

Improving The Students' Skills of Speaking through A Role-Play Technique based Cooperative Learning

Rima Dara Saskia¹, Siti Musarokah², Atik Riyani³

^{1,2}Universitas PGRI Semarang, Semarang, 50125

³Universitas Negeri Semarang, Semarang, 50237

Email:

Rimadara31@gmail.com

ABSTRAK

Rendahnya pengetahuan akan berbicara Bahasa Inggris pada peserta didik di fase D menyebabkan rendahnya ketereampilan berbicara peserta didik pada mata pelajaran ini. Salah satu faktor yang mempengaruhi hal ini terjadi adalah dihapusnya mata pelajaran Bahasa Inggris pada jenjang SD. Oleh karena itu, penelitian ini dibuat untuk melihat bagaimana peningkatan penggunaan *model pembelajaran cooperative learning dengan teknik role-play* dapat meningkatkan kemampuan keterampilan berbicara pada subjek penelitian kali ini yakni peserta didik kelas VII D SMPN 6 Semarang. Metode yang digunakan dalam penelitian ini adalah observasi dan unjuk kerja yang dilengkapi dengan dokumentasi. Hasil penelitian menunjukkan bahwa adanya peningkatan sebesar 20% dalam keterampilan berbicara peserta didik. Hal ini menunjukkan bahwa model pembelajaran *cooperative learning dengan teknik role-play* mampu meningkatkan keterampilan berbicara bahasa Inggris pada peserta didik kelas VII D SMPN 6 Semarang.

Kata kunci: keterampilan berbicara, *cooperative learning*, *role-play*

ABSTRACT

The lack of knowledge will speak English to learners at phase d causes a lack of ability to speak learners in the student's eyes. One of the factors that influenced this happened was the elimination of English subjects on elementary school. Thus, the study was created to see how the increased use of cooperative learning models with role-play techniques can enhance the ability of speaking in English on the research subject of this time's class member VII D SMPN 6 Semarang. The methods used in this study were observation and demonstration complemented with documentation. Studies show that there is a 20% increase in educational skills. This suggests that the program of cooperative learning with role-play techniques was able to promote the English-speaking skills of class participants VII D SMPN 6 Semarang.

Keywords: *Speaking ability, cooperative learning, role-play*

1. INTRODUCTION

Junior high school 6 Semarang is one of the leading public schools for the upper middle-class area. One of the objectives of this school is to participate in and take responsibility for and shoulder assignments to reflect learners living in Semarang, especially East Semarang. At this time the development of the educational world is increasingly progressive and dynamic. One is where today Indonesia uses the free curriculum where learning processes of teachers and learners are given freedom in conducting the learning process. Teachers in this regard as primary agents of education are required to be well adapted to advanced technology, child psychological development, and updated methods and learning techniques. This is similar to what is contained in the constitution of the Republic of Indonesia 14 - year 2005 that states that from competence owned by teachers, one of the required competence is professional competence. Professional competence is a skill in planning, performing, until it reaches the learning evaluation stage (Priami & Hasanah, 2020). In turn, one of the factors that determine the quality of learning itself is that of a teacher or teacher who has a significant role by implications of the increased quality of education (Hamdi, 2019). Thus, teachers and educators were at the head of the spear in this respect.

In the vocational arrangement of education, one of the efforts teachers can make is to observe the learning models, methods, and techniques to be used. There are a wide range of choices a teacher can use in his effort to deliver learning materials. The cooperative learning was one. As indicated by 67 year's dictation no. 67, that English subjects have been eliminated from the elementary school curriculum. Said the aim of the removal was for primary school learners to focus on improving their skills in Indonesian mastery first before learning a foreign language. This must be a tough assignment for an English teacher who can special grade 1 to grade one for middle school. Because learners really have limited knowledge of English learning. This is shown by the 1st graders of the boarding

school who were led by researchers at the Semarang middle school. Where some trainees still lay with their knowledge of English. Especially when the assessment asks the learner to present his opinion in English. Almost the majority of learners display the same behavior among them; Before answering with a smile of shame, eyes glance sideways or fidget as they look at their friend for help, it is not uncommon for some students to ask what s means. So teachers of these cranes must pay close attention to the learning model of unified composing materials so that the purpose of learning is accomplished.

