

## THE EFFECTIVENESS OF THE ROLE OF INDONESIAN STUDENTS ON THE ABILITY TO SPEAK INDONESIAN FOR MUSLIM STUDENTS OF SUKSA SCHOOL THAILAND

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ARTICLE INFO	ABSTRACT
<p><b>Article History</b>            Accept : 15 Januari 2024            Revision : 15 Februari 2024            Accept : 27 Februari 2024</p>	<p>In 2023, precisely from August 26 to September 26, 2023, as many as 45 THAILAND KKN students carried out International KKN. The research problem is a comparison of the effectiveness of group discussion methods and role play in improving the Indonesian speaking skills of students at Muslim Suksa School, Thailand. The purpose of the study was to determine a more effective learning method between group discussion methods and role play in learning Indonesian speaking skills of students at Muslim Suksa School, Thailand. This research is a pseudo-experimental research. The research population is all students majoring in the Faculty of Teacher Training and Education who take courses in learning Indonesian as a foreign language. The research sample is students who learn Indonesian in elementary class. Data collection uses an Indonesian speaking skill performance assessment sheet instrument. The validity of the instrument uses the validity of the content. The reliability of the instrument is checked through the interrater technique. The data was then analyzed using the Independent Sample Test with the help of the SPSS 17.0 for windows program. The results of the study prove that the role-playing method is more effective than the group discussion method to improve the Indonesian speaking skills of Muslim students of Suksa School, Thailand.</p>
<p><b>Keyword</b></p>	<p>speaking skills, group discussions, and role-playing</p>

### 1. INTRODUCTION

A foreign language that has been developing recently in Thailand is Indonesian. Along with the development of the times and technology, the existence and mastery of Indonesian as a foreign language began to increase. Surin (2010) said that Indonesian is the fourth foreign language considered important in Thailand for economic development purposes in 2015. Therefore, Indonesian is classified as a language that must be mastered by university students in Thailand. One of the government's efforts to improve students' ability to master the Indonesian language is to include the Indonesian language course as one of the courses that must be studied. The goal is for students to master the Indonesian language and be able to compete in the free market in the ASEAN (Association of

Southeast Asian Nation) society.

In 2015, Indonesian plays a very important role in the free market in ASEAN society (Surin, 2011). The rapid economic development in the ASEAN community requires a person to have good Indonesian language skills. A person who wants to absorb various information and make progress must at least have Indonesia language skills as a means of communication. The Thailand government has anticipated this by preparing and implementing a curriculum that has been adapted to the needs of students in facing the challenges of the modern era. The goal of language learning is still aimed at developing communication skills. One of the universities that organizes Indonesian courses is Thammasat University. This is because in 2015 countries in Southeast Asia will

be integrated into ASEAN society. As we approach 2015, Indonesian will become more important, because Indonesian will become the language of instruction in ASEAN society (Surin, 2011).

Teaching foreign languages is one of the most popular sciences studied around the world. Linguists argue that just learning a country's language as a foreign language means studying the culture of that country's language community. Bahá'í experts also argue that by mastering it clearly and concisely. They are in the competition of the world of work in the era of globalization like now. In global life, language is very important for the life of a nation (Iskandarwassid, 2008, p.274).

In essence, (Fachrurrozi, 2010, p.86) states that learning a language is like learning to communicate. Therefore, Indonesian language learning at Muslim Suksa School Thailand is directed to improve students' ability to communicate, both orally and in writing. Students will be able to communicate well if they have good language skills. More than one language will help The conditions of teaching Indonesian for foreign speakers (BIPA) in Thailand are certainly different from the conditions in Indonesia. However, Indonesian language learning at Muslim Suksa School Thailand has an advantage in its learning system compared to other universities in Thailand. This excellence can be seen from the achievements of some students at Muslim Suksa School Thailand who received scholarships to study language and culture in Indonesia. The weakness in learning Indonesian at Muslim Suksa School is that there is generally no habit for students to speak Indonesian. The non-Indonesian-speaking Thai community environment can make it difficult for students to communicate in Indonesian. As stated in Muslim Suksa School, students communicate in Thai every day. Because they are not in the environment of native Indonesian speakers, it takes them a long time to master Indonesian actively.

