



The Effect of the Role-Playing Model on Speaking Skills in Indonesian Language Learning for Fifth Grade Students at SDN 1 Tegalsambi Jepara

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Abstract:

Effective Indonesian language learning is crucial for developing students' speaking proficiency. Preliminary observations at SDN 1 Tegalsambi revealed suboptimal speaking skills attributable to several instructional limitations, particularly the predominant use of conventional teacher-centered methods. The Role-Playing model emerges as a promising innovative approach to enhance learning outcomes through active student engagement. This study examines: (1) differences in speaking skills before and after Role-Playing implementation, and (2) the model's degree of influence on speaking skill development among fifth-grade elementary students. Employing a quantitative pre-experimental design (One Group Pretest-Posttest), the research sampled all 36 fifth-grade students at SDN 1 Tegalsambi Jepara through saturation sampling. Speaking skills were assessed using performance rubrics, with data analyzed via Paired Sample T-Tests and regression analysis in IBM SPSS Statistics. Results demonstrated significant improvement ($p < 0.001$), with mean scores increasing from 67.31 (pretest) to 80.78 (posttest). The regression model ($R^2 = 0.728$) indicates the Role-Playing approach explains 72.8% of variance in speaking skill enhancement.

Keywords: *Indonesian Language, Role-playing Model, Speaking Skills*

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INTRODUCTION

Indonesian language learning at the elementary school level significantly enhances students' oral and written communication skills. Language plays a crucial role in developing cognitive, social, and emotional abilities, which form the foundation for success in the educational process (Dumaini & Ardhiani, 2023). Language proficiency includes four key components: listening, speaking, reading, and writing skills (Antika & Wiranti, 2023). Speaking skills are particularly important in social interaction as they serve as an effective means of oral communication. Therefore, students must possess strong speaking abilities, as these



are closely linked to all aspects of learning and are considered core competencies for learners (Anas & Sapri, 2021)

Speaking skills refer to the ability to articulate sounds and words to express, communicate, and convey thoughts, ideas, and emotions (Darmayanti & Nuraini, 2024). Speaking is a productive aspect of oral language ability that enables individuals to express ideas, thoughts, or emotions in a way that helps others understand the speaker's message (Kemendikbudristek, 2021). According to BSKAP Decree No. 028 of 2021 regarding Learning Outcomes, speaking skills are a key focus due to their critical role in shaping students' communication competence (Putri & Yasa, 2023). The Merdeka Curriculum also emphasizes the importance of mastering proper speaking skills as a tool for students to effectively express what they have learned. To achieve this, students need to master key indicators of speaking skills, including: 1) fluency, 2) appropriate word choice, 3) sentence structure, 4) intonation, and 5) expression (Aufa & Purbasari, 2020)

Inadequate speaking skills can hinder students from expressing their ideas, thoughts, and opinions, which may affect their ability to communicate, inquire, explain, and interpret the meaning of conversations (Puryanto & Japa, 2021)). This is supported by data from the Program for International Student Assessment (PISA) 2023, which showed that in 2018, Indonesia ranked 74th out of 79 countries, with scores of 397 in Mathematics, 396 in science, and 371 in Reading. These results indicate that reading skills were the least developed compared to math and science (Hewi & Shaleh, 2020). Reading is closely linked to speaking skills, as it helps improve students' oral language through vocabulary acquisition and the application of appropriate terminology (Tarigan, 2021). Speaking proficiency is crucial for supporting students' learning activities, as the primary purpose of speaking is communication.

Effective Indonesian language instruction is essential for developing students' speaking skills. Teachers play a vital role in enhancing the quality of instruction (Nisah & Milkhaturohman, 2021), and student comprehension is largely influenced by the teaching methods used in the classroom (Sari, 2021). To facilitate better learning, teachers need to design varied instructional plans so that the material becomes more accessible to students. The use of diverse models, such as group discussions and role-playing, can create a dynamic classroom environment that encourages students to become active and confident speakers (Lubis & Nasution, 2024).