At the course of the study for English phase D states that there are six language skills: speaking, reading, and presenting. Each mentioned language skill has a certain caption, all at the end of the goal of interacting and communicating in English. So in this time of class action study, researchers focused on increased speaking (speaking) learners for first-grade students at junior high school 6 Semarang. The model cooperative learning is believed to be a model capable of developing the ability to talk over learners. Koesnandar (in Perlina, Ariani and Sumartini, 2022) suggested that the program of cooperative learning was able to encourage students to interact more actively and positively in a group, thus creating an exchange of ideas between students where the activities could easily engage and complement problem solving. Further, Slavin (in the mind, Sulaiman & Busyairi, 2022) views over the overtaking of the cooperative learning model: (1) can promote student learning and help to improve social relations among learners, grow tolerance, and respect the opinions of others, (2) the cooperative learning model can help students with critical thought activities, problem solving, and integrating knowledge through experience.

One of the techniques of learning over a model cooperative learning that is believed to encourage learners' conversational skills as role play. Brown (in Fikri, Sulaiman, and Busyairi, 2022) says that role-play is one of the cultural activities in creating communicative language learning in which it encourages students to be free to become

others by the creative language of the learner's own. This is in accordance with Nunan (in Fikri, Sulaiman, and Busyairi, 2022) that role-play has a crucial role in teaching the skills of speaking because it affords learners an opportunity to communicate using a different social context and a language that is being studied.

Based on the problems faced by class VII at junior high school 6 Semarang students, where the ability of learners to speak English is low. The cooperative learning model with role-play techniques is believed by researchers to improve learners' ability to speak skills in English. Because of the limited time of research, class VII D became the subject this time.

2. METHOD

The research subject is VIID of junior high school student 6 Semarang year 2022/2023, with 34 students of 16 male and 18 female. Because of the zoning system, the vast majority of learners in the class live in the east Semarang region. In research the class action took place on the middle school of the sixth Semarang state junior high located on the street. Pattimura no. 9, Kebonagung, kec. Semarang east, Semarang city, central Java. It matches with the data that provided on the foreign ministry website.

Based on the previously mentioned background that the data source for the action study of this class is junior high school student 6 Semarang student VIID. Data drawn from the skills of the learners during the learning process that uses cooperative learning models with role-play techniques. The data that follows is the level of success that the use of cooperative learning with role-play techniques.

The data-collection techniques used by researchers to get truly valid data are observation, demonstration, and documentation. The research technique will be equipped with an observation sheet to collect data on the activities of learners in following the learning process, the demonstration sheet used to collect data on enhanced speaking skills and documentation of the teaching module,

photos, and value of the learning participants.

Data collected by the preserver then enters the data analysis stage to address the problem posed by the researchers. Data analysis is generated on data that use the learning model of cooperative learning through role-play techniques includes demonstrations of skill assessment during the learning activity. The data is then treated in the formula as follows:

$$\text{Final score: } \frac{\text{amount score}}{9} \times 100 = 100$$

Then, in order to know the grade average may be formulated as follows:

$$\text{Average score: } \frac{\text{The sum of all the participants' scores}}{\text{Number of students}}$$

Then with the above formula, the writer gives the following criteria:

100 – 81 : Excellent

80 – 61 : Good

60 – 41 : Fair

40 – 21 : Inadequate

20 – 1 : Inacceptable

After conducting final value-calculations, researchers then calculate percentages to see the increased ability of brech learner who meets indicators using the following formula:

$$\text{Passing percentage: } \frac{\sum X}{\sum N} \times 100\%$$

Description:

$\sum X$: The total number of thoroughly educated learners learned

$\sum N$: Number of amount students

The indicator of use of the model cooperative learning with role-play techniques has been effective in developing

learners' skill skills when, on average, the child value >75 or under the category good.

