

THE IMPLEMENTATION OF ROLE PLAY WITH VIDEO BLOGS (VLOG) IN TEACHING SPEAKING TO THE ELEVENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL 3 OF PALEMBANG

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Received: October 9, 2020

Revised: October 20, 2020

Accepted: November 10, 2020

ABSTRACT

Speaking Skill is essential in communication as a foreign language, either in educational qualification or in career achievement. The students have intermediate speaking skill potential to gain further education and to find employment. The problem of this research deals with the fact that most of students are lack of speaking skill. First, particularly the eleventh grade students of Senior High School 3 of Palembang are not motivated to learn and increase their speaking skills. Second, consequently the students are not able to act as interlocutors when the communication occurred. The objective of this study was to find out whether or not there is a significant difference of speaking scores of the eleventh grade students taught through Role play with Video blogs (Vlog) from those of the ones taught through a conventional technique at Senior High School 3 of Palembang. This research was True Experimental design (Quantitative). The research was conducted from July to August 2020 by online. The subject of the research was 36 students of the eleventh grade of Senior High School 3 of Palembang. The technique of collecting data used a monologue test. The monologue test was done to know whether there was a significant difference by using role-play with video blogs (vlog) in teaching speaking skill. The students' average score of the experimental group in the posttest was 53.29 while the students' average score in the control group was 46.04. Meanwhile the critical value was 0.05 significance level for two-tailed test with 35 (df) was 1.68 since the t-obtained was 11.352, it was higher than the t-table. The result of research showed that there was a significant difference of speaking scores of the eleventh grade students taught through Role-play with Video blog (Vlog) from those of ones taught a conventional technique at Senior High School 3 of Palembang. The use of role play with video blogs (vlog) not only made the students enjoy, fun and relax learning English but also indirectly made the students capable improvise their skill based on their mind.

Keywords: *Speaking skill, Role play, Video blogs, Vlog*

INTRODUCTION

English is one of *lingua francas* where it is used as a tool of communication among the nations all over the world. As an international language, there are a lot of countries using English as a second language or foreign language. English is used in all over field such as education, science, advertising, employment and much more. "English is used in a lot of notice for education, job, information, entertainment, etc." (Jaya et al, 2018:1).

In English, four skills should be mastered. They are listening, speaking, reading and writing. "There are four basic abilities which are learned in studying English: listening, speaking, reading, and writing" (Hidayati and Suharno, 2014:2). Speaking Skill is essential in communication as a foreign language,

either in educational qualification or in career achievement. The students have intermediate speaking skill potential to gain further education and finding employment.

In this era there are a lot of kinds of technologies as teaching media to improve speaking skill, one of them is Video blogs (Vlog). The popularity of Video blogs gains interest of the students to master speaking skill. Video blog could be used as representative learning media able to allow the feedback on the progress of learning. “Blogging was effective to teach speaking. It increased the students’ performance and learning motivation. It also increased their speaking especially in communication skill, disciplinary, social interaction, learning awareness, and motivation significantly” (Butarbutar, 2018:5).

Generally, it is difficult for students to master speaking skill. They tend to be ashamed and worried making errors and mistakes. “Many students are very afraid of English. They think that English is a very difficult subject, when they study English they feel depressed and bored” (Hermansyah, 2017:34). There are many contents from video blogs that could inspire and be imitated in learning process. The students could improve their speaking skill through role-play based on the content of Video blog (Vlog) as media in teaching speaking skill. Based on the statements above, the implementation of Role-play with Video Blogs (Vlog) in teaching speaking to the eleventh grade students of Senior High School 3 of Palembang is selected as the title of this thesis.

LITERATURE REVIEW

Concept of Speaking Skill

Speaking is a tool of communication to deliver opinion and message to others through utterance and gesture. “English has become one of the universal communication tools that connects to people” (Ru, 2010:1). Speaking is the skill able to express opinion and thought through the articulation. Monologue refers to the thought of speaker spoken aloud to the audience individually. “Monologue is a personal and participatory speech act, even though only one person can talk”

There are five aspects in speaking skill they are pronunciation, grammar, vocabulary, fluency and comprehension. In speaking, one of the important aspects is pronunciation. (Hermansyah, 2018:43) “Pronunciation is a person’s ability to

comprehend the sound system which has direct effect of the word meaning in the language”. It means that either the speaker or listener must understand each sentence spoken by the interlocutor to get the meaning corresponding with the context. Grammar is the absolute rule to make sentences be meaningful in expressing utterances. “Grammar does not only affect how units of language are mixed in order to look right, it also influences their meaning. The meaning of a grammatical structure perhaps be quite difficult to teach. It is fairly simple to explain that the addition of a plural –s to the noun in English indicates that you are talking about more than one item, and they are connected in other language” (Hidayati & Suharno, 2014:4).

