The Effect Of Role-Playing Learning Model On The Speaking Skills Of Grade V Elementary School Students

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ABSTRACT

This study aims to: 1) determine the effect of the role-playing learning model on the speaking skills of fifth grade students at SD Negeri 91 Singkawang; 2) knowing student responses in learning using the role-playing learning model for class VB SD Negeri 91 Singkawang. The research used was experimental research with a post test only control group design. The population in this study were fifth grade students at SD Negeri 91 Singkawang. The sample in this study were all fifth grade students at SD Negeri 91 Singkawang. The instruments in this study were speaking skill observation sheets and response questionnaires. Analysis of the first hypothesis data using t-test 2 samples and for the second hypothesis using descriptive statistics. The results showed that: 1) the role-playing learning model on students' speaking skills had an influence on Indonesian language subjects in class V at SD Negeri 91 Singkawang. and Ho is rejected; 2) positive student responses to the role-playing learning model as indicated by an average percentage of 97% in very good criteria. Based on the results of the study it was concluded that the role-playing learning model had an effect on Indonesian language learning because there was an expected increase in students' speaking skills.

Introduction

Student learning activities must experience the learning process effectively and meaningfully. One of the manifestations of meaningful learning is seen from changes in student behavior in the learning process in the form of attitudes, knowledge and skills. Learning must be in accordance with the goals and objectives of education. To help students in launching their learning well, learning should be arranged as well as possible, including in Indonesian language learning. According to (Widyari, 2018) Learning Indonesian for elementary school students basically aims to hone and equip students with communication skills or the ability to apply Indonesian appropriately for various purposes and in different contexts. Indonesian is also the basic capital for students in learning the things around them. Language skills have 4 aspects that must be mastered by students, namely (1) listening skills, (2) speaking skills, (3) reading skills and (4) writing skills. These language skills are interrelated with each other.

Language skills are needed for everyone. This is because language skills are an asset in developing one's intellectual, social and character abilities. In ideal learning, it is necessary to formulate a series of lessons formulated by teachers that can make students active in the learning process. Active students are students who can express opinions and participate in the learning process. One of the language skills to be studied is speaking skill. (Ur, 2012) considers speaking as the most important skill among the four skills (listening, speaking, reading, and writing) because people who know a language are called speakers of that language.

Speaking is a productive skill, like writing. It involves using speech to express meaning to others (Spratt, 2005). Speaking skills are the skills to pronounce articulation sounds or words to express, express thoughts, ideas and feelings (Tarigan, 2015). Speaking is a two-way process (Byrne, 1976). In the process of speaking a person not only considers the information content of what they say but also tries to project their own ideas precisely and effectively, and present themselves to the world of listeners in a way that attracts their attention. Speaking ability is indeed an important aspect of learning a particular language. However, speaking is an ability that is taken for granted, learned as it is through the process of socialization through communication (Fulcher, 2003). So with speaking skills a person is able to convey ideas with well-organized, careful and polite sentences. With this the spoken sentence will be easy to understand. How important speaking skills are for each individual when interacting with the surrounding environment. Speaking involves putting messages together, communicating messages, and interacting with others (Lindsay, 2006)

In everyday life, a person communicates orally more than he or she does in any other way. Speaking skills are important skills that must be developed in a global era full of challenges and problems (Piirto, 2011; Buckley, 2003; Mulyasa, 2012). Many students are skilled at expressing their feelings in written form, but are less skilled at presenting them orally (Thompson & Haddock, 2012). Nurgiyantoro (2001) mentions that speaking skill indicators consist of pronunciation or speech, intonation, and expression. (Brown, 2003)revealed that there are 5 types of speaking skills, namely imitative, intensive, responsive, interactive, and extensive.

When conducting interviews and initial observations, it resulted that in learning Indonesian, students' speaking skills varied from good, moderate, stuttering, and lacking. Lack of confidence in speaking, and teachers only use 1 learning model when teaching, this happens because the time used in learning is very limited which has implications for students' speaking skills considering that one lesson consists of two to three learning subjects. The lack of students' portion to speak causes the opportunity for students' speaking skills to develop to be low (Alexander, 2012). These problems cause students to have low speaking skills which have an impact on their communication skills (Westgate & Hughes, 2018). Each student has different speaking skills so teachers need to pay attention to student characteristics. If the teacher has understood the students' characteristics then the teacher can design the right learning (Chappell, 2014). Based on the results of interviews and observations, a lesson is needed that actively involves students to learn and improve speaking skills using Indonesian language properly and correctly.