In the Indonesian language learning unit on procedural texts in Grade V at SDN 1 Tegalsambi, the teaching process has been relatively ineffective. Out of 36 students, only 11 reached the Minimum Mastery Criteria (KKTP) score of 70, while 25 students did not meet the standard. Based on classroom observations and

interviews with the teacher conducted on September 26, 2024, the following data were obtained:

Table 1. Grade V SDN 1 Tegalsambi Jepara Indonesian Language Daily Assessment Results (Procedural Texts)

No	Score Range	Description	Frequency	Percentage (%)	Class Average
1	≥ 70	Mastery Achieved	11	31%	68
2	< 70	Not Yet Mastered	25	69%	

Table 1 shows that only 31%, or 11 out of 36 students, met the mastery criteria for learning procedural texts in the Indonesian language. This achievement highlights the need for improved teaching strategies. Interviews with the classroom teacher revealed that many students still struggle with expressing opinions, asking questions, and conveying information orally. The teacher also stated that limited use of diverse instructional models contributed to the students' low speaking abilities. So far, the learning process has relied heavily on conventional methods such as lectures and Q&A, which do not provide enough opportunities for students to actively speak. This has resulted in low student confidence and weak speaking skills. Therefore, an engaging and interactive teaching model is needed to address these learning challenges (Burhan & Widiyono, 2021) One potential alternative is the Role-playing model.

Role-playing is an instructional approach that actively engages students in the learning process, enabling them to internalize lesson content through imagination and direct experience (Balakina, 2020). This model has several advantages: 1) it helps students develop their potential, 2) allows them to make quick and accurate decisions, 3) trains them to understand and retain content through creative activities, and 4) not only simplifies content delivery for teachers but also fosters a positive learning environment for students (Yusnarti & Suryaningsih, 2021). Through simulation and dialogue, students practice articulating words and sounds accurately to express thoughts, feelings, and ideas (Asrifan, 2021). Furthermore, using the Role-playing model is expected to enhance students' communication skills and comprehension of the subject matter (Simbolon & Widiarti, 2024)

Previous studies have shown that applying the Role-playing model has a positive impact on the development of students' speaking skills. (Lubis & Nasution, 2024) found similar results in a Madrasah Ibtidaiyah, where Role-playing significantly improved the speaking abilities of fifth-grade students. Likewise, (Maharani, 2024), in her study at SD Negeri 144 Palembang, discovered that role-playing enhanced students' speaking abilities in Indonesian language classes. Consistently, (Hafazoh, 2023), through research at SDN 4 Kesik, found that the role-playing model successfully improved speaking skills in Indonesian among

fourth-grade students. Moreover, a study by (Priatna & Setyarini, 2019) at SDN Sukamaju showed that students taught using Role-playing outperformed those taught through conventional methods in speaking skill assessments. These studies concluded that the role-playing model has a significant impact on improving students' speaking abilities. Therefore, the researcher is interested in conducting a study entitled "The Effect of the Role-Playing Model on Speaking Skills in Indonesian Language Learning for Fifth Grade Students at SDN 1 Tegalsambi Jepara."

This study aims to answer two research questions. First, is there a difference in speaking skills among fifth-grade students before and after the implementation of the Role-playing model? Second, to what extent does the role-playing model influence the speaking skills of fifth-grade students? The objective of this study is to analyze the difference in speaking skills before and after the implementation of the Role-playing model and to measure the extent of its impact on students' speaking abilities.

METHOD

This study employed a quantitative research method using a Pre-Experimental Design, specifically the One Group Pretest-Posttest Design. This design consists of two main stages: administering a pretest before the treatment and a posttest after the treatment is applied (Creswell, 2027). One limitation of this design is the absence of a control group, which makes it difficult to conclusively determine whether changes in outcomes are solely due to the treatment. Nevertheless, this design is considered simple and effective for obtaining a general overview of treatment's effectiveness in experimental research (Darmayani & Saenab, 2024). The research design is illustrated as follows:

Table 2. Research Design

Pretest	Treatment	Posttest
O ₁	X	O ₂
Implementation Model Role-playing		

The population of this study consisted of all fifth-grade students at SDN 1 Tegalsambi Jepara, totaling 36 students, using a saturated sampling technique. This technique was chosen because of the relatively small population size, allowing all members of the population to be included as research subjects (Rahim & Wicaksono, 2021). Saturated sampling was used to capture the entire range of variability within the population, thus increasing the accuracy and representativeness of the results.