Vocabulary is a group of words used in arranging the sentences. “Vocabulary is the total number of words in a language” (Manser, 1995:461). Fluency is smoothness in producing utterance appropriate of intonation and tempo. Fluency in speech can be defined as the natural ability to speak spontaneously quickly, smoothly, accurately, clearly, efficiently and comprehensively” (Iswara, et al. 2012:5). The last important aspects in speaking is comprehension. Comprehension is essential to communicate with others. Comprehension in communication also aims to exercises the understanding of a language. “Comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken” (Hornby, 1984: 711). All of the aspects is essential because they are related each other, if one of aspect not complete the communication cannot run well.

Concept of Role-play

Role-play is learning activities in the classroom, which are the students, gain the chance to practice the language as oral activities. The students can get imagination or inspiration when the teacher gives the topic to them. “In role-play technique, we have many social contexts and a lot of interactional roles, while teacher produces topics to the students such as feeling and thinking of a given role” (Harmer, 1984:4). “Role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvise dialogue and create a real world in scenario. It purpose to make the student encourage thinking and creativity, so as the students can develop and practice new language and behavioral skills in a relatively non-threatening setting,

and can create the motivation and important for learning to occur.” (Harahap, 2007:12).

In this study, Role play is the interesting technique because through this method learners gain the opportunities to improving their utterances to dealing with others, more expressive in presenting their purpose based on the theme chosen by teacher and drill their fluency, vocabulary, comprehension, pronunciation and grammatically in speaking aspects. Role play can bring a good interpersonal between the speaker and listener in learning process cause they can practice their ability based on the task their learn. “In a role-play the test and a confederate are given information on which to base a role-play and the test are evaluated on their ability to carry out the task in the role-play. It requires the test to use various functions that she/he might need in real communication” (Aini, 2014:10). Role play also deal with linguistics. Ments (1999:19) stated Play role for speaking subjects related to linguistic abilities, namely language, training in reading and writing skills. Many areas where role play could be used, testing linguistic abilities, he said it could be done by compiling scenes of daily life, particularly situations that carry out use of vocabulary to learn, students could be encouraged to use language in a free and interesting way.”

Based on the statement above, it means role-play is flexible in order to use in some skills. The learners would be able to enhance their capabilities in daily life through interesting ways.

In the application of Role-play, the teacher could offer the students instructions in the form of theme, so as learners are curious because they did not know what the roles they would be playing and enthusiastic to playing their roles. Platt and Brooks (1994:34) mention, “It deserves notice that there are considerable of kinds in utilizing of role play. For example, studied the interpretation of role-play by two different groups. In their study, one group simply gaining the instructions in a mechanical fashion and another group retrieve the assignment in accordance with their own goals.”

Based on the statement above, it means in the ways of role-play the students have different ways and perhaps more effective in communication. There are two types of role-play. They are role-play with script and without script. When the learners do the role-play without script, they would improvise their speaking

skill and able to express their dialogue well. Byrne (1978:3) stated role-play could be grouped into two forms: scripted and unscripted role-play. Unscripted role-play is real life conversation that occurs naturally. Interlocutors can change the script according to real situations. They tend to expand their communication when problems are occurred. Despite the benefits of unscripted role-play, there have evidentially been no studies done to investigate its effectiveness.

Before the role-play the teacher supplies the instructions to the students. It is intended to help the students obtain the clear steps to construct their planning and under control. According to Baker (1989:17) “Because in all role plays the participants are required to play a part, they needs to be given clear instruction and sufficient time to understand them.” Nuriyanti (2012:7) stated there are some steps that the teacher needs to do to be able to make the teaching and learning process run effectively so the basic competence will be achieved in the end of the class.

