essential sciences because English is a medium of communication. Modern graduates must know and be able to use English. In the 21st century, it is a borderless world, and knowledge in various fields all over the world is transmitted and exchanged with each other. Effective communication must involve understanding the story conveyed by native speakers or people who use English as a second language. Therefore, most scholars state that the Communicative Language Teaching Approach (CLT) is the most popular language teaching technique to apply to language classrooms (Dos Santos, 2020 Mirzayev & Oripova, 2022; Hien, 2021). It promotes interaction between learners and teachers through various activities. It simulates a real-world situation through language skills and gestures. Some studies have shown that teaching communication skills through role-plays can promote learners' English communication skills (Suchada & Asama, 2020; Ishak & Aziz, 2022; Moosa, Shareefa, & Hammad, 2024). Therefore, role-play activities are a flexible learning approach. It supports diversity and creativity and increases confidence and fluency in the use of language through participation in conversations and exchanges that simulate everyday situations.

The researchers observed first-year students in the second semester of the 2023 academic year at Rajamangala University of Technology Lanna Chiangrai enrolled in English for Working Skills courses and struggled with English communication abilities in four skills. They were too shy to speak during classroom activities. They did not answer the questions from the listening part. Moreover, several students cannot remember previous semesters' vocabularies, phrases, sentences, or principles studied in the previous semester. The instructors must reteach and review material each semester. Consequently, these students needed help with their English communication skills. The researcher recognised the urgent need for substantial improvements in English communication skills. Therefore, the researcher examined data from studies conducted in both Thailand and abroad to explore activities that can enhance English communication skills and contribute to long-term improvement in those skills.

Objectives

1. To investigate the effect of role-play activities on the development of students' English communication skills

2. To examine the long-term retention of the student's English communication skills among students' activities

Literature review

Role-play is a widely used method in English language teaching within the Communicative Language Teaching (CLT) approach. Learners can present their speaking skills during their actions in role-play. According to Widiarti and Astuti (2023), role-play helps learners improve their speaking skills and best serves learners' fluency. Ernawati (2023) found that role-play in the classroom enhances students' speaking skills related to real-life situations. Bahraoui and Benali Reguieg (2022) demonstrated significant improvements in pre-and post-test scores, highlighting the effectiveness of role-play in enhancing learners' speaking skills.

Similarly, several studies have explored the effectiveness of role-play activities in teaching English vocabulary and listening skills. For example, Rusman and Maharida (2020) and Sarwat, Hamza, and Wazeer (2023) found that role-play activities assist English as a Second Language (ESL) learners in retaining words and phrases essential for conversations in diverse contexts. This supports the effectiveness of teaching vocabulary through role-playing. Such activities can significantly enhance learners' listening skills (Widiyastuti, Setyowati, & Wiyaka, 2023), as listening, understanding, and grasping meaning are essential to effective communication.

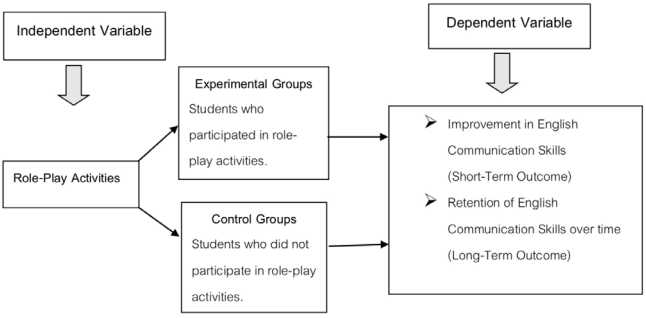
Research by Pat (2021) and Katemba and Grace (2023) demonstrated that role-play positively impacts language learning by promoting confidence, enhancing social skills, and fostering cultural understanding. It also helps develop speaking skills, cultural competence, emotional intelligence, and teamwork. As a 21st-century teaching technique, role-play motivates learners to engage actively in diverse situations. This approach makes learning enjoyable while enhancing critical thinking, problem-solving, and communication skills (Pinatih, 2021; Ishak & Aziz, 2022; Cosgun & Atay, 2021).