Based on the above problems, researchers found a solution that is thought to improve students' speaking skills. One solution to this problem is the use of role-playing learning model. Ladousse (Kuśnierek, 2015) defines role-playing as one of the overall communicative techniques that develop students' language fluency, which encourages interaction in the classroom and which increases motivation. According to (Uno, 2012) the role-playing learning model can encourage students to express feelings and lead to awareness through spontaneous involvement accompanied by analysis of real-life problem situations. (Larsen, 2000) explains that role play is important in the communicative approach because it gives learners the opportunity to practice communicating in different social contexts and different social roles. Role play is a very flexible learning activity, which has wide scope for variation and imagination. It makes learners use language successfully in many aspects of their lives (Jezhny & Bapir, 2020).

The advantages of the role-playing learning model conveyed by Fatimah (2015)) are that it gives students the freedom to make decisions and expressions as a whole, using the role-playing model will give a meaningful impression to students so that it lasts long in students' memories, can arouse students' passion and enthusiasm for the learning process. Kucharčíková et al., (2015) revealed that there are several advantages of role play, namely that it is more practical in practice and can be used as entertainment.

The syntax of the role-playing learning model according to Huda (2015) is 1) The teacher compiles / prepares a scenario that will be displayed, 2) The teacher asks students to study the scenario within a few days before the implementation of teaching and learning activities, 3) The teacher forms groups of students with 3 - 6 members each, 4) The teacher provides an explanation of the competencies to be achieved, 5) The teacher calls the student groups that have been formed to act out the scenario that has been prepared, 6) Each student is in his/her group while observing the scenario being demonstrated, 7) After completion of the performance, each group of students is asked to give an assessment of each group's performance, 8) Each group conveys the results of its conclusions, 9) The teacher gives a general conclusion and evaluation. By applying this model, it will make students more active in learning which will affect their speaking skills. In addition, the role-playing learning model will use the help of West Kalimantan folklore. The folktales that will be used in this study are entitled Batu Menangis, the Origin of the Landak River, and the Origin of the Kawat River.

Shen & Suwanthep (2011) studied that role-play successfully increased participants' language productivity by providing a medium to discuss and build on their prior knowledge with the facilitator and their peers. After investigating the effects of role-play on elementary school students, Rayhan (2014) concluded that role-play had a significant positive impact on participants' speaking ability by giving them more room to practice their oral skills. He further noted that this teaching method has also helped to boost students' confidence by allowing them to support each other in activities and giving them a sense of cooperation rather than competition within the classroom. Likewise, various previous studies have found that role play is effective in improving students' language skills (Aini et al., 2020; Khasbani & Seli, 2021; Sihotang et al., 2020; Alawiah & Suwarsito, 2018).

Based on the explanation above, this research is important to overcome students' problems in mastering speaking skills. The problem formulations in this study are: 1) How does the role-playing learning model affect the speaking skills of fifth grade students of SD Negeri 91 Singkawang; 2) How do students respond to the use of role-playing learning model in class VB SD Negeri 91 Singkawang.

Research Methods

This study uses a type of quantitative research. According to Sugiyono (2019) quantitative research is a research method based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, data analysis is quantitative or statistical, with the aim of testing predetermined hypotheses. This research design uses a posttest only control group design. The focus in this posttest only control group design is to find out the differences in students' speaking skills based on the posttest results in the experimental class after being subjected to the role-playing learning model and the control class after being subjected to direct learning. The variables in this study consist of independent and dependent variables. The independent variable is the role-playing learning model applied to the experimental class, namely class VB and the dependent variable is the speaking skills of grade V students.

This research was conducted in February 2023. All students of SD Negeri 91 Singkawang were used as a population as well as a research sample because they used a total sampling technique totaling 40 students consisting of 22 VA class students and 18 VB students. The data collection technique used is a non-test technique. According to Arikunto (2014) explains that non-test techniques include graded scales, questionnaires, matching lists, interviews, observations, and curriculum vitae. While the data collection instrument is in the form of a speaking skill observation sheet and a response questionnaire sheet to the role-playing learning model.

This study began with data collection in the control class and experimental class using a speaking skill observation sheet. In the control class, the speaking skills were assessed through the dialog text contained in the thematic book while the experimental class speaking skills through West Kalimantan folklore with a role-playing learning model. After the data is collected, the prerequisites are tested first, namely the normality test and the homogeneity test. After the data is declared normally distributed and homogeneity, then the hypothesis is tested using the parametric 2-sample t-test.