With low communication skills, some students feel confused when lecturers ask questions or speak in Indonesian. Some of them did not know what to answer, so the students chose to remain silent. Students do not have the courage to speak in Indonesian. This is because the students feel afraid when lecturers ask questions and ask for responses from them. This can be seen from the class that is less active in asking questions and

being shy when practicing it. Therefore, lecturers rarely invite students to communicate in Indonesian. Lecturers prefer to communicate in Thai so that students are used to using Thai rather than using the language

Based on survey data, it turns out that Indonesian language teachers in Thailand find various problems that Muslim Suksa students have in learning Indonesian. One of them is the problem of affixes or affixes, especially words that use prefixes, insertions, and suffixes such as ber-, meN-, me-kan, per-kan, mem-per-i, and so on. In addition, students also have difficulties with Latin characters because they have a Thai background whose letter characters are different from Indonesian. Another difficulty is in terms of vocabulary pronunciation. For example, students say "I like to drink orange ice". However, they pronounce the word "orange" as "niche" or in Thailand writing "ฉัอรก".

From this description, it can be concluded that the Indonesian speaking skills of students at Muslim Suksa School need to be improved. To overcome this problem, lecturers are required to master the right Indonesian teaching methods in delivering subject matter, these methods can be applied according to the focus of the material. In learning to speak, appropriate instruction is a communicative approach. If the lecturer's presentation in teaching speaking is not communicative, students will have difficulty in improving their speaking skills (Muliastuti, 2009, p.11). With a variety of learning methods applied in Indonesian learning, it will make it easier for students to master the Indonesian language. Along with the development of the world of education, various innovative learning methods have been created. These various methods can be a solution to the problems that are being faced by lecturers to make students active and creative during learning. These innovative learning methods can change the learning paradigm that has occurred so far, namely from teacher-centered learning to student-centered learning (Trianto, 2010, p.8).

Of the several methods that can be used in learning Indonesian, especially for speaking skills, are the group discussion method and role playing (Iskandarwassid, 2008, pp.286-288). These two methods are suspected to increase cooperation between students, all students are guided and directed to be active and creative so that learning time becomes more effective and efficient.

One of the good learning outcomes is supported by the use of appropriate methods. A good method is one that is adjusted to the material presented, the condition of the student, and the available facilities. To overcome this problem, learning methods that are relevant to the student's condition are needed. The learning method is designed in such a way that it suits students who have high motivation and students who have low motivation to learn.

Hayati (2010, p.57) said that the use of the group discussion method has its own advantages compared to lecture methods, for example, which have dominated lecture activities. Through this method, lecture activities are no longer centered on lecturers. Students who are more actively involved in lecture activities, while lecturers only position themselves as lecture facilitators.

This method is designed in such a way that students are more interested in learning activities. In addition, this method expects students to be more active and become subjects in the learning process. The group discussion method is a method that involves two or more individuals verbally and face-to-face in a group. Through this method, students provide stimulus to their group mates to develop the keywords that have been obtained. The discussion method can encourage students to dialogue and exchange opinions, both with teachers and friends so that they can participate optimally without too harsh rules but still follow the ethics that are mutually agreed.

## 2. RESEARCH METHODS

The research method is a quasi-experimental research or Quasi experiment because the subjects who are given treatment (experiments) do not have a control group and do not do any research on students, so that students remain in the class group as usual. The purpose of experimental research is to examine the effect of a certain treatment on the symptoms of a certain group compared to other groups that use different treatments. In this study, what was experimented was the use of learning methods, namely group discussion methods and role-playing.

### Time and Place of Research

This research was carried out at Muslim Suksa School, Thailand. This experiment was carried out on August 26-September 26, 2023.

Role play is a simulation of the behavior of the person being played. Role Play aims to train students in dealing with real situations; practicing oral debate in an interoperative manner, and providing opportunities for students to develop communication skills (Harun and Nadiroh, 2010, p.3).

Joyce and Weil (Harun and Nadiroh, 2010, p.3) explained that through the role play technique, students can improve their ability to respect themselves and the feelings of others. They can learn good behavior to handle difficult situations, and also practice their problem-solving skills.

The learning method must be in accordance with the characteristics of elementary class students who are at the stage of concrete operational intellectual development. Speaking skills learning activities that are practical and closer to students' daily lives are through group discussions and role-playing. The effectiveness of these two methods needs to be researched so that Indonesian learning can succeed in accordance with the expected learning objectives. Based on the pre-survey data on the implementation of learning Bahasa Indonesia as a foreign language, including the Indonesian learning method at Muslim Suksa School, it has not been optimized to improve the ability to speak Indonesia in students as a whole. Based on this, it is necessary to conduct research to determine the effectiveness of group discussion methods and role playing in improving Indonesian as a foreign language speaking skills in students at Muslim Suksa School, Thailand.