Data collection in this study was conducted using non-test techniques, specifically observation with a scoring rubric instrument to assess students'

speaking skills. The assessment was based on five main indicators of speaking proficiency, as outlined in the following table (Aufa & Purbasari, 2020):

Table 3. Indicators of Speaking Skills

No Indicator	Description
1 Fluency	Students deliver procedural steps fluently without any disruptive pauses.
2 Accuracy of Word Choice	Students deliver procedural steps using effective and appropriate sentence construction.
3 Sentence Structure	Students deliver procedural steps using clear, coherent, and effective sentence structure.
4 Intonation	Students deliver procedural steps with appropriate and accurate intonation.
5 Expression	Students use facial and body expressions that support the delivery of procedural steps.

The researcher used an analytic rubric to evaluate students' speaking performance in Indonesian language lessons. This rubric was based on the five key indicators of speaking skills and employed a 4-point rating scale, with the following criteria:

Table 4. Speaking Skills Assessment Guidelines

Score	Category
4	Very Good
3	Good
2	Fair
1	Poor

This scoring guideline served as the foundation for developing the assessment instrument used during the pretest and posttest. To ensure the instrument's validity, the rubric underwent a validation process by a supervising lecturer. The lecturer assessed the feasibility of the instrument by completing a validation sheet for the speaking skills assessment. Upon completion of the validation process, the supervising lecturer provided a final decision on the instrument's appropriateness for use in the study.

Once data collection was complete, the data were subjected to analysis. Preliminary analyses included a normality test and a homogeneity test. For inferential analysis, a dependent t-test (Paired Samples T-Test) was conducted to test the hypothesis. Additionally, regression analysis was used to determine the extent to which the Role-playing model influenced students' speaking skills. All statistical analyses were carried out using IBM SPSS Statistics Version 30.

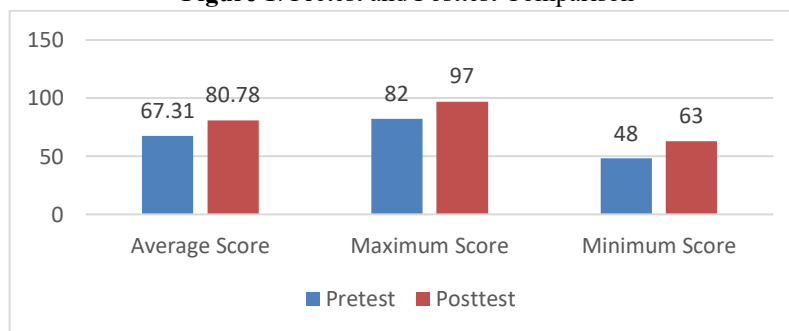
RESULTS AND DISCUSSION

This study was conducted at SDN 1 Tegalsambi by implementing the Role-playing model in procedural text material for fifth-grade students, consisting of 36 pupils. The research employed a One-Group Pretest-Posttest Design, in which all fifth-grade students were involved as research subjects. In the initial stage, the researcher conducted a pretest to assess students' speaking skills before the treatment was given. Then, the researcher applied the Role-playing model as the treatment. After the treatment was administered, the students' speaking skills were reassessed through a posttest to evaluate the improvement resulting from the Role-playing approach. The instruments used in both the pretest and posttest stages had previously been validated by expert lecturers.

Descriptive Statistical Results

Descriptive statistics were used to provide an overview of the analyzed data. N refers to the sample size, which consisted of 36 fifth-grade students at SDN 1 Tegalsambi. The descriptive analysis in the table shows that the average pretest score was 67.31, while the average posttest score increased to 80.78. The minimum pretest and posttest scores were 48 and 63, respectively, while the maximum scores increased from 82 to 97. Thus, the implementation of the Role-playing model had a positive impact on students' speaking skills.

Figure 1. Pretest and Posttest Comparison



The bar chart illustrates the comparison of average pretest and posttest scores, indicating an improvement in students' speaking skills after the implementation of the Role-playing model in the Indonesian language subject on procedural text material. As seen in Figure 1, the average score increased from 67.31 to 80.78, with a mean difference of 13.47. Both the minimum and maximum scores in the posttest also increased. This difference in scores indicates a noticeable improvement.

