

## The Influence of Role Playing Method on Speaking Skills of Grade 4 Students at Muhammadiyah 4 Elementary School, Malang City

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**Abstract:** Speaking skills are an important aspect in education, but are often overlooked in conventional teaching methods. Role playing offers an innovative approach by creating real situations where students can practice speaking actively and interactively. This study is a classroom action research. This study aims to determine the improvement of speaking skills of grade IV students of SD Muhammadiyah 4 Malang City. The research was conducted on 24 students consisting of 18 male students and 6 female students and 1 grade IV education teacher of SD Muhammadiyah 4 Malang City. Data collection used observation and test techniques. Data analysis used qualitative and quantitative descriptive. The results of the study showed that the application of the role playing method was able to improve students' speaking skills in learning Indonesian in grade IV of SD Muhammadiyah 4 Malang City. This is proven by the increase in the average value of students' speaking skills between cycle I and cycle II, namely from cycle I, students' speaking skills reached 54.73% with 10 students completing, and 14 students entered the category of "not yet complete, remedial parts needed". Meanwhile, in cycle II, there was an increase in the average value of speaking skills to 80.25% with 24 students completing.

**Keywords:** Speaking Skills, Role Playing Method, Elementary School

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### PRELIMINARY

Education has a very crucial role in ensuring the development and survival of a nation. According to (Hamdani et al., 2022) it is stated that education is very important for human life because it can make the nation's life smarter, form a dignified country, and produce a superior generation. Quality education will produce individuals who are highly intelligent and creative. Education is the key to all quality progress and development because through education individuals can actualize all their potential both as individuals and as members of society and citizens.

Law No. 20 of 2003 concerning the National Education System, Education is a conscious, planned effort to realize a learning and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and the skills needed from them, have knowledge and skills, spiritual and physical health, society, nation and state (Ilham, 2019).

Education essentially aims to develop students so that they have good insight, skills, and attitudes in living life. An education and learning process is considered successful if students experience better changes in increasing insight, mastery of skills, and positive changes towards maturity of attitudes or behavior (Niweroh & Kusuma, 2024). Learning can be understood as the result of memory, cognition, and metacognition that influence understanding. This phenomenon occurs in everyday life because learning is a natural process for every individual. According to (Deliyana & Fitriani, 2019), in Indonesian language lessons there are 4 competencies taught, consisting of writing, listening, reading and speaking competencies. Speaking skills are one of the basic competencies that must be mastered by students at the elementary level. This skill not only functions as a means of communication, but also plays a role in the overall learning process. Speaking is the initial foundation for the development of student communication. In elementary school students, they begin to learn to express themselves and interact with others, both inside and outside the school environment. Good speaking skills allow students to convey their ideas, opinions and feelings clearly, which is very important in building self-confidence. According to (Mutiasih et al., 2020) explains that speaking skills have an important role in the world of education, especially to convey ideas and thoughts in front of many people. By having good speaking skills, students can more actively participate in class discussions, ask questions, and collaborate with their classmates.

According to Basiran in Wimpiadi et al. (2014), the goal of learning Indonesian is communication skills in various communication contexts (Wimpiadi et al., 2014). The abilities developed are the ability to grasp meaning, role, interpretation, assess, and express oneself through speaking. Based on this, we should understand that everyone is destined to be able to speak or communicate well and correctly, but not everyone has the skills to speak well and correctly. Therefore, learning Indonesian should receive attention in teaching speaking skills in Elementary Schools.

Speaking skills are very important to develop in school practice, especially at the elementary level. This is because speaking is the most basic skill for elementary school. Students' speaking skills must be improved by training them to speak in front of their deskmates or classmates (Putu Mas Dewantara, 2016). Speaking means conveying ideas or messages verbally so that communication is established between the questioner and the answerer. Indeed, everyone is created to speak, but not everyone has the ability to speak well and correctly. In addition, the problem that arises in interacting with others is the method or way of communicating.

In addition, speaking skills also contribute to the social and emotional development of students. Through public speaking exercises, such as presentations or debates, students learn to overcome anxiety and improve their ability to communicate effectively. Positive verbal interactions in the classroom help students build better relationships with peers and teachers, creating an inclusive and supportive learning environment. These skills also train empathy, as students need to listen and understand other people's views during discussions.

