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## The Effectiveness of Games on Student's Speaking Skill at Second Grade of Islamic Junior High in Gresik

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### ABSTRACT

*The researcher examine the effect of games on oral production competemce at second grade of junior high school in gresik. The reason of this study are low motivation on speaking material and students feel difficult on the material. This study is caried out at Islamic Junior High School in Gresik by 40 students. The researcher uses pre-experimental non-randomized pretest posttest design. The result shows that the average score of pretest is 47,89 and 61,71 for posttest, it means that games is effective strategy on teaching speaking, besides the students have high responds in applying the strategy at learning process.*

**Keywords:** Game, Role play, Oral Production, Speaking Skill

### I. INTRODUCTION

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life (Gudu, 2015). Therefore, it is essential that language teachers' pay great attention to teaching speaking. Rather than

leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired (Aziz & Dewi, 2019). With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life.

Role play technique is the way to teach speaking by setting up the students in the situations in pairs or groups (Aziz & Dewi, 2019). It means putting two or more students together and giving them a handout sheet, which they can, first, read and study, taking time to look-up unknown words and asking their friends about meanings and pronunciation. Then, give them a little more time to practice speaking with everybody in the classroom such as reading aloud to get a feel for the role. They will be playing and get used to the words sounds, phrases and the rhythm of the language (Asatryan, 2016).

Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles, so it can improve student's oral performance (Abdul Salam Alnamer, 2017). In addition, it also allows students to be creative and to put themselves in another person's Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended place for a while.

The students can master the speaking by practicing the language in real – life.

The reasons why the researcher uses the role play technique as the teaching technique are (Anderson, 2016):

1. One of the advantages of role play is the teacher can give the ideas and good feedback to the students that can be remembered by the students.
2. The students is able to get the interesting experiences from the role play technique that applied by the teacher.
3. The students practice the English language as communicative language in their classroom as real-life.
4. The teacher is able to control the student for speaking English language easily.

The researcher uses the role play technique in teaching speaking skill to motivate the student. So that the researcher hopes, the student can speak the English language creatively in communicative way and unburned situation. From the statement above, the researcher is interested to

examine the effectiveness of role play technique to get the successful teaching and learning process. Then the researcher conducts a research entitled “The Effectiveness of Role Play Technique to Improve The Student’s Speaking Skill at The Second Grade of Mts. Ma’arif Sidomukti Gresik”.

## II. LITERATURE REVIEW

### A. Types of Speaking Activities

Speaking is an interactive task and it happens under real time processing constraints (Harmer, 2001). It means that they will be able to use words and phrases fluently without very much conscious thought. Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. And the activities to promote speaking are:

#### a. Discussion

The teacher uses the discussion technique to improve the students speaking ability. the teacher order the students to make some group and the teacher gives the problem. the students have the responsibility

to finish the problem. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups.

#### b. Role Play

In role play activities, the teacher gives information to the learners such as who they are and what they think or feel. The teacher describes and sets up the situation. The students prepare in groups, those playing the same roles which being prepare together. They act it the role which choosen (Kapralos, Fisher, Clarkson, & Oostveen, 2015).

#### c. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate (Kapralos et al., 2015). In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

#### d. Information Gap

In this activity, students are supposed to be working in pairs. Information gap activities serve many purposes such as

solving a problem or collecting information (Wang & Gao, 2016). Also, each partner plays an important role. Because the task cannot be completed if the partners do not provide the information the others need.

**e. Brain Storming**

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely (Beetlestone, 1998). The student share their new idea in this activity.

**f. Storytelling**

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates (Arcos, Zea, Pederewski, & Gutierrez, 2017). It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

**g. Interviews**

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their

own interview questions (Vaca Torres & Rodríguez Gómez, 2017). After interviews, each student can present his or her study to the class.

**h. Story Completion**

For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating (Neuman, Wong, & Kaefer, 2017). Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

**i. Reporting**

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news (Cho, Han, & Kucan, 2018). Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

**j. Playing Cards**

In this game, students should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, and card represent best teacher (Kim & Ho, 2014). Each student in a

group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. The students guess the partner question by Yes-No answer.