Finally, role-play activities are an effective teaching method that helps learners retain words and phrases over time (Kanellopoulou & Giannakoulopoulos, 2022; Nethravathi, Lakshmi, Muralidhar, & Swapna, 2023; Benaired & Reguieg, 2024). Unlike traditional teaching methods that often emphasize memorization for answering questions, role-play fosters learners' confidence and familiarity with the language. This approach promotes deeper, long-lasting understanding and encourages meaningful interaction, enhancing learners' ability to apply their knowledge effectively in real-world contexts

Research Methodology

1. Conceptual framework

The study was applied to a quasi-experimental design as its framework, with the experimental group receiving the treatment while the control group did not. The dependent variable in this study is the improvement in English communication skills and the retention of these skills after one month. In contrast, the independent variable is the implementation of role-play activities.



2. Participants

In the second semester of 2023, 106 first-year students at Rajamangala University of Technology Lanna, Chiang Rai, enrolled in the English for Working Skills course. From this group, a sample of 50 students was selected through simple random sampling for the study.

3. Research instruments

The study presented five lesson plans focused on the topics of the first-day university, the restaurant, the party, the airport, and the hospital.

The researcher designed a pre-test of 50 multiple-choice items related to English communication skills in five topics. To ensure consistency and reliability, the researcher used the widely accepted Cronbach's alpha coefficient and analyzed the Index of Item Objective Congruence (IOC), resulting in a high score of 0.85. Additionally, input from three experts was sought to verify the accuracy and completeness of the content.

The immediate post-test was concurrent with the pre-test and consisted of 50 multiple-choice items on five topics with the same format and number of items. It aimed to measure the participants' English communication skills immediately after the treatment. The test demonstrated high reliability with a Cronbach's alpha coefficient of 0.92. The same team of experts, renowned for their expertise in the field, also confirmed its content validity, providing reassurance about the test's validity.

The study included a delayed post-test (one month), which co-occurred as the pre-test and immediate post-test. It consisted of the same number of items and format as the pre-test and immediate post-test. The delayed post-test aimed to assess the long-term effectiveness of role-play on English communication skills in the experimental group compared to the control group. This comparison is essential for understanding the impact of role-play. The delayed post-test demonstrated high reliability with a Cronbach's alpha coefficient of 0.85, indicating good internal consistency. This test was validated by the same team of experts who validated the pre-test and immediate post-test.

The control group did not receive treatment in this study, while the experimental group did. The researcher gave the two sets of the same pre-and post-test assessments. The dependent variables in this study were improving students' English communication skills and long-term retention, while the independent variable was role-playing exercises.

The pre-and post-test evaluations were developed to assess participants' English communication skills before and after treatment. The pre-test was designed to provide a baseline for the participants' English communication skills before any intervention. It helped to determine the participants' initial level of English communication skills.

The researchers used the same pre-test and post-test for the experimental and control groups to compare the role-play intervention's impact on learning English communication skills. This approach enabled a direct comparison between the two groups, allowing the researchers to assess the effectiveness of role-play in improving English communication skills and long-term retention.

4. Procedure

The sample group of 50 students was randomly assigned to the experimental and control groups, with 25 students in each group. Both groups were pretested before the treatment period. The treatment period consisted of ten class sessions held at the institute, with the same conditions for both groups, except that the experimental group incorporated role-play activities in their instruction, while the control group did not. In the experimental group, role-play was used to teach new phrases, with students engaging in conversations and assuming different roles and contexts. The control group received traditional English communication skills instruction, such as rote memorization and lecture notebooks. Classes were held twice a week for 90 minutes, with the role-play activities conducted in the last 45 minutes of the experimental group's sessions.

After the treatment period, the immediate post-test was administered to compare the results between the two groups. Significantly, after a one-month interval, the delayed post-test was conducted. This test was crucial in assessing the effectiveness of role-play techniques in recalling and retaining students' English communication skills, underlining the importance of the research's findings.