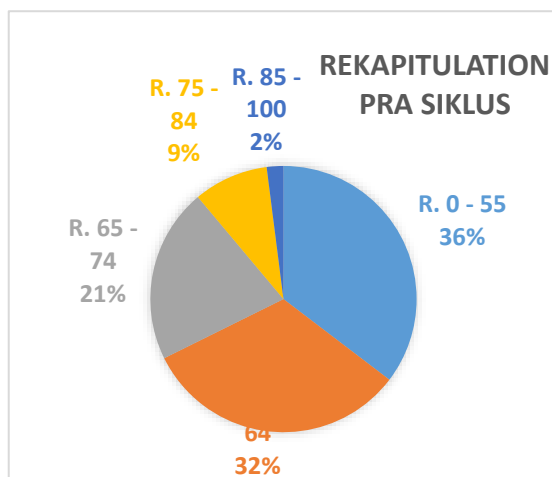
3. RESULT AND DISCUSSION

Result Pra-siklus

The target of action research this class is a student of the VII D class SMPN 6 Semarang. Early activity was to get information from an English teacher to learn the results of learning on materials that focused on speaking skills. From an interview with an English teacher for the VII D middle school class n 6 Semarang, it was found that many trainees had not been able to meet the limits of efficiency (KKM) in terms of speaking skills. This is shown in the table as follows:

No	Range Nilai	Jumlah Siswa	Perse ntase	Nilai Akhir
1.	0 – 55	12	0,35	E
2.	56 – 64	11	0,32	D
3.	65 – 74	7	0,21	C
4.	75 – 84	3	0,09	B
5.	85 – 100	1	0,03	A
6.	total	34		

As for the data on the table above can be served in the pie bar below:



Based on the interview given by Atik ma'am, that the standard was for an English subject at VIID junior high school 6 Semarang was 75. As the data presented above the happy approximately 30 trainees from a total of 34 students show that they have not reached the full limit of predetermined values. This indicates the majority of vii d class learners with an 88% percentage show still lack of English speaking skills. After getting the above information, researchers then compiled a series of learning activities that will help improve class ability VII D junior high school 6 Semarang's speaking skills.

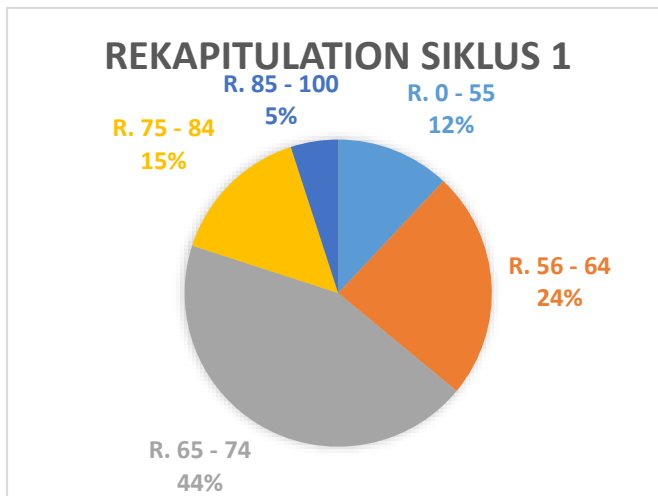
Siklus 1

During the 1st cycle, researchers simply use the method of learning over the cooperative learning. The use of this method becomes a guide in the drafting of learning activities in the classroom. At this stage, researchers actively engage learners participate in the study by more actively expressing their ideas, opinions and opinions about the learning materials being taught. At the same time, researchers conducted observations and took grades to see the level of English-Speaking skills on class learner VII D of junior high school 6 Semarang. Then the result of the learning on this 1st cycle shows the data as follows:

No	Range Nilai	Jumlah Siswa	Perse ntase	Nilai Akhir
1.	0 – 55	4	0,12	E
2.	56 – 64	8	0,24	D
3.	65 – 74	15	0,44	C
4.	75 – 84	5	0,15	B
5.	85 – 100	2	0,05	A
6.	total	34		

As for the data on the table above can be served in the pie bar below:

According to the data presented above,



as many as 27 students of the 34 class VII D of junior high school 6 Semarang students have not reached the limit of the value of English speaking skills. In percentage form, that figure indicates 80% of the students still have difficulty speaking English skills. This suggests that the learning method of using the model cooperative learning has still not been able to overcome boundaries is regarded as capable or successful in developing speaking skills. Even so, at this stage researchers are able to increase as many as 8% of the talking skills as possible. Even so, there is yet to be an improvement in cycle 2, so that the results that researchers hope will result in a higher percentage of the students' speaking skills displayed with better grades, resulting in a better percentage. So that the percentage could show that children's speaking skills are said to be improving. Thus, in cycle 2, researchers outline learning activities by still using the embalming model of cooperative learning, role-play, to enhance the speaking skill of maximum learners.

