USING ROLE PLAYING MODELS TO IMPROVE THE SPEAKING SKILLS OF CLASS II ELEMENTARY SCHOOL STUDENTS

Sinta Amalia [1], Uus Kuswendi [2], Faridillah Fahmi Nurfurqon [3]

[1,2,3]PGSD IKIP Siliwangi, Indonesia
[1] amaliasinta911@gmail.com , [2] uus@ikipsiliwangi.ac.id , [3] faridillah@ikipsiliwangi.ac.id

Abstract

This research aims to determine the improvement in speaking skills of class II elementary school students using the role playing model, students' responses to learning using the role playing model to improve students' speaking skills and teachers' obstacles in learning using the role playing learning model to improve participants' speaking skills. educate. This research uses a mix method with a sequential explanatory design. The subjects in this research were 38 class II students at an elementary school in Bandung Regency, consisting of 20 male students and 18 female students. The instruments used were pretest and posttest oral tests, student response questionnaire sheets and teacher and student interviews. The research results show that the role playing learning model is quite effective in improving students' speaking skills. This is proven by the results of the n-gain analysis of 73%, as well as the average score obtained by students from the pretest and posttest process , which was initially 51.97%, increased to 87.50%. The response given by students to learning using the role playing model obtained a score of 81% and was in very good qualifications. Meanwhile, the obstacles faced by teachers in learning are at the stage of conditioning students, requiring a long time, and directing students to appear in front of the class.

Keywords: Speaking Skills, Role Playing Model, Indonesian Language Learning

Abstrak

Penelitian ini bertujuan untuk mengetahui peningkatan keterampilan berbicara siswa kelas II SD dengan menggunakan model pembelajaran role playing, respon siswa terhadap pembelajaran menggunakan model pembelajaran role play untuk meningkatkan keterampilan berbicara siswa dan kendala guru dalam pembelajaran menggunakan model pembelajaran role play. untuk meningkatkan keterampilan berbicara peserta. mendidik. Penelitian ini menggunakan metode campuran (mix method) dengan desain eksplanatori sekuensial. Subyek dalam penelitian ini adalah siswa kelas II sebuah sekolah dasar di Kabupaten Bandung yang berjumlah 38 orang, terdiri dari 20 siswa laki-laki dan 18 siswa perempuan. Instrumen yang digunakan adalah tes lisan pretest dan posttest, lembar angket respon siswa serta wawancara guru dan siswa. Hasil penelitian menunjukkan bahwa model pembelajaran role playing cukup efektif dalam meningkatkan keterampilan berbicara siswa. Hal ini dibuktikan dengan hasil analisis n-gain sebesar 73%, serta nilai rata-rata yang diperoleh siswa dari proses pretest dan posttest yang semula 51,97% meningkat menjadi 87,50%. Respon yang diberikan siswa terhadap pembelajaran dengan model role playing memperoleh skor sebesar 81% dan berada pada kualifikasi sangat baik. Sedangkan kendala yang dihadapi guru dalam pembelajaran adalah pada tahap pengondisian siswa, membutuhkan waktu yang lama, dan mengarahkan siswa untuk tampil di depan kelas.

Kata Kunci: Keterampilan Berbicara, Role Playing Model, Pembelajaran Bahasa Indonesia

INTRODUCTION

Speaking skills are a tool for developing and expanding knowledge. Speaking is an activity that is seen as a productive and active process in communicating. Apart from that, speaking is a component for conveying messages and mandates (Harianto, 2020) . According to Hoerudin, (2023) said that good speaking is very important for humans, this can be trained in the learning process. According to Nikmah et al., (2020) , speaking skills are the mechanical skills needed to speak well. And according to Sada et al., (2023) speaking is the ability to communicate fluently and not only rely on aspects of language knowledge, but also the ability to process intonation and language well and correctly.