5. Data analysis

The data were analyzed by calculating the mean and standard deviation and testing the research hypothesis with an independent t-test. The researchers most likely used an independent sample t-test to compare the delayed post-test results between the experimental and control groups in a study designed to determine the effectiveness of role-playing on students' English communication skills retention. It enabled the researchers to establish whether the difference in student English communication skills retention between the two groups was statistically significant.

Results

The students in the experimental and control groups took the same pre-test at the beginning of the study. The results are shown in Table 1.

Table 1. Independent sample t-test for pre-test of experimental and control groups

Pre-test	N	$\overline{X}$	SD	df	t	Sig.
Experimental group	25	29.32	4.59	48	0.622	0.537
Control group	25	28.56	4.02			

The experimental group, with a mean score of 29.32 and a standard deviation of 4.59, and the control group, with a mean score of 28.56 and a standard deviation of 4.02, were both equally represented with a sample size of 25. The t-test findings with 48 degrees of freedom produced a t-value of 0.622 and a p-value of 0.537. Importantly, the results showed no statistically significant difference between the two groups' pre-test scores, providing strong evidence for the research's conclusions.

Based on these findings, the experimental and control groups had comparable English communication abilities before the experiment, as there was no statistically significant difference between their mean pre-test scores. This conclusion validates the groups' similarity in skill levels at the start of the investigation.

Table 2. Independent sample t-test for immediate post-test of experimental and control groups

Pre-test	N	$\overline{X}$	SD	df	t	Sig.
Experimental group	25	36.28	4.30	48	3.277	0.00**
Control group	25	32.92	2.78			

**$p < 0.01$

The t-test for independent samples was employed to compare the immediate post-test scores of the experimental and control groups. With a standard deviation of 4.30, the mean score of the experimental group was 36.28, while the control group's mean score was 32.92 with a standard deviation of 2.78. There were 25 participants in each group. With 48 degrees of freedom, the t-test results showed a p-value of 0.002 and a t-value of 3.277. There was a significant difference in scores between the experimental and control groups in the immediate post-test, indicating that the experimental group performed better.

Table 3. Independent sample t-test for delayed post-test of experimental and control groups

Pre-test	N	$\overline{X}$	SD	df	t	Sig.
Experimental group	25	37.92	3.57	32.821	10.835	0.00**
Control group	25	29.48	1.56			

**$p < 0.01$

The independent sample t-test was conducted to compare the delayed post-test scores between the experimental and control groups. The experimental group had a mean score of 37.92 with a standard deviation of 3.57, while the control group had a mean score of 29.48 with a standard deviation of 1.56. Both groups had a sample size of 25. The t-test results, with degrees of freedom of 32.821, yielded a t-value of 10.835 and a p-value of 0.00. These results indicate a statistically significant difference between the delayed post-test scores of the two groups, suggesting that the experimental group outperformed the control group in the delayed post-test.

Discussion

This study aimed to study how role-play activities affected students' English communication skills and long-term retention. The results demonstrated a statistically significant difference in learning outcomes between the experimental and control groups, confirming that role-play exercises actively impacted students' English communication skills. The findings presented recent studies by Pinatih (2021), Ishak and Aziz (2022), and Alghamdy (2022), which demonstrated that role-play improves students' English communication skills, mainly speaking. These activities promote learners' English communication abilities by enhancing and engaging learners, focusing on real-life environments. Role-play teaching assists learners skillfully practice four skills in their classrooms and head to real-life situations. It also encourages students to use language differently, make it easy to memorize, and create their dialogs in various contexts. Additionally, learners develop soft skills during activities such as teamwork and collaboration, flexibility and adaptability, and problem-solving skills.

Some researchers, such as Gusmuliana, Apriani, and Syafryadin (2021), Ernawati (2023), Katemba and Grace (2023), and Doan (2024), discovered that role-play activities assisted learners in acquiring confidence in their capacity to communicate in English by creating a safe and supportive atmosphere for speaking practice. The role-play activities help learners become more familiar with the language and overcome shyness during speaking activities. It encourages learners to speak English more frequently in class, which reduces fear and fosters a more positive approach towards language acquisition. The collaborative approach, in which educators and researchers work together to conduct role-playing exercises, is critical to the method's effectiveness, leading to positive outcomes in language learning.