#### **k. Picture Narrating**

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric (Analyses & The, 2017). Rubrics can include the vocabulary or structures they need to use while narrating.

#### **l. Picture Describing**

For this activity students can form groups and each group is given a different picture (Plass, Homer, & Kinzer, 2016). Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity

#### **m. Find the Differences**

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis (Mede, Cosgun, & Atay, 2017). Students in pairs discuss the similarities and/or differences in the pictures.

#### **B. Role Play Technique**

In Cambridge International Dictionary of English, role defined as the person whom an actor out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses language learning and psychotherapy (Cambridge, 2003). It assumes that a role play is a part (either own or somebody else's) in specific situation. 'Play' means that is taken on in a safe environment in which students are as an inventive and playful as possible (Livingstone, 1983; Severson & Woodard, 2018).

Role play involves taking on a role and carrying out a discussion with each person playing their role (Ur, 1999). The teacher describes and sets up the situation. The students prepare in groups, those playing the same roles prepare together. They then form new groups to carry out the discussion. Role Play is giving students a suitable topic provides interest and subject matter for discussion (Ur, 1999). Dividing them into groups improves the amount and quality of the verbal interaction. The students will communicate more freely by their own language. Then, the students are able to improve their speaking skill more based on the script but also out of the script.

One of the method to be used in teaching the speaking skill is role-playing.

Role-play allows students to explore their inner resources, empathize with other, and use their own experiences as scaffolds upon which credible actions. As a result, students can improve their skill to produce the target language, acquire many of its nonverbal nuances, improve the skill to work cooperatively in group situations, and effectively deal with affective issues. Role play has high appeal for students because it allows them to be creative and to put themselves in another person's place for a while (Richard & Renandya, 2002). In the method of playing a role, the pressure point located on the emotional involvement and observation senses into a real problem situation faced.

Role playing can often create a sense of community within the class. Although at first it may seem a threatening method, once the class learns to share a mutual confidence and commitment to the learning process, the sharing of analysis over the role situations will develop a camaraderie never possible in monological teaching methods such as the lecture.

The researcher concludes that role play is a technique in English teaching in which the students learn in an imaginary situations or roles in order to develop the students' speaking skill. The situations and the roles

are made as a real life situation so the students know the functions of English.

### III. METHOD

The researcher uses the experimental design. The experiment is the event planned and carried out by researcher to gather evidence relevant to the hypotheses. There are several types of experimental research: some of them are true experimental research, quasi-experimental research, and pre-experimental research. The researcher uses the quasi-experimental design by nonrandomized control-group design, pre-test – post-test design.

#### A. Participants

The participants of the this research are the second grade students of MTs. Ma'arif Gresik which consists of five classrooms.

*Table 1: Students of second grade of MTs. Ma'arif*

CLASS	MALE	FEMALE	SUM
Class VIII.U	11	21	32
Class VIII.1	22	18	40
Class VIII.2	22	16	38
Class VIII.3	21	16	37

Class VIII.4	18	16	34
SUM	94	87	181

From the 181 students the researcher takes the sample to do the research

#### B. Instrument

There are two instruments for collecting the data in the present study. The instruments are test and questionnaire. The tests are pre- test and post – test. The pre- test and post-test consist of the oral test as the dialogue. The pre-test and post-test which given to the experimental class and the control class is same test. For the purpose of content validity, then the items were taken from their speaking textbooks used in the classrooms for second semester

#### IV. RESULT AND DISCUSSION

In this part, the researcher gives the report concerning the data description according to the pre-test and post-test from the control class and experiment class. The researcher does not mention the student's name but only explain their scores by the number of subject.