Findings

The Effect of Role-Playing Learning Model on Students' Speaking Skills

The first objective in this study was to analyze the effect of the role-playing learning model on the speaking skills of fifth grade students of SD Negeri 91 Singkawang. The calculation results in table 1 show that in the experimental group there are 28% of students in the high category, 11% of students are in the good category, 44% of students are in the sufficient category, 11% of students are in the poor category, and 6% of students are in the very poor category. Then in the control group, 18% of students were in the high category, 5% of students were in the good category, 27% of students were in the sufficient category,

23% of students were in the poor category, and 27% of students were in the very poor category. Meanwhile, the average speaking skill of students in the experimental group is 8.6 and is in the excellent criteria, while in the control class the average speaking skill is 6.8 what is in the sufficient criteria.

Table 1 Students' Speaking Skill Level

| Variable	Experiment				Control			
	Criteria	F	%	Mean	Criteria	F	%	Mean
Speaking skills	Very good	5	28%	8,6	Very good	4	18%	6,8
	Good	2	11%		Good	1	5%	
	Enough	8	44%		Enough	6	27%	
	Not good	2	11%		Not good	5	23%	
	Very not good	1	6%		Very not good	6	27%	
	Very good				Enough			

The calculation results in table 2 show that the value of t> t table (8,53> 1,686), then Ha is accepted and Ho is rejected. So it can be concluded that there is a difference between the experimental class and the control class. This shows that there is a significant effect of role-playing learning model on the speaking skills of fifth grade students of SD Negeri 91 Singkawang. Based on these results, it is concluded that the role-playing learning model can be used to improve students' speaking skills in learning Indonesian.

Table 2 T-Test

t-test	$t = \dfrac{\bar{x}_1 - \bar{x}_2}{\sqrt{\dfrac{(n_1 - 1) S_1^2 + (n_2 - 1) S_2^2}{n_1 + n_2 - 2}\left[\dfrac{1}{n_1} + \dfrac{1}{n_2}\right]}}$
t-statistics	8,53
t-table	1,69

The results of the calculation in Figure 1 show that students' speaking skills in Indonesian language learning improved. This can be seen from the difference in the scores of the experimental and control classes on the three indicators of speaking skills, namely pronunciation, intonation, and expression. In the pronunciation indicator, the control class score was 6,9 and the experimental class was 8,8. Then in the intonation indicator, the control class value was 5 and the experimental class was 7. While in the expression indicator, the control class value was 5 and the experimental class was 5,9.

Graph 1. Indicator Level of Speaking Skills
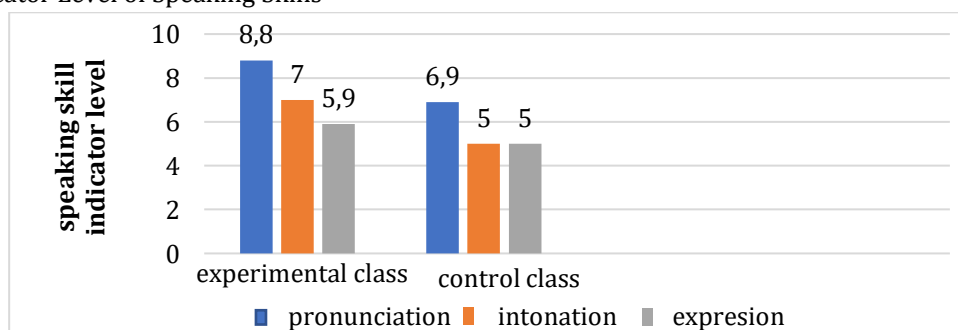
Students' Response to Role-Playing Learning Model in Indonesian Language Subject

The second objective in this study was to determine students' responses after using the role-playing learning model on speaking skills of fifth grade students of SD Negeri 91 Singkawang. The results showed that the average student response was in the very good category, this indicates that students have a positive response to the role-playing learning model.

Table 3. Student Response Calculation Result

No	Indicator	Persentage	Category
1	Relevance	99%	very good
2	Attention	94%	very good
3	Satisfaction	97%	very good
4	Confident	97%	very good
Mean		97%	very good

Discussion

The first objective in this study was to determine the effect of the role-playing learning model on the speaking skills of fifth grade students of SD Negeri 91 Singkawang. Based on the initial data analysis, the data obtained showed that the classes taken as samples in this study were normally distributed and had homogeneous variances. This means that the samples come from the same condition, namely having the same knowledge. The experimental class is class VB which is treated with role-playing learning model and class VA as the control class which is given learning using direct learning model. The results of data analysis of speaking skills in the experimental class were higher than the control class. This can be seen from the experimental class which obtained an average of 8,6. The control class obtained an average of 6,8.