When using dramatic activities, preparation is essential. The teacher must be clear about the teacher objectives if the class is to be a success. First is Linguistic preparation, the teacher has to portend the types of language used in the activities. The teacher could use either reading material, model dialogues on tape or any other forms to reveal the students to use of the language for that particular context. These could be done in lessons before the activities are actually carried out. Second is factual preparation, in order to enable the students to play the students role with confidence concrete facts or information of the roles should be discussed with or given to the students. Role cards with relevant details could be given to help the students. However, higher level students could construct the information to the students.”

Based on the statement above, it means the teacher should prepare the material and give the instruction clearly. Therefore, those learners do the task relevant of the instructions and learning objective.

Through Role play learners are confidently interacting each other. They could exchange ideas each other because all the participants are engaged. “Assures on the practice of interacting with others as a method of doing teaching style active for teachers. It prevents instructing from being daily routine and out of date” (Arends, 1998:18). Holt and Kysilka (2006:864) stated group work enlarge

the availability of time available for oral interaction and permits many students to benefit from time allocated for speaking. Teaching in groups also reduces the inhibitions of the students sense shame cannot speak comfortably with the whole class. Role-play could make all class be in engagement, and it could be interest and lead the whole of group to be in a situation of effective situation.

Role-play can give the students opportunity to speak up real situation without focus on the grammar. “Role-plays give students the chance to demonstrate how to use English in real life situations and make them focus more on communication than on grammar. Role-play activities can be a lot of fun however a class full of students ashamed perhaps reluctant to participate” (Fadilah, 2016:7).

Concept of Video blogs

One of the new technologies or known as E- Learning provide many of the applications such as Video Blogs (Vlog). Video blog as the type of video content was establish to fulfil the demand and be popular with audience. In video blogs the interesting content is the important thing presented by vlogger, such as sharing the all about information refer to education such as learn English, commentary and opinions in video format. There are many studies claiming that video blogging can enhance student’ ability and motivation in speaking skill. “Blogging was effective to teach speaking. It increased the students’ performance and learning motivation. It also increased their speaking especially in communication skill, disciplinary, social interaction, learning awareness, and motivation significantly” (Butarbutar, 2018:5).

There are many studies that claim the use of video blogs (vlog) in learning processes to provide a positive effect in education. “Several studies have promoted the phenomena that vlog could effectively facilitate language teaching and learning” (Bloch and Abdullah, 2008:128), especially in fluency to communicate. “Particularly in terms of learners’ language complexity, grammatical correctness, and fluency” (Hewett, 2000:70). Video blogs (vlog) as learning media are regarded capable to increase speaking ability. “The existence of vlog as one of the latest technologies is really expected to improve students’ speaking ability in learning English” (Nurhaida, 2017:12).

There are many a lot of advantages involve the video blogging as learning media, such as can increase their improvisation, to know the mistakes, decrease their ashamed, and increase the motivation in learning process. Watkins (2012:2) stated there are several reasons why vlogging might be appropriate for an FL oral communication class.

1. A significant reason to consider vlogging is that it increases student talk time. More oral communication practice helps students improve mastery of new vocabulary and grammar, decrease shyness while bolstering confidence, and develop fluency. If students' speaking opportunities are limited to within, the walls of the classroom, fluency, confidence, and oral proficiency are similarly limited. However, if a student has reason to continue speaking English after the class is done, away from the confines of the classroom, then the student gains additional practice as well as a personal demonstration that English oral communication practice can be undertaken independently with good benefit.
2. Another benefit of vlogging is that it encourages self-monitored speaking. Before students submit their vlog to the teacher, they should listen to it themselves. Perhaps they will notice a repeated pronunciation or grammar error or a section of the vlog in which they could have been clearer. Perhaps a crucial detail of a story they were telling was omitted or, if they were arguing a point, perhaps they will notice an area where their argument could be bolstered. Regardless of the reason, if a student decides the original vlog effort was not the best he or she could have done, the student could try again. Similarly, if the instructor feels the student could do better, a second try could be suggested.
3. Third benefit to vlogging pertains to how teachers (and even fellow students) could submit feedback. While written feedback is always an option, for smaller classes, vlogged feedback could be considered. If a student's vlog is critiqued and the grade delivered in similar form, then that particular student receives listening practice in addition to speaking practice. Additionally, unlike a face-to-face conference with

a student, counseling in vlog form offers students the possibility of multiple viewings. Sometimes in a face-to-face conference, the teacher has several pieces of advice for a student; however, the student might be so taken with one of the suggestions that the others become forgotten before the conference is even over. If the student has a vlog of the instructor's advice, then that vlog could be viewed repeatedly before the student next undertakes the next vlog attempt. Additionally, if class rapport is strong enough, students can listen to each other's vlogs and give compliments and criticism where necessary."