The next step was to conduct a normality test. The statistical analysis proceeded with a normality test using the Shapiro-Wilk method in IBM SPSS Statistics to examine data distribution. The pretest results showed a significance value of 0.109 ($p > 0.05$), indicating normal distribution and acceptance of the null

hypothesis (H_0). Similarly, the posttest yielded a significance value of 0.120 ($p > 0.05$), confirming normal distribution. A homogeneity test was then conducted, producing a significance value of 0.382 ($p > 0.05$), demonstrating that both pretest and posttest data had homogeneous variances.

Subsequent analysis employed a Paired Samples T-Test to examine differences between pre-treatment and post-treatment conditions. The test revealed a calculated t-value of 16.003, which significantly exceeded the critical t-table value of 1.68957 ($t_{\text{calculated}} > t_{\text{table}}$). The two-tailed significance value was < 0.001 ($p < 0.05$), leading to rejection of H_0 and acceptance of the alternative hypothesis (H_a). These results confirm that the role-playing model significantly improved speaking skills among fifth-grade students at SDN 1 Tegalsambi.

Finally, linear regression analysis was performed to assess the relationship between the independent variable (role-playing model) and dependent variable (speaking skills). The analysis yielded a highly significant result ($p < 0.001$), indicating a substantial influence of the intervention. The model summary showed a strong correlation coefficient ($R = 0.853$) and determination coefficient ($R^2 = 0.728$), demonstrating that 72.8% of variance in speaking skills could be explained by the role-playing model. According to Ghozali (2016), an R^2 value exceeding 0.50 is considered acceptable, while Hair and Anderson (2011) classify this as a moderate effect size, confirming the model's predictive validity for speaking skill development.

The initial condition found in the fifth-grade class at SDN 1 Tegalsambi indicated that students' speaking skills in the Indonesian language subject—particularly in procedural text topics—had not yet developed optimally. Pretest findings showed that most students had difficulty understanding the structure of procedural texts and organizing the process in a sequential manner. Additionally, many students exhibited hesitation when asked to express ideas orally in front of the class. They appeared shy, nervous, and lacked confidence, suggesting that their oral communication abilities were still weak. This lack of confidence made students reluctant to speak up or ask questions, resulting in low participation during lessons. In fact, they had the potential to understand the material if provided with a more suitable instructional model. One cause of this condition was the continued use of traditional learning models in which the teacher acted as the primary source of knowledge and students played a passive role. As a result, students did not have sufficient opportunities to practice speaking in real-life contexts. Therefore, it was necessary to implement an interactive and participatory learning model such as Role-playing, so that students could be directly involved in learning activities and improve their speaking skills in a more enjoyable, meaningful, and confident manner.

Implementation of Role-Playing Model

This study implemented the Role-playing model through three different treatments to address the problems in improving students' speaking skills. Each treatment was systematically carried out in three separate Indonesian language learning sessions for the fifth-grade students at SDN Tegalsambi, Jepara. The Role-playing model in this study consisted of nine structured stages: preparation or warm-up, selecting the players, stage (classroom) setup, observer preparation, role-playing, discussion and evaluation, replay, second round of discussion and evaluation, and sharing experiences and drawing conclusions. Each stage was designed to improve students' speaking skills within the context of procedural text learning.

First Stage: Preparation or Warm-upIn this stage, the teacher introduces the topic of procedural texts and provides an overview of the story or steps that the students will act out. During the first meeting, the teacher begins by explaining what a procedural text is and its structure, which includes the title, purpose, materials, and steps, using an engaging instructional video. Students are encouraged to understand the basic concept of procedural texts by looking at simple examples, such as how to make tteokbokki, as shown in the video. In the second meeting, the teacher reviews the material using a digital comic about how to make fried rice, where students can visually observe the steps and discuss the key elements of a procedural text. In the third meeting, the teacher once again emphasizes the importance of text structure and presents an overview of the procedural text that will be performed.