According to Brown in (Taslim, 2023) there are 5 levels of speaking: imitative, intensive, responsive, interactive and extensive (monologue). The imitative ability level is this ability in the form of the ability to verbalize written verbal signs. At this first level, the ability to speak imitates and memorizes the model's speech. The second level of speaking ability is intensive, namely the ability to speak in a controlled manner and write in a controlled manner. Compared to the imitative level, this level requires students to respond to produce more oral discourse with their own choice of ideas. Examples of the second level are continuing an incomplete speech, delivering an opening as a program reader, opening an interview, and so on. The next level of speaking ability is responsive, namely speaking by giving the opportunity to plan/practice speaking activities extensively. For example, giving a speech by being given the opportunity to conceptualize the speech with a long time. The speaker can practice delivering the speech as much as they want before delivering the speech. At the fourth level, interactive, namely the ability to speak spontaneously. In a relatively short time, the speaker can convey his ideas appropriately and in accordance with the existing context. The fifth level extensive individuals are able to apply language at a proficient level, more in-depth and flexible in

providing responses or presentations without experiencing difficulties. Examples of this level are being able to give speeches, presentations, and story telling.

In the future, strong speaking skills will provide benefits for students in various aspects of life (Chidlir, 2023). The development of speaking skills in elementary school is not only important for current academic success, but also as a provision for students to face challenges in the future. Therefore, speaking skills need to be trained by teachers with a systematic and creative approach, so that students can develop their communication skills effectively. Teachers should utilize various media and interesting learning strategies to support the learning process. By providing constructive feedback and creating a supportive classroom atmosphere, teachers can help students feel more confident in expressing their opinions and ideas, so that their speaking skills can develop well.

At SD Muhammadiyah 4 Malang City, teaching speaking skills is often carried out with a traditional approach that does not involve active participation from students. This causes many students to feel awkward and lack confidence in speaking in public. This can be seen from the results of a diagnostic assessment of 24 fourth grade students showing that the level of student confidence in public speaking is still low. Only 5 students (20%) are confident in speaking, while 12 students (50%) speak softly, and 7 other students (30%) do not dare to speak at all. Observations also show that many students appear nervous when asked to speak in front of the class. They tend to look down, speak hesitantly, or even ask not to come forward. Most admit to being afraid of making mistakes (70%), feeling unprepared (60%), and worried about their friends' reactions (40%).

Innovative strategies are needed from teachers to overcome these problems. One method that can be used to actively involve students in practicing speaking skills is role playing. Therefore, the application of the role playing method is very relevant to improving students' speaking skills, where as a learning technique that allows students to play a role in certain social situations, so that they can practice speaking in a more realistic context (Hidayat et al., 2016). Constructivist learning theory also supports the use of this method, where students learn through experience and social interaction (Fauzia, 2018).

The role playing method is a learning method with the involvement of students to play roles in simulated conditions to make the learning experience more dynamic and

realistic. In the context of language education, this method allows students to practice using the target language in social scenarios that are similar to everyday life, thus providing a more authentic experience for communication. According to (Afifi, 2017), role playing encourages student participation and encourages learning motivation, because students feel more involved and motivated to practice their skills.

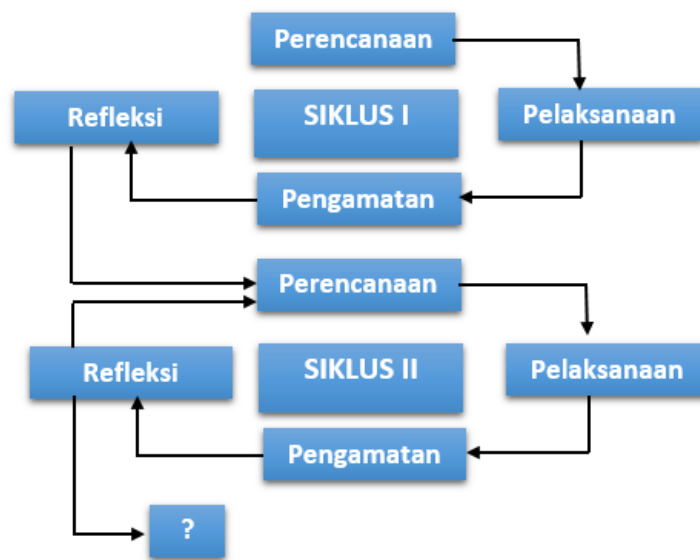
The role-playing learning model is a way of mastering learning materials through developing students' imagination and appreciation of the material. The development of imagination and appreciation is carried out by students by playing them as living characters or inanimate objects. In its implementation, this model is carried out by more than one person, it all depends on what is being played. This language will not talk about aspects of knowledge and language attitudes in a theoretical sense, but only in practice-application discussing language skills which include four aspects of skills, namely listening, speaking, reading, and writing (Tarigan et al., 2023). Speaking is a language skill that develops in a child's life, which is only preceded by listening skills, and during that period the ability to speak or speak is learned. Speaking is a person's ability to express ideas - thoughts - feelings verbally to others. In fact, speaking can be said to be easy - easy in principle, as long as we master what we are going to talk about. Another requirement for easy speaking is to increase listening and reading activities (Putranto et al., 2023).