The data of pre-test and post-test scores of control class can be seen as follows:

*Table 2 The Result of Pre-Test and Post-Test of The Control Group*

SUBJECT	Pre-test Scores	Post-test Scores
S1	50	50
S2	45	50
S3	55	60
S4	50	60
S5	45	60
S6	40	50
S7	60	75
S8	45	55
S9	40	50
S10	50	50
S11	50	70
S12	40	60
S13	40	65
S14	70	90
S15	55	70
S16	40	60
S17	40	60
S18	45	65
S19	50	65
S20	45	60
S21	50	50
S22	55	65
S23	50	75
S24	40	60
S25	45	65
S26	50	75
S27	45	65
S28	50	65
S29	40	60
S30	60	70
S31	60	75
S32	45	60
S33	40	60
S34	40	60
S35	50	60
S36	60	60
S37	45	50
S38	40	45
1820	89200	113875

After analyzing the data, the researcher finds the average score of pre-test was 47,89 and the average score of post-test was 61,71.

The data of pre-test and post-test scores of control class can be seen as follows:

S37	65	80
S38	55	75
S39	50	65
S40	45	70
2230	127250	169350

*Table 3 The Result of Pre-Test and Post-Test Scores for Experimental Group*

SUBJECT	Y	X
S1	55	85
S2	50	70
S3	60	80
S4	65	80
S5	65	85
S6	55	80
S7	60	80
S8	45	70
S9	50	65
S10	50	65
S11	55	75
S12	50	85
S13	60	80
S14	60	75
S15	45	60
S16	70	90
S17	65	80
S18	55	75
S19	45	60
S20	85	95
S21	60	75
S22	50	65
S23	40	65
S24	50	65
S25	55	75
S26	60	80
S27	50	65
S28	50	70
S29	60	85
S30	55	80
S31	60	80
S32	55	75
S33	70	80
S34	60	80
S35	50	70
S36	45	60

After analyzing the data, the researcher finds the average score of pre-test was 55,75 and the average score of post-test was 74,88. From the data, the researcher concludes that the average score of each group was different. The pretest score of experimental group was 55,75 and control group was 47,89.

This answered the research problem in the previous chapter, whether teaching by using role play technique that a significant effect on the second grade of student's speaking skill. An analysis of the posttest score had shown that there was the significant difference both experimental group and control group in the implementation of role play technique and conventional teaching.

From the data analysis above, the researcher finds the difference average score between the two groups. The experimental group got 74,88; whereas, the control group got 61,71. As their initial scores were not equivalent, the analysis of covariance was applied to analyze the data as this study used a quasi-experimental non-randomized pretest and posttest design.

There are several steps of ANCOVA explained as follows:

The first step was an analysis of ANOVA presented as follow:

$$\begin{aligned}
 SS_t &= \sum X^2 - \frac{(\sum X)^2}{N} \\
 &= 374900 - \frac{(5340)^2}{78} \\
 &= 374900 - \frac{28515600}{78} \\
 &= 374900 - 363384,62 \\
 &= 9315,38 \\
 SS_b &= \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} - \frac{(\sum X)^2}{N} \\
 &= \left[ \frac{2995^2}{40} + \frac{2345^2}{38} \right] - \frac{5340^2}{78} \\
 &= \left[ \frac{8970025}{40} + \frac{5499025}{38} \right] - \frac{28515600}{78} \\
 &= [224250,63 + 144711,18] - 365584,62 \\
 &= 368961,81 - 365584,62 \\
 &= 3377,19
 \end{aligned}$$

$$\begin{aligned}
 SS_w &= SS_t - SS_b \\
 &= 9315,38 - 3377,19 \\
 &= 5938,19
 \end{aligned}$$

$$MS_b = \frac{SS_b}{K - 1}$$

$$= \frac{3377,19}{2 - 1}$$

$$= \frac{3377,19}{1}$$

$$= 3377,19$$

$$MS_w = \frac{SS_w}{N - K}$$

$$= \frac{5938,19}{78 - 2}$$

$$= \frac{5938,19}{76}$$

$$= 78,13$$

$$D_{fb} = K - 1$$

$$= 2 - 1$$

$$= 1$$

$$D_{fw} = N - K$$

$$= 78 - 2$$

$$= 76$$

From the result of ANOVA above, it shows that the value of sum of squares deviation of each score from the grand mean (SS<sub>t</sub>) was 9315,38. The sum of squares between groups (SS<sub>b</sub>) was 3377,19. The sum squares within groups (SS<sub>w</sub>) was 5938,19. The mean square between groups (MS<sub>b</sub>) was 3377,19. The mean square within group (MS<sub>w</sub>) was 78,13.