Based on the problems that researchers found in the field, students' speaking skills were still low, especially in speaking skills when they had to convey opinions, lack of skills to speak in public, lack of ability to express a concept. Students' lack of self-confidence is a major problem for the development of their skills, so that students will find it difficult to express creative opinions or ideas to others. Students' low speaking skills influence students' responses to learning. Often students just keep quiet without wanting to ask questions to the teacher, do not respond to questions from the teacher so that students tend to be passive and not active in participating in class learning. Students' loss of enthusiasm for learning can also be influenced by an unpleasant and uninteresting learning atmosphere. So, educators need to be good role models for students by always providing a fun learning atmosphere and attracting interest in learning in the classroom (Kuswendi, 2019) .

The role playing learning model is a movement game that involves goals, rules and elements of fun or happiness (Kartika et al., 2021) . According to Dewi, (2020) , the role playing learning model improves cognitive and intellectual skills as well as overall physical activity. This will make learning interesting and fun for students. To improve students' speaking skills, this model is used with lots of practice and exercises (Maulidiyah et al., 2022) . According to Wijayanti, (2020) , role playing is a method for mastering, developing and deepening students' understanding in learning by playing roles. This learning model aims to train students' oral language skills so that they become better and easier to understand. By providing effective spoken language learning to students, this will improve students' speaking skills. Role playing is suitable for application in spoken language learning because the learning process is active, interesting and fun, so it is an effective means of providing practical experience in speaking. In role playing , students can practice various situations, various roles, and play characters of their choice (Halifah, 2020) . So, the use of the role playing learning model will be very helpful in developing speaking skills, especially for students in elementary schools.

METHOD

The method used in this research is a mix method which combines quantitative and qualitative research (Hendrayadi et al., 2023) . This method is often referred to as the multimethods method (combining multiple methods), convergence (two methods leading to one). The design used for this research is explanatory sequential. Sequential explanatory design is a method of data

collection that begins with quantitative data collection and then continues with qualitative data that explains a general picture (generalization). In this study, the population taken was class II elementary school students at one of the elementary schools located in Bandung Regency, totaling 38 students consisting of 20 male students and 18 female students. This research was conducted in February 2024. The explanatory sequential research design flow according to Creswell and Plano (2015) can be seen in the following figure..
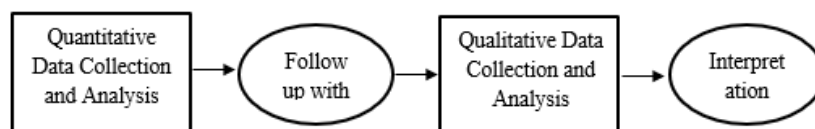

Figure 1. Explanatory Sequential Design

Based on Figure 1, it can be concluded that the research used an Explanatory Sequential design which was carried out in the first stage by collecting and processing quantitative data and in the second stage processing qualitative data. In the first stage, the research carried out was collecting quantitative data with the help of the Excel and SPSS version 26 applications. This research uses a one group pretest and posttest design method. The data obtained is from the results of oral speaking skills tests carried out on students during the pretest and posttest.

In the second stage, the research collected qualitative data using student questionnaires, teacher interviews and student interviews to determine student responses and teacher obstacles in using the role playing learning model to improve speaking skills.

RESULTS AND DISCUSSION

Results

In these results and discussion, the researcher will discuss all the research results that have been obtained from learning outcomes using the role playing model. In this section, the results of the research will be explained in detail, consisting of the results of students' speaking skills tests, students' responses to learning using role playing models, and teachers' obstacles in learning using role playing models.

1. **Improving the Speaking Skills of Class II Students Using the Role Playing Model in Indonesian Language Learning**

This section will discuss improving students' speaking skills from the results of the preliminary data and final data that have been carried out in the field. The resulting data can be presented in the following table.

Table 1 . Comparison of Measurement Results of Students' Speaking Skills

Measurement	Measurement results			
	Ideal Value	Minimum	Maximum	Average
Pretest	100	45	65	**51.97**
Posttest	100	75	100	**87.50**

Based on the pretest and posttest results obtained in table 1, the pretest score was 51.97 while the posttest was 87.50. It can be seen that students' initial skills show differences before and after learning using the role playing model. The following is a comparison graph of the pretest and posttest data that has been obtained.