Based on the description above, the researcher wants to conduct research with the aim of improving students' speaking skills. So that it can help students develop speaking skills through role-playing experiences that can increase self-confidence. Given the many problems and materials available and the limitations of the researcher, the researcher limits the problem and chooses the title "The effect of the role playing method on the speaking skills of grade 4 students at SD Muhammadiyah 4 Malang City".

## **METHOD**

This research is a classroom action research, commonly referred to as PTK. This study aims to determine the improvement of speaking skills of fourth grade students of Muhammadiyah 4 Elementary School, Malang City. The research was carried out on 24 students consisting of 18 male students and 6 female students and 1 fourth grade teacher

of Muhammadiyah 4 Elementary School, Malang City. PTK focuses on the teaching and learning process that occurs in the classroom, carried out in natural situations. In the classroom action research, the Kemmis and Mc Taggart model was chosen, which has several components including planning, implementation, observation, and reflection.



**Picture 1. Kemmis and Mc Taggart's Classroom Action Research Cycle (Arikunto, 2021)**

The following is a description of each stage:

1) Planning

The planning stage explains the planned activities so that the activities carried out are more focused. The steps taken by the teacher are as follows:

- a. Compiling teaching modules related to the role playing method
- b. Preparing observation sheets to observe teacher activities and student activities in implementing the role playing method
- c. Preparing observation sheets for student speaking skills
- d. Preparing narrative dialogue texts
- e. Preparing student worksheets
- f. Preparing teaching aids according to the characters being played
- g. Requesting the willingness of teachers or colleagues at the research location to become observers in implementing learning

## 2) Implementation

In the implementation stage, it occurred four times with two cycles. The researcher carried out learning activities in accordance with the teaching module that had been prepared at the learning planning stage. The researcher acted as a teacher in the process of learning activities for students' speaking skills using the role playing method.

## 3) Observation

Observations were conducted during the teaching and learning process by assessing teacher activities, student activities, and student speaking skills using the role playing method. Observations were conducted by the fourth grade teacher and colleagues who served as observers. The fourth grade teacher was tasked with observing teacher activities and student activities, while colleagues were tasked with observing student speaking skills.

## 4) Reflection

Reflection is done to review the results of observation analysis of teacher activities, student activities, and student speaking skills. Data obtained from each observation are collected and analyzed to determine whether the activities carried out can improve student speaking skills or not. If many students' speaking skills are still incomplete, then the results of the observation are analyzed to determine where the teacher's shortcomings and weaknesses lie in the learning process to take corrective action in the next cycle.

## Data Collection Techniques

### 1. Observation

Observation is a process of collecting data through recording a subject in a systematic, logical, objective, and rational manner to know various phenomena, both as a supporter of this research. Observation is used to find out data on teacher activities and student activities carried out by researchers through observation sheets..

### 2. Test

The test in this study was carried out using a performance/action test. The results of this test were obtained by observing students during role play. The performance/action test was carried out to determine the extent of students' speaking skills in learning using the role playing method. The assessment of speaking skills was carried out based on a prepared speaking skills assessment sheet with reference to the

assessment of four aspects of speaking, namely: pronunciation, vocabulary, understanding and gestures and facial expressions.