Taking into account the process of vlogging, there are some significances that can be obtained as the positive impact of it. Sun (2009:88) mention:

1. Students' Encouragement

Vlog will increase students' encouragement in speaking. The role of Vlog is also as social media consumption that is common used by students in their daily activity. They prefer to use it to express their ideas, feelings and improvisation. Moreover, the easiness in operating it also supports their willingness to use in their project, especially fulfilling speaking task. When students feel easy in finishing their project, automatically, they will be also motivated. Vlog covers those two things. Thus, it has significant impact in increasing students' encouragement.

2. Self-Presentation

Vlogging has close relation with the use of social media. It affects psychologically to students when they prepare their performance. They will perform their best presentation in their vlog. Consequently, the use of vlog significantly improve students' self-presentation especially in their speaking performance.

3. Talk More Time

EFL students have limited chance to express their speaking performance. Students only practice their English speaking in the class or special event that used English as tool of communication. By providing vlog as one of teaching media, students will get more chance to talk outside the class. Vlogging force them to talk and tell their ideas in English. As the result, their speaking ability will increase gradually.

4. Autonomous Learning

Task based learning provides autonomosity for students. Vlogging is also one of strategy in task-based learning. One of benefit in autonomous learning, students will get their meaningfulness in their study. In addition, they are free to manage their ideas related to their learning process. Vlogging covers this condition and bring the students in autonomous learning. Vlogging is one innovation to provide a better teaching learning process especially in speaking. The correlation with technology and social media makes it fun to be implemented for students. Some modification in vlogging stages is possible for teacher. It depends on the condition of the class. Whether the possibility of difficultness in practical aspect could be there, but this notion is still good to be considered as teaching media. Finally, vlogging will sophisticatedly increase the ability of students in speaking.”

Based on the statements above, the writer could conclude that the existence of technologies in the digital era extremely effects the education world. In this era almost all the students use mobile phones, so as it is easier for students to search learning material via technologies. Particularly video blogs (vlog) could affect students’ learning speaking skills. They could be able to imitate the scene of video blogs that they are watching and able to expand the utterances in their opinions.

Procedure of the Implementation of Role Play with Video Blogs (Vlog) in Teaching Speaking

There are some steps in the procedure of the implementation of role-play and video blogs (vlog). The steps are divided into two parts. They are (1) guiding steps to make a role play, (2) and steps in vlogging activities. Livingstone (in Kodotcigova, 2002:1-3) mention:

“There are six steps in implementing a role play.

1. A situation a role-play: Choose a situation for role-play, keeping mind student’s needs and interests.
2. Role Play: Finding ideas on how to develop topic in role play
3. Linguistic preparation: Choose precise vocabulary
4. Factual Preparation: Give concrete information and clear role descriptions
5. Assigning the Roles: Correcting mistakes made by students

6. Follow-up: Evaluate the students.”

Sun (2009:88) mentions: “There are five steps in vlogging activities which are found in his research. Every step has their own purpose and certain lists of activities.

1. Conceptualizing: Choose the content
2. Brainstorming: Create the script of content of video vlog
3. Articulation: Practice the articulation before creating video vlog
4. Monitoring: Check the content before uploading video vlog
5. Evaluating: Check and look for the mistake of video vlog with their friends.”

Previous Related Studies

There are three previous studies is related to writer’s present study. First, in this study there are three previous studies, which resemble to this present study. First, the one with the title “Blended Learning Using Video-Based Blogs: Public speaking for English as a second language students” (Shih: 2010). The study was aimed to establish a blended teaching and learning model combining online and face-to-face instructional blogging for English for Specific Purposes (ESP) course named English Public Speaking. There are similarities between the previous study and the writer’s present study. The similarities are that all deal with speaking skill and video blogs as learning media. Second with the title “Using Video-Blogging (Vlogging) to Enchance Students’ Speaking skill” (Qowiyuddin, 2019:69). The main objective in this study is try to enhance students' speaking skill using video blogging (vlogging). The differences are in this study is action research and video blogging (vlogging) as method while the writer’s present study applies an experiment research and video blogs (vlog) as learning media. Third, with the title “The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students” (Krebt, 2017:863). The main objective in this study is to find the impact of role-playing as a classroom technique on Iraqi EFL students’ speaking skill at the college level. The similarities are that all deal with role-play technique, speaking skill and use experimental research. The differences are the writer’s present study use video blogs (vlog) as learning media.