Figure 2. Pretest and Posttest Results of Speaking Skills
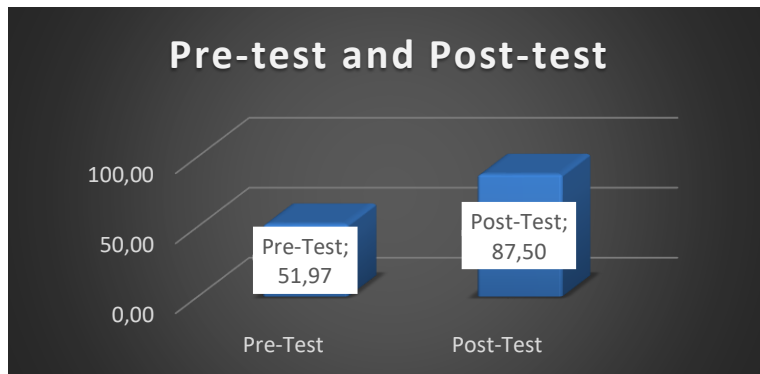
Based on Figure 2 above, it can be concluded that the role playing learning model is able to provide a significant improvement in students' speaking skills. Furthermore, from the data obtained, normality test analysis and N-gain test will be carried out to strengthen the resulting data.

Table 2. Pretest and Posttest Normality Test

| | Tests of Normality | | | | | |
| | Kolmogorov-Smirnov [a] | | | Shapiro-Wilk | | |
	Statistics	df	Sig.	Statistics	df	Sig.
Speaking Skills *Pretest*	,156	38	.021	,943	38	,053
Posttest Speaking Skills	,156	38	.021	,943	38	,053

a. Lilliefors Significance Correction

Based on table 2, the results of the normality test analysis used were Shapiro-Wilk because the sample size was less than 50 people. It can be seen that the significant pretest value is 0.053. Furthermore, for the posttest value , the significant result was 0.053. These results mean that for the normality test, both pretest and posttest, the data is normally distributed because it has a significant value of more than 0.05.

Table 3. N-gain results of pretest and posttest data

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	38	.38	1.00	.7351	.13499
Ngain_Percent	38	37.50	100.00	73.5090	13.49858
Valid N (listwise)	38				

Based on table 4, it is known that the N-gain score obtained an average value of 0.73 or 73% of the average n-gain score was interpreted in the high category and the n-gain % was in the quite effective category. Therefore, the use of the role playing learning model is quite effective when applied to learning, especially for Indonesian language subjects. The following is data on improving speaking skills in class II students.

Table 4. Normalized N-gain results

Normalized gain coefficient	Number of Students	Percentage	Category
$g \geq 0.7$	21	55.3%	Tall
$0.3 \leq g < 0.7$	17	44.7%	Currently
$g \leq 0.3$	0	0%	Low

2. Student Responses to Learning Using Role Playing Models to Improve Speaking Skills

Based on the results of a questionnaire that was distributed to 38 students in one of the schools located in Bandung district, it can be seen that the students' response results obtained an average score of 81% and were in the very good category. The following results of the recapitulation of the questionnaire data can be presented in the following graph.
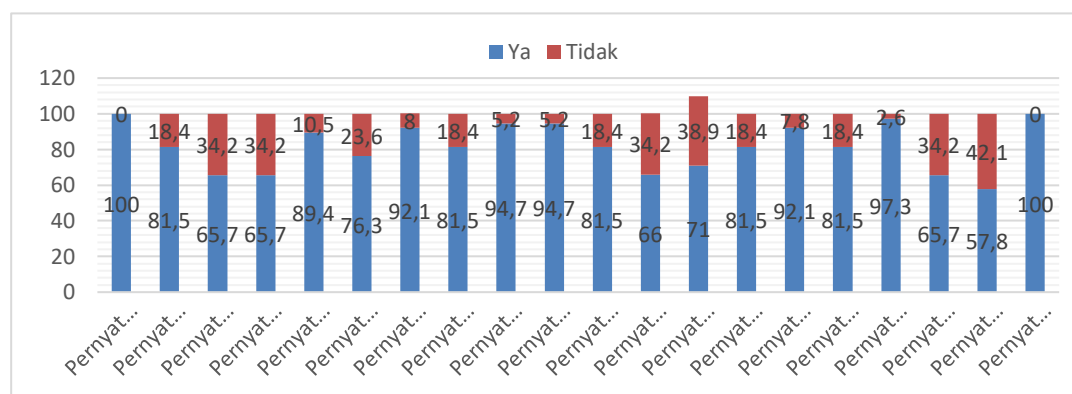