Data analysis used qualitative and quantitative descriptive. Descriptive research is tasked with explaining what happens in the research object. Qualitative descriptive analysis is analyzing, describing, and drawing conclusions from various conditions, situations of the results of actions that lead to teacher activities and student activities during the teaching and learning process. While quantitative analysis is used to calculate the value of student speaking skills learning outcomes (Sudaryono, 2016). The data will be analyzed by determining the Learning Objective Completion Criteria (KKTP) of student learning using the following formula:

a. Final score  $N = \frac{S_p}{S_m} \times 100\%$

Information: N = Final score  
 $S_p$  = Score achievement  
 $S_m$  = Maximum score (Source: Nanik, 2011)

b. Determining completion of classical learning

$$P = \frac{\sum \text{Siswa yang tuntas belajar}}{\sum \text{Siswa}} \times 100\%$$

Information:  
 P = Percentage of learning completion  
 $\sum$ students who have completed = number of students who have completed their studies  
 $\sum$ peserta didik = total number of students (Source: Aqib, 2010)

c. Average value

$$\bar{X} = \frac{\sum x}{N} \times 100$$

Information :  
 $\bar{X}$  = class average  
 $\sum x$  = total value of all students  
 N = number of students Source: (Sudjana, 2012)

**Tabel 1 Criteria for Completion of Students' Speaking Skills**

No	Interval	Completion Criteria
1	0-40%	Not yet complete, remedial in all parts
2	41-60%	Not yet achieved completion, remedial work in the required sections
3	61-80%	Have achieved completion, no need for remedial
4	81-100 %	Having achieved completion, need more enrichment or challenges



## RESULTS

### 1. Implementation of Role Playing Method in Learning

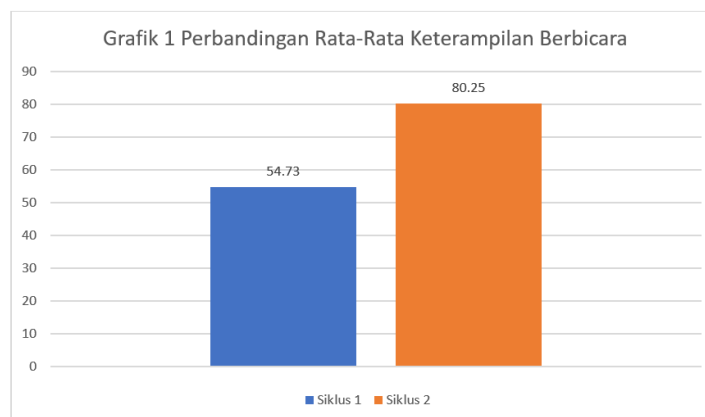
In this activity, the learning process carried out by the researcher was carried out in 2 cycles, by conducting learning in chapter VI: One Point where in cycle 1 taking the topic of role playing according to the text "Raja Ampat" and in cycle 2 role playing from the text "Adventure in the Sumba Savannah". In the preliminary activity, learning begins by saying hello, greeting, praying, and checking the attendance of students, asking students "are you ready to learn today?" singing cheers, clapping, or other habits that are typical/customs of the class, conveying the learning objectives to be achieved, and conveying the learning steps.

There are 7 steps in the role playing method. First Step: Selection of Problems by the Teacher. Students are asked to open and pay attention to the student's textbook, then try to tell the picture they see. The teacher asks students, who knows what role playing is? Then the teacher explains The teacher asks students, are everyone ready to play the role? Second Step: Choosing a Role, The teacher divides students into 4 groups, each group consisting of 6 people. Students and their group members choose their respective roles. Students read and understand each sequence of dialogue given by the teacher. Step Three: Arranging the Classroom, The teacher and students together arrange the classroom that will be used to play the role. Step Four: Preparing Observers, some students from the group are assigned as observers to observe their group's performance, while also actively participating in the role play. Step Five: Playing the Role, students come forward in groups in an orderly and calm manner, Students introduce their names and roles as what in the narrative text "Raja Ampat" (in cycle 1) and "Adventure in the Sumba Savannah" (in cycle 2). Students play their roles. Step Six: Discussion and Evaluation, The teacher gives students a worksheet to discuss the performance of each group. Students and their group members discuss the results of the role play performance from other group members. Students fill in the results of their group discussions on the LKPD that the teacher has given. The teacher asks students what problems the characters face in the narrative text. Step Seven: Sharing Experiences and Summarizing, The teacher asks each group to share their experiences during role play, The teacher asks each group to share their conclusions.