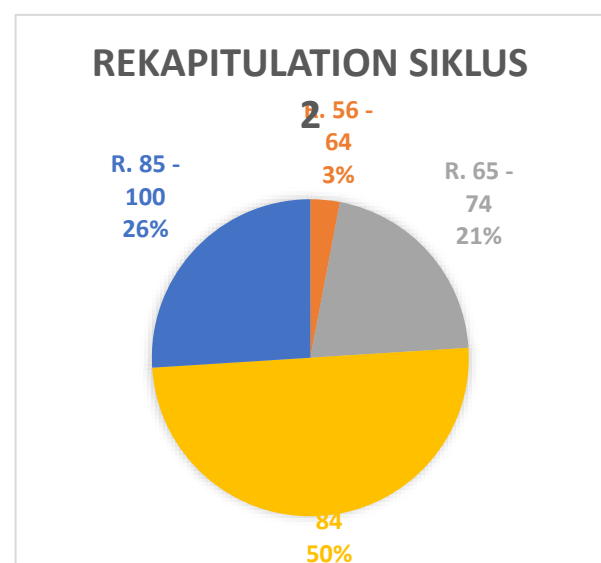
Siklus 2

In cycle 2, researchers combine cooperative learning models using role-play. Because of their use of models and techniques, learners are asked to play role-playing according to the direction from researchers. So that learners at cycle 2 are more actively involved than previously because at this stage learners are given

more opportunities to explore English speaking skills through role-playing. At this stage, researchers are also analyzing data retrieval observations to see the results of improved English speaking proficient of class VII D junior high school 6 Semarang. So obtained data as follows:

No	Range Nilai	Jumlah Siswa	Perse ntase	Nilai Akhir
1.	0 – 55	0	0	E
2.	56 – 64	1	0,03	D
3.	65 – 74	7	0,21	C
4.	75 – 84	17	0,50	B
5.	85 – 100	9	0,26	A
6.	total	34		

As for the data on the table above can be served in the pie bar below:



Based on the data presented by data shows that as many as 26 students from the total class of 34 students, of 76% of VII D junior high school 6 Semarang classes have met the limits of standard values determined by the school. With the percentage of 8 learners, 24% still have not achieved the full value for English-speaking skills. Nevertheless, it has been largely established, and based on indicators of the action study of the class, that if the percentage of the failure to meet the value of English-speaking skills >75%, it indicates that after combining the us-based learning model of cooperative learning with use of role-play techniques, it will enhance the English-speaking ability of the VII D junior high school 6 Semarang classes.

Discussion

The first observation stage of the pre-cycle was found by researchers that the result of skill skills, the educated was still low, with an average number of 60.74. The number is still far from the score expected to be completed in the public speaking skills established by the junior high school 6 Semarang. The school's school through the English lesson proficiency teacher, Atik Riyani provides that standard grade for English subjects is 75. Students are thoroughly assessed when they are able or score more than 75 points. It is said that as many as 30 students from the action research subject of this class VII D junior high school 6 Semarang are currently receiving below average marks and have not yet met the high level of the speaking skills established by the school.

The information was obtained from a previous English learning activity. The average child's value on English-speaking skills can be influenced by factors. Some of these had not been able to provide English education on previous school levels, so the child still struggled to adapt to English lessons. This is demonstrated by the response of class VII D junior high school 6 Semarang as investigators conduct observations to get data on the level of learners' speaking skills. It was found that the result was that many children were unable to provide feedback when

researchers asked questions related to the study material in English. Learners demonstrate a wide range of responses, ranging from being unable to answer, only smiling when asked, conveying aloud that no speak English, stating that English is difficult, others respond with intermittently.