### Research Population and Sample

The research population is all students of the Faculty of Teacher Training and Education at Muslim Suksa School who take Indonesian as a foreign language learning course. The research sample is students who learn Indonesian in elementary class.

### Research Procedure Pre-experiment

The lecturer who implements the Indonesian learning process is given an explanation about the application of the group discussion method and playing a role in learning to speak Indonesian.

Experiment The research was carried out by providing treatment to 2 classes as the experimental group 1 and the experimental group 2 with materials that are in accordance with the syllabus.

### Post-experiment

After the treatment implementers were completed, the two experimental groups were given a posttest with materials that matched the syllabus. Posttest is intended to find out the magnitude of the influence of different treatments on the two groups.

#### Data Collection Techniques and Instruments

The collection of research data was carried out by observation, namely observing the performance of students' Indonesian speaking skills by observing and assessing speaking skills. The learning of speaking skills uses the method of group discussion and role-playing. The performance assessment in this study was used to determine the Indonesian speaking skills of elementary grade students at Muslim Suksa School before and after the treatment. Observation is also used to observe the classroom atmosphere during learning, either by group discussion methods or role-playing. Observations in this study were carried out by observers during the experiment, which was twelve meetings. This is done to provide an overview of the learning process of speaking skills in the classroom when using group discussion methods and role-playing.

The instrument used in this research is an assessment sheet of Indonesian speaking skill performance. Assessment of language speaking skills performance

Indonesia was carried out for 2 times, namely (1) at the beginning of the research (pretest), (2) after the research (posttest).

#### Data Analysis Techniques

In this study, the data analysis technique used is the t-test. The t-test is intended to determine the singnifiability of the different effectiveness of the independent variable (X1) and (X2) in the bound variable (Y) speaking ability. There are 2 types of t-tests, namely, t-related tests and unrelated t-tests. The t-related test is to look for differences between the results of the pretest and posttest using the same method. Meanwhile, the unrelated t-test is to look for differences between posttest results that use different methods.

## 3. RESULTS AND DISCUSSION

### Pre-experiment

Data on students' Indonesian speaking skills were obtained using an assessment sheet instrument for speaking skills. The observation

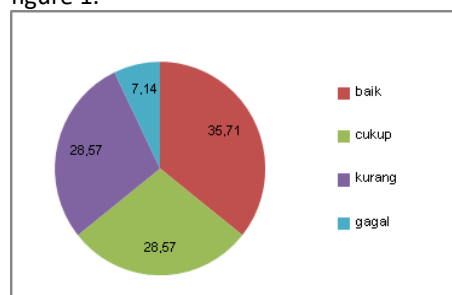
of speaking performance was carried out 2 times, namely before and after giving the lecture by applying the group discussion method and the role playing method. The pretest was held on August 26-September 26, 2023, in two experimental groups. The material tested in the pretest was students' Indonesian speaking skills on the theme of memorable experiences.

#### Initial Skill Description

##### Experimental Group 1

Students in experimental group 1 or group discussion class are Muslim Suksa School students who take the course of learning Indonesian as a foreign language who learn Indonesian in elementary class. Learning was carried out by applying learning with the group discussion method for 12 meetings.

Before being given treatment by applying the group discussion method, the initial skills of students speaking Indonesian are good. The distribution of Indonesian language skills scores from the pretest of experimental group 1 (group discussion) is presented in the following figure 1.

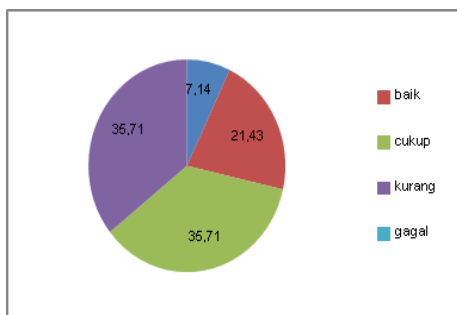


Pastel Diagram of Pretest Score of Experimental Group 1

##### Experimental Group 2

Students in experimental group 2 or role-playing classes are Muslim Suksa School Thailand students who take the course of learning Indonesian as a foreign language who learn Indonesian in elementary class. Learning was carried out by applying learning with the role-playing method for 12 meetings.