RESERACH OF METHODOLOGY

This research was True-Experimental (Quantitative). The research was conducted from July to August 2020. The subject of the research was 36 students of the eleventh grade of Senior High School 3 of Palembang. The sample took by cluster random sampling. The topic is How to speak well in speaking skill. The technique of collecting data used a monologue test. The monologue test was done to know whether there is a significant difference by using role-play with video blogs (vlog) in teaching speaking skill.

In validity, the indicator measured are pronunciation, grammar, vocabulary, and fluency. In this study, the writer used inter-rater reliability. According to Gay, et al (2012:168), "Inter-rater reliability is the consistency or two or more independent scores, raters and observes." Therefore, the first rater in this study was the English teacher of Senior High School 3 of Palembang and the second rater was the writer herself.

In this research, to analyze the data, the writer used independent t-test. In analyzing the data, the writer used independent sample t-test. The writer compared the result of the students' the post-test scores in the experimental group with the result of the students' the post-test scores in the control group. The calculation used Statistical Package for the Social Science (SPSS) version 24.

FINDINGS AND INTREPRETATION

After doing the experience in teaching speaking through Role Play with Video Blogs (Vlog), it was clear that the Eleventh Grade Students of Senior High School 3 of Palembang were successful in learning speaking through Role Play with Video Blogs (Vlog). The students' average score in the pre-test was 49.72 and average students' score in the post-test was 78.88. If the t-obtained is higher than t-table, the null hypothesis (H_0) would be rejected, while the alternative hypothesis (H_a) would be accepted (Arikunto, 2010:257). The findings of this study showed that t-obtained 11.352 was higher than t-table 1.68. It means that there was significance differences between the students' score in the pre-test and post-test.

The students' mean score in the posttest of the experimental group was significantly higher than the one in the posttest of the control group, with the

students' average score of the experimental group in the posttest was 53.29 while the students' average score in the control group was 46.04. Meanwhile the critical value was 0.05 significance level for two-tailed test with 35 (df) was 1.68 since the t-obtained was 11.352, it was higher than the t-table. The result showed that the t-obtained was higher than t-table, it means the null hypothesis (Ho) was rejected while the alternative hypothesis (Ha) was accepted.

It could be concluded that there was a significant difference of speaking scores of the eleventh grade students taught through Role-play with Video blog (Vlog) from those of ones taught a conventional technique at Senior High School 3 of Palembang.

Consequently, based on the findings the null hypothesis (Ho) was rejected while the alternative hypothesis (Ha) was accepted. It indicates that there was any significant difference of speaking scores of the eleventh grade students taught through Role-play with Video blog (Vlog) from those of ones taught a conventional technique at Senior High School 3 of Palembang. The writer observed that the students are motivated to learn in speaking skill through Role Play with Video Blogs (Vlog).

CONCLUSION

The students' mean score in the posttest of the experimental group was significantly higher than the one in the posttest of the control group, with the students' average score of the experimental group in the posttest was 53.29 while the students' average score in the control group was 46.04. Meanwhile the critical value was 0.05 significance level for two-tailed test with 35 (df) was 1.68 since the t-obtained was 11.352, it was higher than the t-table. The result showed that the t-obtained was higher than t-table, it means the null hypothesis (Ho) was rejected while the alternative hypothesis (Ha) was accepted.

It could be concluded that there was a significant difference of speaking scores of the eleventh grade students taught through Role-play with Video blog (Vlog) from those of ones taught a conventional technique at Senior High School 3 of Palembang.

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How to Cite (APA style):

Safitri, MA. (2020, November). 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: Jurnal Pendidikan Bahasa Inggris*, 9(2), 403-416. Retrieved from <https://journal.unismuh.ac.id/index.php/exposure/article/view/4343>