Another essential feature is that role-play exercises in this study resulted in long-term retention of students' English communication abilities, as evidenced by a statistically significant difference in delayed post-test scores between groups. Role-play activities involve language and phrases that students memorize to recreate conversation settings in various ways. These activities may aid in long-term word recall, assisting learners in maintaining English communication abilities over time. The studies conducted by Fan (2020); Kanellopoulou and Giannakoulopoulos (2022); Nethravathi, Lakshmi, Muralidhar, and Swapna (2023); Soori, Kafipour, Dakhil, Khojasteh, and Behrosi, (2023); Roengrit, Wathawatthana, and Hongsa, (2023); and Benaired and Reguieg (2024) have confirmed that role-play teaching allows learners to effectively memorise and retain vocabulary and phrases for an extended period. This substantial amount of data provides reassurance and confidence in the efficacy of role-playing activities. Learners can reinforce their memory by actively engaging in realistic circumstances that allow them to use and practice the new language in context. This hands-on method helps to reinforce their learning and recall of words and expressions, making it easier to remember and utilize them correctly in future discussions. As a result, the experiential learning component of role play improves long-term memory of language features.

In summary, teaching English for communication with role-play activities has many advantages, such as helping to increase learners' confidence in using English in real-life situations. The activities increase opportunities to practice listening and speaking skills in various contexts, stimulate critical thinking and creative problem-solving, and promote meaningful and natural learning. Learners can practice their communication skills in a friendly and safe environment which helps to make learning more enjoyable and effective. They are a dynamic tool for language acquisition. They provide practical, hands-on experience that reinforces linguistic skills meaningfully.

Recommendations for future research

Future research can consider the following issues and guidelines to improve and build on current research:

1. To increase the number and diversity of samples, such as students from other disciplines or universities, to achieve more comprehensive results and broader application.

2. To conduct a long-term follow-up to examine how long the impact of role-playing activities on English communication skills lasts and which factors affect the retention of those skills.

3. To study how different cultural and environmental factors influence the learning and use of English communication skills

References

Abdelmageed, N. A. T., & Omer, M. A. A. (2020). The effectiveness of using communicative language teaching approach (CLT) in developing students' speaking skills from teachers' perceptions. **European Journal of English Language Teaching, 5**(3), 88–101.

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/10.25134/ijli.v4i1.4342

Bahraoui, S., & Benali Reguieg, N. (2022). Role-playing as a technique to enhance listening and speaking in EFL contexts: The case of third-year LMD students. **Djoussour El-maarefa, 8**(2), 673-692.

Benaired, A., & Reguieg, N. B. (2024). Enhancing EFL learners' communicative skills through dramatization of lessons. **Journal of Languages & Translation, 4**(2), 203-210.

Berezenko, V., Cherkhava, O., & Musiienko, Y. (2022). Communicative language teaching approach in promoting the linguistic competence of EFL learners. **Advanced Education, 9**(20), 88–96.

Cosgun, G., & Atay, D. (2021). Fostering critical thinking, creativity, and language skills in the EFL classroom through problem-based learning. International J**ournal of Curriculum andInstruction, 13**(3), 2360-2385.

Doan, N. T. P. (2024). Using role play to motivate high-school students in EFL speaking classes. **European Journal of Foreign Language Teaching, 8**(1), 83-102.

Dos Santos, L. M. (2020). The Discussion of Communicative Language Teaching Approach in Language Classrooms. **Journal of Education and e-Learning Research, 7**(2), 104-109.

Ernawati, N. (2023). Implementation of the role-playing method in increasing speaking skills material reporting observation results in class III elementary school students **Journal of Islamic Elementary Education, 1**(1), 49-56. https://doi.org/https://doi.org/10.35896/jiee.v1i1.213

Fan, H. (2020). The implementation and challenges of using role-play to improve Chinese university students' English communicative competence. **Exchanges: The Interdisciplinary Research Journal, 8**(1), 1-18.