Based on the calculation of the t test on the students' post test scores, the results of t count> t table are 8,53> 1,686. So it is known that there is an influence on students' speaking skills between classes treated with role-playing learning models and direct learning models in Indonesian language subjects in grade V SD Negeri 91 Singkawang. The results of this study are in line with research conducted by Wardana et al., (2014), it is known that there are differences in role-playing learning models on Indonesian speaking skills with those that do not use role-playing learning models. Further research conducted by Dharmawan et al., (2014) found that there are differences in speaking skills between students who learn with role-playing learning models and students who learn with those who do not use role-playing learning models. Then some research results show that role play has a positive and significant effect on speaking skills (Idham et al., 2022; Firdaus & Amaniarsih, 2018; Putra Krisdiana et al., 2018; Rahayu, 2015; Yuliana et al., 2014).

The experimental class was given the role-playing learning model treatment. The role-playing learning model presents student-centered learning activities so that students will

play an active role in learning. In the role-playing learning model, students can train to take initiative and be creative in performing a drama. There was an increase in speaking skills in the experimental class directly due to the role-playing learning model. The role-playing learning model assigns students to work together in groups to portray characters in a scenario.

Meanwhile, the class that uses direct learning model tends to be teacher-centered and one-way communication. The control class that uses the direct learning model in the learning process students tend to be passive, not excited, easily bored because of the lack of interaction between teachers. Students still talk when the teacher explains the material and there are still students who are nosy to their friends and even there are students who cannot express their opinions when asked by the teacher. This resulting in low speaking skills. Many students have speaking skills with scores below the criteria. Application of direct learning model in class V SD Negeri 91 Singkawang. As a result, learning is less effective and it is difficult to improve students' speaking skills.

The second objective in this study was to determine students' responses after using the role-playing learning model on the speaking skills of fifth grade students of SD Negeri 91 Singkawang. The results of the analysis that has been carried out obtained an average student response questionnaire of 97% with very good criteria. The student response questionnaire was given after the learning activities were completed, to find out the students' responses during the lesson using the role-playing learning model. The student response questionnaire given in this study amounted to 16 items in the form of a checklist. Based on the student response questionnaire distributed by separating statements according to 4 indicators, namely, consisting of 4 indicators, namely relevance, attention, satisfaction, and confidence.

In the experimental class that uses the role-playing learning model can make students easily remember and understand this is indicated by the material more solidly in the student's memory when given questions students can answer them. Students also feel more motivated in learning this is shown in learning students do not feel bored and sleepy in learning and also students are interested in participating in Indonesian language learning. Students also feel happy to take part in learning this is indicated by students not being depressed in learning and also feel they get benefits during learning. Students are also brave to display their memorized scenarios in a role play, this is indicated by students being active in learning to display their abilities in role-playing or using the role-playing learning model.

All four indicators of the student response questionnaire are in the very good category. This shows that the student response questionnaire is positive towards speaking skills. Thus, this role-playing learning model can create a student-centered learning in improving speaking skills in Indonesian language subjects. This result is in line with various previous studies which found that students gave positive responses to the use of role play in learning (Wafa, 2022; Rusgiani et al., 2022; Madarina et al., 2021; Ruslan, 2020).

Conclusion

Based on the results of the calculation of research data and discussion, it can be concluded that there is an influence on students' speaking skills between the class given treatment using the role-playing learning model and the class given the direct learning model in class V SD Negeri 91 Singkawang. Because the role-playing learning model assigns students to work together in groups in acting out a story so that it can improve students' speaking skills. This is indicated by t count > t table (8.53 > 1.686). There is a positive response to the role-playing learning model in class VB at SD Negeri 91 Singkawang. This is shown from the calculation that the percentage is 97% with very good criteria. Some suggestions that can be given related to the results of this study are for teachers to create a student-centered learning atmosphere or an active learning atmosphere. In improving speaking skills, teachers must dare to apply innovative learning models, one of which is the role-playing learning model. Teachers can also develop other language skills by utilizing the surrounding environment. And for future researchers, there are many limitations in this study such as limited time and media used in applying role-playing learning models. So further researchers can develop better research through different subjects and materials that are in accordance with the role-playing learning model by measuring other aspects such as language skills and activities during the learning process.

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