Figure 3. Recapitulation of Student Response Questionnaire Results

From graph 3 it can be concluded that the use of the role playing learning model received a very good response from students. So that it can provide a learning atmosphere that is more fun, interesting, and helps in increasing students' self-confidence.

Apart from questionnaires, researchers also used interview sheets to find out students' responses to the use of the role playing learning model to improve speaking skills so that it could be obtained that the interview results showed that almost all students responded well to the learning that had been implemented. All students like learning Indonesian using the role playing model, besides that the learning can be understood easily so that students are enthusiastic about participating in class learning. Students also answered that the learning process was different from usual, previously only listening, paying attention, giving opinions by just sitting in silence at their desks, after being given a role playing learning model, it provided a different learning atmosphere. However, it turns out that there are still difficulties in learning using role playing, namely when students have to adjust their expressions and intonation when retelling fairy tale texts in front of the class.

3. Teachers' Obstacles in Learning Using Role Playing Models to Improve Speaking Skills

Based on interviews that have been conducted with teachers regarding what obstacles are experienced when implementing the role playing learning model in learning, it can be seen that the obstacles experienced are during the conditioning of students, apart from that, another obstacle experienced is when implementing the role playing learning model which requires time. long and thorough preparation. The final obstacle is when directing students to take turns appearing in front of the class. Extra motivation and support is needed so that students want to appear in front of many people. However, this can still be overcome by providing strict rules but still focusing students on following the directions given by the teacher.

Discussion

1. Improving the Speaking Skills of Class II Students Using the Role Playing Model in Indonesian Language Learning

Improvement in speaking skills can be seen from the results of students' pretest and posttest. The pretest and posttest carried out are by carrying out an oral test which contains five indicators, namely speaking fluency, accuracy of word choice, pronunciation, intonation and expression (Padmawati et al., 2019) . To assess the five indicators of speaking skills, an assessment rubric is used with a Likert scale in the form of tiered scores, namely 4, 3, 2, and 1. The rubric is a scoring scale that can be used to assess student performance using predetermined criteria (Sukreni et al., 2014) . The first indicator, namely speaking fluency at the pretest stage, was 26 students getting a score of 3 and 12 getting a score of 2. Meanwhile, at the posttest stage it increased by 34 students getting a score of 4 and 4 students getting a score of 3. The average obtained at the pretest was 2.68% and posttest 3.90% with a difference of 1.77%. This is in accordance with research conducted by Kolnel & Zendrato, (2019) that the role playing model can have a good influence on students' speaking fluency with pretest results of 75.75% while the posttest was 87.87%. The second indicator is the accuracy of word choice, it is known that the results of the pretest were 12 students got a score of 3 and 26 students got a score of 2, while the posttest results were 22 students got a score of 4 and 16 students got a score of 3 with the pretest average as much as 2.32% and posttest as much as 3.58% with a difference of 1.26%. In line with research conducted by Sari & Lestari, (2019) that the role playing model is able to help students with vocabulary, using the right words to make clear and more structured sentences. The third indicator is pronunciation. At the pretest stage, 3 got a score of 3 and 26 got a score of 2. Meanwhile, in the posttest, it was found that 22 got a score of 4 and 16 got a score of 3. With an average pretest score of 2.05% and posttest as much as 3.37% with a difference of 1.32%. In line with research conducted by Wahyuni et al., (2021) said that learning using the role playing model can help students to practice the pronunciation contained in the information seen from the pretest results of 2.47% and posttest of 4.70%, equivalent to 94% in the good category. The fourth indicator, namely intonation, was known. In the pretest, 29 got a score of 2 and 9 got a score of 1, while in the posttest, 23 got a score of 4 and 15 got a score of 3 with an average pretest score of 1.76% and posttest 3. 61% with a difference of 1.85%. In line with research conducted by Kolnel & Zendrato, (2019) that the role playing model is able to help students practice intonation when reading stories or dramas in front of many people as seen from the pretest results of 73.48% and posttest of 87.12%. The fifth indicator is expression and it is known that 16 got a score of 1 and 22 got a score of 2, while in the posttest it was found that 5 got a score of 4 and 30 got a score of 3, and 3 got a score of 2 with the results of the