Gusmuliana, P., Apriani, E., & Syafryadin, S. (2021). Improving students' speaking motivation by using role play technique at Institute Islamic in Indonesia, **Advance in Social Science, Education, Humanities Research, 532**, 356-361.

Hien, L. T. N. (2021). Communicative language teaching in teaching ESL for university students. **Journal of English Language Teaching and Applied Linguistics, 3**(6), 49-57. https://doi.org/10.32996/jeltal.2021.3.6.7

Ishak, S. A., & Aziz, A. A. (2022). Role play to improve ESL learners' communication skills: A systematic review. **International Journal of Academic Research in Business and Social Sciences, 12**(10), 884-892.

Kanellopoulou, C., & Giannakoulopoulos, A. (2022). Online role-play in feature film clips: A personalized experiential foreign language learning tool. **International Journal of Technology Enhanced Learning, 14**(3), 307-327. https://doi.org/10.1504/IJTEL.2022.123653

Katemba, C. V., & Grace, R. M. (2023). Role-playing improves speaking proficiency skills. **Acuity: Journal of English Language Pedagogy, Literature and Culture, 8**(2), 244-268.

Mirzayev, A., & Oripova, S. (2022). Communicative method—a new approach in the practice of teaching foreign language. **Science and Innovation, 1**(B6), 778–783.

Moosa, S., Shareefa, M., & Hammad, A. (2024). Boosting fluency and confidence: The impact of role-play activities on speaking skills of ESL learners. **The International Journal of Literacies, 32** (1), 21–34. https://doi.org/10.18848/2327-0136/CGP/v32i01/21-34

Nethravathi, K., Lakshmi, K. V. N., Muralidhar, L. B., & Swapna, H. R. (2023). An empirical study on the effectiveness of role-play on learning outcomes among under graduate students. **Rabindra Bharati Journal of Philosophy, 24**(15), 72-78.

Pat, P. (2021). Improving students' English speaking skills by using the role playing method. **In Social, Humanities, and Educational Studies (SHES): Conference Series, 4**(5), 1395-1400.

Pinatih, I. G. A. D. P. (2021). Improving students' speaking skill through role-play technique in 21st century. **Journal of Educational Study, 1**(2), 95-100.

Roengrit, P., Wathawatthana, P., & Hongsa, N. (2023). Improving the English speaking ability of sixth grade Thai students using the role-play technique. **English Language Teaching, 16**(6),176-185.

Rusman, A., AM, S. A., & Maharida. (2020). The use of role play method to improve students' vocabulary at junior high school. **Jurnal Keguruan Dan Ilmu Pendidikan (JKIP), 7**(1), 20–35.

Sarwat, S., Hamza, A., & Wazeer, M. A. (2023). Investigating the impact of role play games on vocabulary building of ESL learners at intermediate level. **Pakistan Languages and Humanities Review, 7**(1), 20–33. https://doi.org/10.47205/plhr.2023(7-I)03

Soori, A., Kafipour, R., Dakhil, T. A., Khojasteh, L., & Behrosi, B. (2023). The effect of role-play on vocabulary learning and retention in Iranian EFL learners. **Forum for Linguistic Studies (Transferred), 5**(2), 1835. https://doi.org/10.59400/FLS.v5i2.1835

Suchada, T., & Asama, T. (2020). Using role playing activities to improve Thai EFL students' oral English communication skills. **International Journal of Business and Society, 21**(3), 1215–1225. https://doi.org/10.33736/ijbs.3345.2020

Teh, W. (2021). Communicative language teaching (CLT) in the context of online learning: A literature review. **International Journal of TESOL & Education, 1**(2), 65–71.

Widiyastuti, W., Setyowati, T., & Wiyaka, W. (2023). Improving students' listening skill by using role-play method in the material of asking for and giving directions. **Journal Pendidikan Guru Professional, 1**(1), 93–100. https://doi.org/10.26877/jpgp.v1i1.174

Widiarti, Y., & Astuti, I. W. (2023). EFL teachers' perception of the use of role play in speaking class. **Jurnal Ilmiah STBA, 9**(2), 106-117.