Then the next step is the analysis of correlation. It is the correlation analysis between covariate data variable and dependent variable for the entire subject (*rt*) and each group (*rk*). The complete analysis was done below:

$$\begin{aligned}
 SX_1 &= \sqrt{\frac{\sum X_1^2}{n_1} - \bar{X}_1^2} \\
 &= \sqrt{\frac{227075}{40} - (74,88)^2} \\
 &= \sqrt{\frac{227075}{40} - 5607,01} \\
 &= \sqrt{5676,88 - 5605,51} \\
 &= \sqrt{71,37} \\
 &= 8,45 \\
 SY_1 &= \sqrt{\frac{\sum Y_1^2}{n_1} - \bar{Y}_1^2} \\
 &= \sqrt{\frac{127250}{40} - (55,75)^2} \\
 &= \sqrt{\frac{127250}{40} - 3108,06} \\
 &= \sqrt{3181,25 - 3108,06} \\
 &= \sqrt{73,19} \\
 &= 8,56
 \end{aligned}$$

$$\begin{aligned}
 r_1 &= \frac{\sum X_1 Y_1 - \bar{X}_1 \bar{Y}_1}{n_1 \cdot SX_1 \cdot SY_1} \\
 &= \frac{169350 - (74,88) \cdot (55,75)}{40 \cdot (8,44) \cdot (8,55)} \\
 &= \frac{4233,75 - 4174,56}{72,16} \\
 &= \frac{59,19}{72,16} \\
 &= 0,82 \\
 2.SX_2 &= \sqrt{\frac{\sum X_2^2}{n_2} - \bar{X}_2^2} \\
 &= \sqrt{\frac{147825}{38} - (61,71)^2} \\
 &= \sqrt{\frac{147825}{38} - 3808,12} \\
 &= \sqrt{3890,13 - 3808,12} \\
 &= \sqrt{82,01} \\
 &= 9,05 \\
 SY_2 &= \sqrt{\frac{\sum Y_2^2}{n_2} - \bar{Y}_2^2} \\
 &= \sqrt{\frac{89200}{38} - (47,89)^2} \\
 &= \sqrt{\frac{89200}{38} - 2293,45}
 \end{aligned}$$

$$\begin{aligned}
&= \sqrt{2347,37 - 2293,45} \\
&= \sqrt{53,92} \\
&= 7,34 \\
r_2 &= \frac{\sum X_2 Y_2 - \overline{X_2} \overline{Y_2}}{n_2 \cdot SX_2 \cdot SY_2} \\
&= \frac{\frac{113875}{38} - (61,71) \cdot (47,89)}{(9,05) \cdot (7,34)} \\
&= \frac{2996,71 - 2955,29}{66,43} \\
&= \frac{41,42}{66,43}
\end{aligned}$$

$$\begin{aligned}
SX &= \sqrt{\frac{\sum X^2}{N} - \overline{X}^2} \\
&= \sqrt{\frac{374900}{78} - (68,46)^2} \\
&= \sqrt{\frac{374900}{78} - 4686,77} \\
&= \sqrt{4806,41 - 4686,77} \\
&= \sqrt{119,64} \\
&= 10,93
\end{aligned}$$

$$SY = \sqrt{\frac{\sum Y^2}{N} - \overline{Y}^2}$$

$$\begin{aligned}
&= \sqrt{\frac{216450}{78} - (51,92)^2} \\
&= \sqrt{\frac{216450}{78} - 2695,69} \\
&= \sqrt{2775 - 2695,69} \\
&= \sqrt{79,31} \\
&= 8,90 \\
r_t &= \frac{\sum XY - \overline{X} \overline{Y}}{N \cdot SX \cdot SY} \\
&= \frac{\frac{283225}{78} - (68,46) \cdot (51,92)}{(10,93) \cdot (8,90)}
\end{aligned}$$

$$\begin{aligned}
&= \frac{\frac{283225}{78} - 3554,44}{97,28} \\
&= \frac{3631,09 - 3554,44}{97,28} \\
&= \frac{76,65}{97,28} \\
&= 0,79
\end{aligned}$$

The result shows that the value of ( $r_t$ ) was 0.79, the value of ( $rk$ ) which was grouped in ( $r_1$ ) was 0.82 and ( $r_2$ ) was 0.62.