pretest scores having an average 1.58% and posttest 3.05% with a difference of 1.47%. This is in line with research conducted by Wahyuni et al., (2021) which states that the role playing model applied in learning can help train students to express something with a pretest score of 3.26% and a posttest of 4.52%, equivalent to with 90.4%.

2. Student Responses to Learning Using Role Playing Models to Improve Speaking Skills
Based on the results of the data obtained regarding students' responses to learning using the role playing learning model to improve students' speaking skills, it is known that obtaining results is done by distributing student response questionnaires and interview sheets. From the two data produced, it can be obtained that student responses have an average value of 81% in the very good category. and from the results of the interviews that have been conducted, it is known that the students' answers gave good responses so it can be concluded that learning Indonesian using the role playing model can improve students' speaking skills as seen from the level of students' increased self-confidence, enthusiasm for learning, active in communicating. with teachers and friends in class and be able to express what they want to convey to others without embarrassment or hesitation.

3. Teacher Obstacles in Learning Using Role Playing Models to Improve Speaking Skills
Based on the interviews that have been conducted, it can be seen that there are obstacles experienced by teachers in carrying out learning using the role playing model, namely 1) in the conditioning of students, when the teacher is carrying out oral tests in turns, many students are chatting, playing, and not paying attention. 2) requires a long time, learning to use role playing requires a long time starting from preparation and distribution of students who appear, 3) directing students to appear in front of the class, these difficulties can be influenced by motivation and courage which must be trained and practiced by students. However, this obstacle can still be overcome by providing strict rules but still focusing students on following the learning as directed by the teacher.

CONCLUSION

Based on the research results and discussions that have been presented, it can be concluded that (1) The role playing learning model can improve the speaking skills of students in class II of elementary school. The results of data analysis using the N-gain test show this, with an average N-gain result of 73% and the category is quite effective. Apart from the N-gain results, there was an increase in the difference in pretest and posttest results , with an initial or pretest score of 51.97% and a posttest score of 87.50%. (2) Almost all students like learning Indonesian using the role playing model . The students' response to using this model to improve speaking skills reached an average of 81%, which is a very good category. Apart from that, students feel happy, enthusiastic and active when participating in lessons. (3) One of the obstacles teachers face when using the role playing learning model to improve students' speaking skills is the long time required to condition students and the difficulty of students appearing in front of the class, however, this problem can be overcome by establishing rules strict while still focusing students to remain active and conducive during the learning process.

Based on the conclusions above, the following suggestions need to be made: (1) Schools should provide full support for the learning process by using role playing models . This can be done by providing adequate facilities to support the implementation of the role playing model so that it can be implemented well and effectively. (2) Teachers are advised to adopt the role playing model as an innovation in classroom learning in order to continue to improve students' speaking skills. Apart from that, teachers also need to prepare more for learning by paying attention to

time allocation and conditions in the classroom. (3) It is hoped that researchers will continue to develop this research so that it can be used as a source of information and input for further research to achieve better results.

REFERENCES

Dewi, AAIK (2020). Improving Students' Speaking Skills Through the Role Playing Learning Model Assisted by Audio Visual Media. Pulpit Science Journal , 25 (3), 449–459.