The lack of speaking skills VII D junior high school 6 Semarang' student can also influence another factor that is, his or her lack of interest in English learning and thus lack the motivation to learn English. Another factor is still monotonous English learning activities that allow little interest in English learning. Also, the less supportive environment for class member VII D junior high school 6 Semarang trained to improve English speaking ability can also affect.

Researchers later decided to use the program of cooperative learning as program for future English classes. The program of learning over the program was chosen because it was judged one powerful method of improving the efficacy of language speaking skills. This accords with what Slavin (in Nurdyansah & Fahyuni, 2016) suggests that the program of cooperative learning is able to encourage students to interact more actively and positively in groups, thus creating an exchange of ideas between students in a comfortable environment based on constructive philosophy. Further, Slavin (in Nurdyansah & Fahyuni, 2016) deals with the overtaking of the model cooperative learning: (1) can improve the results of student learning and help to improve social relationships between learners, grow tolerance, and respect the opinions of others, (2) the cooperative learning model can help students maintain critical thinking activities, problem solving, and integrate knowledge with experience.

In the 1 cycle, researchers ran a learning model based cooperative learning. The use of the learning model then becomes a guide in the drafting of the learning activities in the class. This learning model asks for learners to be more active in following

learning activities that have been compiled or designed by teachers. Teachers in learning activities serve only as facilitators so as to facilitate learning activities by helping to direct understanding to learners. At the learning activities of cycle 1, a teacher researcher asks learners to collaborate with their associates to formulate learning materials. Then after formulating learning materials, student VII D junior high school 6 Semarang' present learning materials with their partners in front of class. At the same time researchers simultaneously refer as teachers to observation and interpretation in order to get the value of class learners' talking skills student VII D junior high school 6 Semarang' while presentation of formulas regarding learning materials.

On the result of this learning activity came results showing the average value student VII D junior high school 6 Semarang scored 66.76. This indicates a 10% increase in English-speaking skills. This is demonstrated in the 0-55 student range from 12 students to 4 students, the 56-64 value range from 11 students to 8 students, the range of 65-74 from the beginning 7 students to 5 students, and the range of value 85-100 from the beginning 1 student to 2 student. While showing improvement, however, the average value of class VIID junior high school 6 Semarang still points out that the school's 75 English-speaking skills have been established. Thus, researchers then went to work on the improvements in compiling the learning activities done on cycle 2 so as to make the most of the increased English-speaking ability.

In the cycle of 2 researchers have collaborated the use of cooperative learning models by exploring role-play techniques to improve English-speaking ability. Role-play has been known to be the one technique often used in research to improve the ability to speak languages. The composition of this technique provides an opportunity for the subject to explore the diverse vocabulary of languages that are studied in fulfilling the responsibility of roles given to fit a Shared storyline. This is

in harmony with brown (in Fikri, Sulaiman, and Busyairi, 2022) stating that role-play is one of the cultural activities in creating communicative language studies in which it encourages students to be free to become others by the creative language of the learner's own. This is in accordance with Nunan (in Fikri, Sulaiman, and Busyairi, 2022) that role-play has a crucial role in teaching the skills of speaking because it affords learners an opportunity to communicate using a different social context and a language that is being studied.

On the result of this learning activity came results showing the average value class member VII D junior high school 6 Semarang scored 76.76. This indicates a 10% increase in English-speaking skills. This is demonstrated in the 0-55 student range from 12 students to 0 students, the 56-64 value range from 8 students to 1 students, the 65-74 from the beginning 15 students to 7 students, the range of 75-84 from the beginning 5 students to 17 students, and the range of 85-100 from the beginning 2 students to 9 students. According to the results, the average value for English-speaking skills is 76.76, and thus, it could be said that using the learning model by using role-play techniques was said to enhance the English-speaking ability of class member VII D junior high school 6 Semarang.