Second Stage: Selecting the Cast Students is divided into six groups, each consisting of six members. During this process, each group receives a student worksheet (LKPD) from the teacher, which contains an example of a procedural text. In the first meeting, each group completes the worksheet by identifying the tools, materials, and steps based on images provided by the teacher. In the second meeting, before completing the worksheet, a representative from each group is asked to play a crossword puzzle containing a title prompt for a procedural text. This activity helps them identify tools, materials, and steps. In the third meeting, groups complete the worksheet similarly, but this time the topic is predetermined by the teacher. The teacher provides flashcards with shuffled steps, and each group is asked to arrange them in the correct order. This discussion activity also includes deciding which member will read the instructions and which members will act out the steps described in the procedural text. Through this process, students not only gain a deeper understanding of procedural texts but also develop speaking skills and teamwork, both of which are essential in the learning process.

Third Stage: Setting the Stage (Classroom Setup) The teacher discusses with each group the layout and the roles they will perform. In this session, the teacher takes an active role by providing the necessary props, such as electronic devices like laptops and fans, as well as picture cutouts representing the tools and materials required in the procedural text.

Fourth Stage: Appointing Observers The teacher selects one group to perform the Role-playing activity, while the other groups act as observers. These observers play an important role in watching the performance and taking notes on aspects that need improvement or deserve appreciation. Their primary focus is on speaking delivery, clarity of instructions, and pronunciation used by the performing group.

Fifth Stage: Performing the Role Play Each group begins the Role-playing activity, following the procedural text they previously prepared. During this stage, students apply the roles they have chosen—either as the instructor or as the performer of the steps. With enthusiasm, they present the planned scenario, making the classroom environment lively and interactive. Through this experience, students not only practice speaking skills but also learn to collaborate, communicate effectively, and express their ideas confidently.

Sixth Stage: Discussion and Evaluation The teacher and students conduct a reflection session on the Role-playing activities. After each group completes its performance, the teacher facilitates a discussion to evaluate the process. The designated observers provide constructive feedback on various aspects, such as clarity of instruction, intonation, and body language used by the performing group. Each group is encouraged to take note of the feedback for future improvement. This discussion not only aims to evaluate performance but also reinforces students' understanding of effective communication and speaking skills while providing an opportunity to learn from each other's experiences.

Seventh Stage: Replaying the Role Play The teacher asks each group to perform the Role-playing session once again, incorporating the feedback previously given. At this stage, students are expected to apply the input they received to enhance their performance and make it more effective. Observers again play an active role by documenting their observations during this second session. The teacher functions as a facilitator, offering support and guidance to ensure that each group performs optimally.

Eighth Stage: Second Round of Discussion and Evaluation Observer groups provide feedback on the performances during the second Role-playing sessions. In this stage, the observers highlight improvements made and offer praise for the progress shown by each group. The teacher then gives positive reinforcement, emphasizing the importance of effort and the improvements

achieved. This discussion and evaluation are aimed at motivating students and encouraging them to continue developing their speaking skills.

Ninth Stage: Sharing Experiences and Drawing Conclusions

The teacher invites students to discuss and share their experiences during the Role-playing activity. Students are given the opportunity to express what they have learned, the challenges they faced, and how they overcame those challenges during the process. This discussion not only strengthens their understanding of procedural texts but also allows them to gain insights from one another's experiences. After the exchange, the teacher and students collaboratively summarize the knowledge gained, highlighting the significance of procedural texts in daily life and the impact of proficient speaking skills on effective communication. This conclusion is intended to reinforce the values learned and motivate students to continue improving their speaking abilities in the future. By connecting practical experiences with the theoretical concepts they have studied, students are expected to find the learning process more meaningful and applicable.

Effectiveness of the Role-Playing

The Role-playing model has proven highly effective in developing students' speaking skills, particularly in acquiring proficiency in the Indonesian language. Students who initially struggled to express ideas, lacked confidence, and felt nervous when speaking showed significant improvement after undergoing the structured stages of this instructional model. The model comprises nine systematic stages that help students grasp the context of communication, construct arguments coherently, and enhance their expression and intonation. Following the implementation of these stages, students demonstrated notable progress. This is evident in Table 7, which illustrates the positive impact of the Role-playing model on speaking skills. These findings are further supported by descriptive analysis, where a bar chart shows an increase in the students' average score from the "fair" category, with a score of 67.31, to the "good" category, with a score of 80.71 after the model was applied. This improvement confirms that the Role-playing model contributes optimally to the development of students' speaking abilities, helping them become more confident and capable of communicating effectively in various situations.