Then the researcher puts in the values of SSt, SSw, SSb, MSw, and MSb from ANNOVA by losing the influence of



are some interpretative reasons to be explained.

The result of test which is conducted in the experimental class and control class. From the result of data analysis, it is obtained the value of the F observation (F value) is 18,14 and the degree of freedom (df) is 76 (obtained from  $N-2 = (78-2=76)$ ). The researcher uses the degree of significance of 1%. In the table of significance, it can be seen that on the degree of significance of 1%, the value of degree of significant is 6,96 . If the f table compared with the degree of significance, the result is  $18,14 > 6,96$ . Since the score from the result of calculating, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected.

1. If the result of f observation is higher than f table, the null hypothesis ( $H_o$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It means there is a significance difference between variable X and variable Y
2. If the result of f observation is lower than f table, the null hypothesis ( $H_o$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It means there is no

significance difference between variable

X and variable Y

Based on the result of the data analysis, it shows that the student's score of speaking taught by role play technique is more effective than the conventional technique.

The role play technique in speaking activities gives opportunities for students to practice the language through their real experiences and activities. The students who taught by role play technique learned the speaking matery better when the situation around them is created naturally. It was more meaningful when they learned their experience. Role play also produces the student who were not only know about what they learn or just memorize what the teacher considered, but also creating a setting in which they learned realistically.

On the other hand, there was the different procedure in teaching learning process. The experimental class used the student – centered approach which is the student more participate in learning teaching process. And the control class used the teacher – centered approach. The students of experimental class are taught by role play

technique and the students of control class are taught by conventional technique.

Although the material was taken from the same source, it is scaffolding as handbook for both of classes, the activities is different between each other. The activities of experimental class were interactive.

In this activity, the students were divided into some groups and every group consist of four students. Then, the teacher gives the situational sentences for every group. The students discuss the topic and make the dialogue based on the situational sentences. So, the teacher gives several times to tried the dialogue with their partner. In the end activity, the students act the dialogue in front of the class. From the role play activities the students are able to built their confidence and increase their speaking in speaking activities.

Different with the control class activities, the activities of control class were assumed as boring and unattractive. Some of the students were bored, lazy and lost concentration in the middle of learning process because the main attention was directed on the teacher's explanation. Unfortunately, the student could not develop and practice their speaking. Because the activities controlled and dictated by the

teacher so they could not improve their learning activities in free.

The finding shows that both group had significant difference. It could be said that experimental group was better than control group. The fact was known from the materials, scores and activities used in experimental group that support students interest to learn more about speaking skill. Meanwhile. It was really different from the activities of control group that could not effective because the activities was dominated on the teacher explanation.

## V. CONCLUSION

Based on the research conducted in VIII 1 class as experimental class and VIII 2 class as control class of MTS. Ma'arif Sidomukti Gresik, the research finding is concluded that:

1. From the result of data analysis of this research, it is showed that role play technique is more effective than the conventional technique which is applied for the second grade of Junior High School MTs Ma'arif Gresik. Because the result of the test is 18,15. It is higher than F table,  $18,15 > 6,96$ .
2. The effectiveness of role play technique is showed by the process of the role play technique in learning English language.

The role play technique makes the speaking and learning activity more enjoyable and interesting. It's because role play technique helps the shy students by providing a mask. The students are released in the conversation with their difficulty of speaking skill. In addition, it is fun and most students enjoy the learning teaching process. The role play technique makes the class more active and alive. Students are willing to participate without any forces from the teacher.

3. The students give the very good response about the role play technique. Then, it is showed that the student more interested to learn speaking by the role play technique. And the students have to improve their speaking because of role play technique which is taught by the teacher.

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