Then the average value results can be presented in table shape as follows:

No	Test/Cycles'	Average Score	Description
1.	Pra-cycle	60,73	Fail
2.	1 st cycle	66,76	Fail
3.	2 nd cycle	76,76	Success

Based on data that researchers have been conducting research into improving English-speaking skills in class member VII D junior high school 6 Semarang through the program of study over cooperative learning techniques role-play shows

growing percentages. Increased learning results are due to increased students' ability to apply newly acquired concepts in problem solving. This increased results also because the type of problems used to test students' abilities are very closely linked to everyday events. The increase in learning results is also due to material characteristics that have a similar level of difficulty. During cycle two, most students can role-play, dialogues skillfully, and discuss observations with other groups, and apply newly acquired concepts for problem solving. This results in a previous study showing the improvement of students' learning by cooperative learning using role-play on the '*too big and small enough* and *endevents*' (Lestari, 2018; Ni Nyoman Wirati, 2020). The cooperative learning model with the role-playing technique was shown to be influential with the increased results of student learning (Fitriani & Nurafni, 2021).

When each student is mentally active in selecting or observing new sensory input in his or her ward, both from a textbook and another learning experience presented by the teacher during this first cycle. The input that the students consider and choose is then interpreted by building the relationship between the new sensory input and the relevant knowledge they already have. Thus, when applying cooperative learning models with role-playing techniques, students can link the effectiveness and efficiency of learning, can learn independently, can solve problems effectively, systems and can divide problems into more detailed issues, and students are also able to construct the meaning of sensory relationships. And existing knowledge (Dewi, 2020; Puspitaningrum, Untari, & Listyarini, 2019).

Because this calls for improvement in learning associated with contextual teaching learning (CTL), that is, the cooperative learning skill approach, with role-playing techniques. Role playing is a learning model that provides a student's opportunity to act out a character in events or material that is revealed in story form

(Widyari et al., 2018). Role play invites students to participate directly in learning, creating a topic based on creativity and the student's expression by expressing his or her imagination regarding subjects learned without restriction of words, speech and motion, but not outside of teaching.

Use of role-play can stimulate students to speak more actively, thus improving their speaking skills (Fitriani & Nurafni, 2021; Marlia et al., 2018). Teachers must always be innovative and creative in designing and applying role-playing techniques for students in order to make the learning process more fun. In addition, to create a comfortable and enjoyable learning situation.

Some previous studies have shown that immersive learning increases students' learning (Fitriani & Nurafni, 2021; Purbiyanti et al., 2017) By acting, students can increase their learning and action activities (Ni Nyoman Wiranti, 2020). Other studies show that a inclusive learning model can improve students' speaking skills (Dewi, 2020; Widyari et al., 2018). Role-playing can create a positive class atmosphere through interaction and communication, which will affect students' learning (Isnaini, 2021). The implications of this study are that teachers are expected to be able to improve their students' speaking skills and academic achievements using innovative learning models.

4. CONCLUSION

Based on the class action research that researchers have undertaken by focusing on improving ability of speech based cooperative learning techniques role-play on participants, then could be summed up as follows:

- 1) Using the model for learning to improve skill skills in addressing students of the class member VII D junior high school 6 Semarang is producing good results, cycle I was found by 7 educated participants who are good categories, whereas for final grades it was found by researchers with an unfavorable rating. There was therefore improvements to The

I cycle to take place in cycle ii. As for the results obtained at cycle ii, experiencing an increase of 7 learners (good) to 26 learners (excellent). The ii cycle also saw an increase in The I cycle of 15 (unkind) to 7 (excellent).

2) The effectiveness of cooperative learning models with role-play on seniors at class member VII D junior high school 6 Semarang is showing improvement. On the cycle I researchers get an average value of 60.73 and a percentage of the percentage for bow-talking skills is 60% (low). This suggests that, on the cycle I learners still have not met in terms of the predictive skill set. This condition led researchers to make improvements on cycle ii. On cycle ii came an average of 76.76 with a sharp presentation of speaking skills to 76% (excellent).