In the closing activity, the teacher gives praise and appreciation to each role-playing group, the teacher and students together conclude the learning material, students are invited to close the learning with a prayer and continue with greetings. In Cycle 1, the role-playing activity was still not optimal. This is because the teacher is not good at conditioning the class so that there are still students who are not serious about playing roles, disrupting the performance of other groups and are not good at mastering the teaching steps. In cycle II, the teacher tries to improve the shortcomings of cycle I by reminding the class agreement so that the class becomes more conducive. A conducive class allows teachers to follow the teaching steps according to the teaching module well in cycle II.

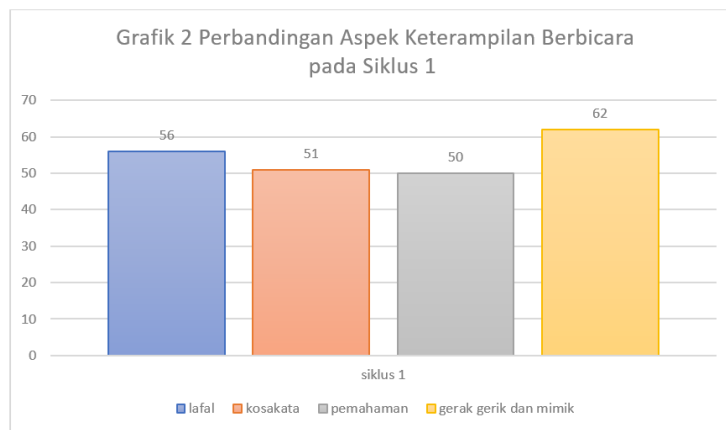
## 2. Students' speaking skills using the role playing method

The aspects of speaking skills that are to be achieved include 4 aspects, namely pronunciation, vocabulary, understanding, gestures and facial expressions. Through conversations in role-playing, students are trained to pronounce words fluently, increase vocabulary, and learn to understand the context of the conversation and show gestures and facial expressions according to the character or role being played. In cycle I, the average value of students' speaking skills was 54.73% and in cycle II, the average value of students' speaking skills was 80.25%. The increase in the average value can be seen in the following graph:



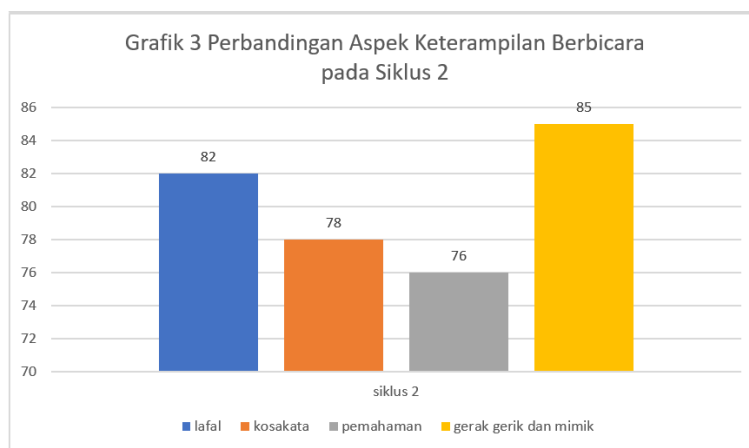
**Chart 1. Comparison of Average Speaking Skills.**

The assessment of students' speaking skills in cycle I can be seen in the following graph:



**Chart 2. Comparison of Each Aspect of Speaking Skills Cycle I**

The following are aspects of assessing students' speaking skills in cycle II, which consist of the following:



**Chart 3. Comparison of Each Aspect of Speaking Skills Cycle II**

## DISCUSSION

### 1. Implementation of Role Playing Method in Learning

Based on the results of observations on the implementation of learning with the role playing method in Indonesian language lessons through 2 cycles, it is known that there has been a significant increase in the quality of learning. This can be seen in cycle I in the management of the class which is less conducive, especially because students do not fully understand the rules of the game in role playing activities and the teacher is less than adequate in providing initial explanations regarding the implementation of learning. In cycle I, several obstacles emerged such as students who were not serious about playing

roles, students disrupting the performance of other groups and teachers not mastering the teaching steps. The application of the role playing method is also influenced by the teacher's skills in creating an effective learning environment, such as managing the class effectively, managing class activities effectively, and management in dealing with problematic behavior. If the teacher is able to master the class well, then the role playing method can be applied effectively and can help develop various aspects of child development, including language skills (Rachmi et al., 2023) The shortcomings that teachers realized in the implementation of learning using the role playing method in cycle I were corrected in the implementation of cycle II. There was an increase in the quality of learning activities in cycle II. The teacher reminded the class agreement first and provided a re-explanation regarding how to play roles and the division of roles in each group. In cycle II, learning activities are more conducive, learning takes place effectively following the steps of role playing better. As is known, the implementation of role playing requires good preparation and time management in order to run effectively (Takumansang et al., 2020)