These research findings are consistent with (Sari, 2021) study, which found that the Role-playing learning model is effective in improving student learning outcomes, with gains ranging from 15% to 105%. The average score before the intervention was 59.90 and increased to 80.52 after implementing the model, indicating a significant improvement in speaking skills. Research by (Lubis & Nasution, 2024) also demonstrated that the use of the Role-playing model is an effective solution for significantly developing speaking skills, as evidenced by the

increase in average scores from 68.33 (pretest) to 81.95 (posttest). The hypothesis testing in their study showed a significant value of $0.000 < 0.05$, confirming a significant difference between pre- and post-implementation conditions. This implies that the Role-playing model has a meaningful impact on speaking skills.

(Wahyuningsih & Susiani, 2023) also found a positive correlation between self-confidence and speaking skills among fifth-grade students in Indonesian language classes at elementary schools in Banyuurip District. The findings showed that increased student confidence positively affected their speaking abilities, in line with the application of the Role-playing model in teaching and learning activities. Each stage of this model from the introduction of materials, theme selection through games, to performing the roles independently is designed to actively engage students. These stages provide opportunities for direct speaking practice, which in turn enhances their speaking skills. The accompanying discussion and evaluation sessions allow students to receive constructive feedback, improve aspects of their speaking that need development, and strengthen their self-confidence. Therefore, the use of the Role-playing model has been proven effective in building confidence and improving students' oral communication skills. By fostering a learning environment that is both enjoyable and challenging, Role-playing can help overcome psychological barriers such as shyness and lack of confidence (Haliza & Nugrahani, 2021).

Role-playing experiences provide students with the opportunity to understand the material more concretely and meaningfully, which in turn increases content mastery and gradually builds their courage to speak. Active engagement in role play allows students to practice speaking skills in more realistic situations, positively impacting their confidence. Based on the findings of this study, the improvement in students' speaking skills is reflected in the posttest results, where the average score increased after the implementation of the Role-playing model. This indicates that this interactive learning model is effective in building confidence and fluency in public speaking. The hypothesis test results in this study align with the findings of (Dumaini & Ardhiani, 2023), which show that the Role-playing model is effective in developing students' speaking skills because it provides direct experience in practicing communication. The model has proven successful in enhancing the speaking abilities of fifth-grade elementary students. This improvement is evident in the overall increase in students' speaking competence, as reflected in their average academic performance.

A study conducted by (Widyari & Sri Asri, 2018) highlighted a gap in speaking abilities between classes using the Role-playing model and those using conventional teaching methods. This finding is supported by the theory of (Joyce & Weil, 2003), which asserts that the Role-playing model enables students to

understand real-life situations through the roles they play, thereby developing language skills in a natural and meaningful way. Thus, the implementation of Role-playing in Indonesian language learning—particularly for procedural text material—has been proven to significantly improve students' speaking skills. This improvement confirms that Role-playing is an effective instructional model for creating an interactive, communicative learning environment that fosters the comprehensive development of students' speaking abilities.

CONCLUSION

The study on speaking skills in the Indonesian language subject for Grade V students at SDN 1 Tegalsambi, Jepara, demonstrated significant results regarding the implementation of the Role-playing model. The findings confirmed a notable difference in speaking skills before and after the implementation of the model, with the average pretest score increasing from 67.31 to 80.78 in the posttest. This was supported by a two-sided significance value of $p < 0.001$, which is lower than 0.05. Furthermore, the influence of the Role-playing model on speaking skills in Indonesian language learning showed that the independent variable contributed 72.8% to the dependent variable. The study concludes that the Role-playing model is effective in developing the speaking skills of Grade V students at SDN 1 Tegalsambi, particularly in learning procedural text material.

It is recommended that the Role-playing model be implemented as an alternative instructional strategy for teaching Indonesian in Grade V classrooms at SDN 1 Tegalsambi. This model can enhance students' confidence and their ability to express ideas through active classroom participation. For future researchers, this study may serve as a reference for developing more comprehensive research across various educational levels, in alignment with the national education goal of improving student literacy from an early age.

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