References

- Dewi, A. A. I. K. (2020). Meningkatkan Keterampilan Berbicara Siswa Melalui Model Pembelajaran Role Playing Berbantuan Media Audio Visual. *Mimbar Ilmu*, 25(3), 449–459. <https://doi.org/10.23887/mi.v25i3.26388>.
- Fikri, Z., Sulaiman, & Busyairi, A. (2022). Penerapan Model Pembelajaran Cooperative Learning Tipe Role-Play Untuk Meningkatkan Keaktifan dan Kemampuan Speaking Mahasiswa Semester 1 Program Studi Pendidikan Bahasa Inggris FKIP-UNIVERSITAS GUNUNG RINJANI. *JIR*, 10(1), 174–182. <https://doi.org/10.53952/jir.v10i1.398>
- Fitriani, D., & Nurafni. (2021). Dampak Model Bermain Peran Terhadap Hasil Belajar PPKn Siswa Kelas V Sekolah Dasar. *Jurnal Ilmiah Pendidikan Profesi Guru*, 4(3), 492–499. <https://doi.org/10.23887/jippg.v4i3.38287>.
- Hamdi, Muhammad Mustafid, 2019. Konsep Pembelajaran Guru Yang Bermutu. *INTIZAM: Jurnal Manajemen Pendidikan Islam*. Volume 3, Nomor 1, Oktober 2019. ISSN: 2622-6161 (Online) 2598-8514 (Print)
- Isnaini, I. (2021). Penerapan Bermain Peran untuk Meningkatkan Prestasi Belajar Bahasa Indonesia pada Materi Membaca. *Juwara: Jurnal Wawasan Dan Aksara*, 1(2). <https://doi.org/10.58740/juwara.v1i2.28>
- Lestari, N. P. C. (2018). Penerapan Model Pembelajaran Kooperatif Tipe Nht Berbantuan Media Audio Visual Untuk Meningkatkan Hasil Belajar IPA. *Journal of Education Action Research*, 2(4), 355–331. <https://doi.org/10.23887/jear.v2i4.16331>.
- Marlia, S., Fauziana Ridwan, A., & Priatna, A. (2018). Penerapan Metode Pembelajaran Role Playing Untuk Meningkatkan Sikap Toleransi Keragaman Suku Bangsa Dan Budaya Kelas V. *Didaktik : Jurnal Ilmiah PGSD STKIP Subang*, 4(2). <https://doi.org/10.36989/didaktik.v4i2.72>.
- Ni Nyoman Wirati. (2020). Meningkatkan Aktivitas dan Hasil Belajar Penanganan Barang Bawaan Tamu Melalui Model Cooperatif Learning dengan Teknik Bermain Peran (Role Play). *Jear: Journal of Educational Action Research*, 4(4), 400–406. <https://doi.org/10.23887/jear.v4i4.28505>.
- Nurdyansyah & Fahyuni, Eni Fariyatul, 2016. *Inovasi Model Pembelajaran Sesuai Kurikulum 2013*. Sidoarjo: Nizamia Learning Center
- Purbiyanti, E. D., Wasino, W., & Nuryatin, A. (2017). Keefektivan Penerapan Model Role Playing dan Paired Storytelling terhadap Aktivitas dan Hasil Belajar IPS. *Journal of Primary Education*, 6(1), 57–64. <https://doi.org/10.15294/JPE.V6I1.14597>.

Puspitaningrum, J. I., Untari, M. F. A., & Listyarini, I. (2019). Keefektifan Model Bermain Peran (Role Playing) Terhadap Kemampuan Berbicara Siswa Pada Pembelajaran Bahasa Indonesia. *Mimbar PGSD Undikhsa*, 7(3).
<https://doi.org/10.23887/jjsgsd.v7i3.20985>.

Utami, Indah Hari & Hasanah, Uswatun. 2020. Kompetensi Profesional Guru dalam Penerapan Pembelajaran Tematik di SD Negeri Maguwoharjo 1 YOGYAKARTA. Fakultas Tarbiyah dan Ilmu Keguruan UIN Sunan Kalijaga Yogyakarta. Di akses di <https://jurnal.arraniry.ac.id/index.php/Pionir/article/download/6232/3809>

Widyari, I. A. M., Ganing, N. N., & Asri, I. G. A. A. S. (2018). Pengaruh Model Pembelajaran Role Playing Berbantuan Teks Dialog Terhadap Kompetensi Keterampilan Berbicara Dalam Bahasa Indonesia. *Mimbar Ilmu*, 23(2), 95–103.
<https://doi.org/10.23887/mi.v23i2.16415>.