Halifah, S. (2020). The Importance of Role Playing in Children's Learning Process. JISIP (Journal of Social Sciences and Education) , 4 (3), 35–40. https://doi.org/10.58258/jisip.v4i3.1150

Harianto, E. (2020). Method of exchanging ideas for speaking skills in learning . 9 (4), 411–422.

Hendrayadi, Kustati, M., & Sepriyanti, N. (2023). Mixed methods research. Journal of Education and Teaching Review (JRPP) , 6 (4), 2402–2410. https://journal.universitaspahlawan.ac.id/index.php/jrpp/article/view/21905/15436

Hoerudin, CW (2023). THROUGH THE DEVELOPMENT OF INDONESIAN LANGUAGE LEARNING MEDIA IN THE FORM OF FAIRY BOOKS. Anthology of Multidisciplinary Studies in Science (Al-Kamil) , 1 (1), 1–10.

Kartika, T., Fitriani, N., Rizal Fauzi, M., Raya Sawit-Bojong, JK, & Siliwangi, I. (2021). Learning to Read Fairy Tales for Grade IV Elementary School Students Using Role Playing Models through Image Media. Journal of Elementary Education , 04 (03), 3.

Kolnel, O.M.H., & Zendrato, J. (2019). Implementation of the Role Playing Method to Improve Grade 1 Students' Speaking Skills in Indonesian Language Lessons at Xyz Elementary School Gunungsitoli, Nias [Implementation of the Role Playing Method To Improve Grade 1 Students' Speaking Skills in an Indonesia. Polyglot: A Scientific Journal , 15 (2), 333. https://doi.org/10.19166/pji.v15i2.1058

Kuswendi, U. (2019). Teacher Strategy in Developing Prosocial Behavior of Students in Elementary School. PrimaryEdu - Journal of Primary Education , 3 (1), 6. https://doi.org/10.22460/pej.v3i1.1231

Maulidiyah, Y., Mubarok, K., & Rahmawati, E. (2022). The Influence of the Role Playing Method on the Learning Outcomes of the Work Around Me Subtheme for Grade IV Elementary School Students. Mandala Education Scientific Journal , 8 (1), 606–615. https://doi.org/10.58258/jime.v8i1.2754

Nikmah, DAA, Setyawan, A., & Citrawati, T. (2020). Analysis of Speaking Skills in Indonesian Language Learning for Class IV Students at SD Negeri Buluh 2. National Education Proceedings: LPPM IKIP PGRI Bojonegoro , 618–625.

Padmawati, KD, Arini, NW, & Yudiana, K. (2019). Analysis of Class V Students' Speaking Skills in Indonesian Language Subjects. Journal for Lesson and Learning Studies , 2 (2), 190–200. https://doi.org/10.23887/jlls.v2i2.18626

Sada, SH, Astuti, EW, & Astutik, I. (2023). Improving the Speaking Ability of Class XI PM 1 Students with Differentiated Learning Strategies. Pubmedia Indonesian Classroom Action Research Journal , 1 (2), 1–8. https://doi.org/10.47134/ptk.v1i2.58

Sari, L., & Lestari, Z. (2019). Improving Students' English Speaking Skills in Facing the Era of Revolution 4.0. Proceedings of the National Seminar on Postgraduate Education Program at PGRI University in Palembang , 223–453. https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/2566

Sukreni, NN, Ganing, NN, & Putra, M. (2014). The Influence of the Role Playing Learning Model Based on Performance Assessment on Speaking Skills in Indonesian Language Lessons for Class V Elementary School Students. MIMBAR PGSD Undiksha , 2 (1).

Wahyuni, S., Musdiani, & Helminsyah. (2021). Increasing Indonesian Language Learning Activities Through the Role Playing Method for Class VB Students at SDN 10 Banda Aceh. Student Scientific Journal , 2 (2), 1–15.

Wijayanti, AY (2020). Elementary School Language Skills Lecture Using the Role Playing Method for Fifth Semester Students of the Undaris Ungaran Elementary School Study Program. Journalwawasan Educational Development , 8 (2), 25. https://ejournal.undaris.ac.id/index.php/waspada/article/view/171/128