## 2. Students' speaking skills using the role playing method

Speaking skills in learning Indonesian in grade IV through the application of the role playing method have increased significantly. This is based on data from the results of the speaking skills test in cycle I which showed that only 10 students completed the course with a percentage of 41.66% and there were still 14 students who did not complete it with a percentage of 58.33% and the average score of students in cycle I was 54.73%. Students are said to have completed learning if they meet the criteria for completing the learning objectives set by the school, namely that student learning completion is in the range of 61-80%. In cycle II, there was an increase in speaking skills where 24 students completed it with an average score of 80.25%.

Based on the results found by the researcher, it shows that there is an increase in students' speaking skills in learning Indonesian in grade IV through the application of the role playing method with material in chapter VI Satu Titik. According to (Afifi, 2017) it is stated that role playing can encourage active participation of students and increase learning motivation. The improvement in students' learning outcomes from cycle I to cycle II was due to the use of good learning methods in accordance with the material taught to students.

Based on graph 2, it can be seen that the assessment aspects in cycle I have different values. In the diagram, gestures and facial expressions have the highest value, namely 62, followed by pronunciation value, namely 51, then vocabulary value of 50. The lowest value is understanding. In cycle I, some grade IV students already have each aspect of the assessment, but it has not yet run optimally. Thus, the assessment of the four aspects of speaking skills is continued in cycle II.

Based on graph 3, it shows that there has been an increase in students' speaking skills from each existing aspect. As is known in cycle I, only the pronunciation aspect has the highest value, but in cycle II it can be seen that there is an increase in the three aspects that have not been completed, namely the vocabulary aspect from a value of 51 to 78, the understanding aspect from a value of 50 to 76, and the gesture and facial expression aspect from a value of 56 to 85. The increase in cycle II that occurred shows the influence of the use of the role playing method on students' speaking skills, resulting in better values than students' speaking skills in the previous cycle.

The application of the role playing method has been proven effective in improving children's speaking skills. Through role playing, children can practice their speaking skills in a meaningful and enjoyable context (Takumansang et al., 2020). This is also in accordance with Afrom's research that the use of the role playing method improves learning outcomes compared to conventional methods, because students are more enthusiastic when involved directly (Afrom, 2015). In addition, role playing can also increase children's confidence in speaking in public (Sembiring et al., 2021).

*Role playing* help children in terms of pronunciation by practicing pronouncing words correctly (Rafitamara, 2022). In terms of vocabulary, role playing can help children enrich their vocabulary (Rafitamara, 2022). Children can practice using appropriate vocabulary in the context of the conversation being played. In terms of understanding, role playing helps children to understand the meaning and context of the conversation being played (Takumansang et al., 2020). Children not only practice speaking, but also understand the roles and situations being played. This can improve children's ability to understand conversations and social contexts. Role playing can also improve children's gestures and facial expressions (Rafitamara, 2022). Through the roles played, children can express emotions and gestures that are appropriate to the context of the conversation. This can help children to be more expressive and

communicative in speaking. The improvement in students' speaking skills in cycle II shows that the role playing method can be an effective alternative in improving the quality of learning, especially in Indonesian language subjects in elementary schools. This is also in accordance with Priatna's research that the role playing learning model can help students develop speaking skills in Indonesian language learning (Priatna & Setyarini, 2019). In addition, the role playing method actively involves students, causing fun learning and training students' creativity and cooperation. (Ikrom et al., 2024).

## CONCLUSION

Based on the results of classroom action research that has been carried out in two cycles, it can be concluded that the application of the role playing method is able to improve students' speaking skills in learning Indonesian in class IV of SD Muhammadiyah 4 Malang City. This is proven by the increase in the average value of students' speaking skills between cycle I and cycle II, namely from cycle I the average value of students' speaking skills reached 54.73% with the number of students who completed as many as 10 people, while 14 other students had not completed or were included in the category "not yet achieved completeness, remedial part needed". Meanwhile, in cycle II, there was an increase in the average value of speaking skills to 80.25% with 24 students completing or included in the category "have achieved completeness, no remedial needed".

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