Before being given treatment by applying the method of role-playing initial skills of Indonesian speaking students, there are enough and lacking. The distribution of Indonesian speaking skills scores from the pretest results of experimental group 2 (role playing) is presented in the following figure 2.



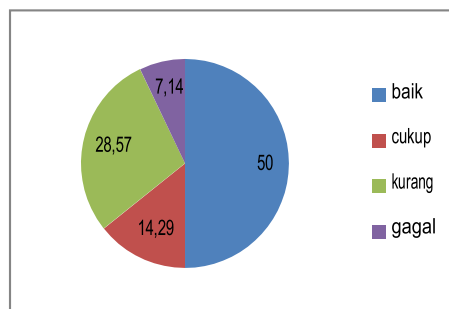
Pastel Diagram of Pretest Score of Experimental Group 2 Post-Experiment

Data on students' Indonesian speaking skills were obtained using an assessment sheet instrument for speaking skills. The posttest was carried out on September 26, 2023, in two experimental groups. The material tested in the posttest was the students' Indonesian speaking skills on the theme of reasons for learning Indonesian.

Final Skill Description  
*Experimental group 1*

After being given treatment by applying the group discussion method, the final skills of students speaking Indonesian are good. The distribution of Indonesian speaking proficiency scores as a result of the posttest of experimental group 1 (group discussion) is presented in the following figure 3.

After being given treatment by applying the method of role-playing, the final skill of speaking Indonesian students is good. The distribution of Indonesian language skills scores from the posttest results of the experimental group 2 (role playing) is presented in the following figure 4.



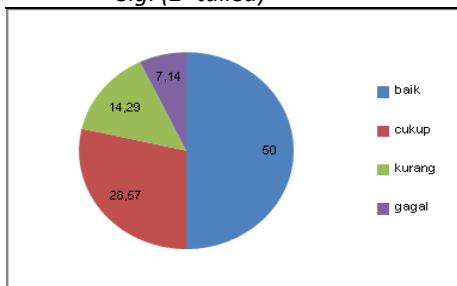
Pastel Diagram Posttest Score of Experimental Group 2

That the group discussion method and the role-playing method are both effective in improving the Indonesian speaking skills of Muslim students of Suksa School, Thailand. This is shown by the results of a detailed t-test analysis which shows that: (1) The group discussion method is effective in improving the speaking skills Indonesian Muslim students of Suksa School, Thailand with a score of Sig.  $0.011 \leq 0.05$ .

Paired 1	
	Skor pretest k.ek.1 Skor posttest k.ek.1
Paired Differences Mean	-10.714
Std.Deviation	13.476
Std.Error Mean	3.602
95% Confidence Lower	-18.495
Interval of the Difference Upper	-2.933
t	-2.975
df	13
Sig. (2- tailed)	.011

The test results are shown in the following table 1.

Table 1. Results of Different Pretest Posttest Experimental Group 1 (Group Discussion)



Pastel Diagram Posttest Score of Experimental Group 1 Experimental group 2

So, it can be concluded that there is an effectiveness of the group discussion method to improve the Indonesian speaking skills of

students of Muslim Suksa School, Thailand because there are differences in the Indonesian speaking skills of students after learning with this method.

#### *Effective role-playing methods*

To improve the skills of Indonesian students of Muslim Suksa School, Thailand with a score of Sig.  $0.000 \leq 0.05$ . The test results are shown in the following table 2.

Table 2. Results of Different Pretest Posttest Experimental Group 2 (Role Play)

	Paired 1
	Skor pretest k.ek. 2
	Skor posttest k.ek.2
Paired Differences Mean	-19.214
Std.Deviation Std.Error Mean	12.160
95% Confidence Lower Interval of the Difference Upper	3.250
	-26.235
	-12.193
t	-5.912
df	13
Sig. (2- tailed)	.000

So, it can be concluded that there is an effectiveness of the role-playing method to improve the Indonesian speaking skills of Muslim students of Suksa School, Thailand because there are differences in the Indonesian speaking skills of students after learning with this method.

The group discussion method and the role-playing method were both effective in improving the speaking skills Indonesian students of Muslim Suksa School, Thailand with a score of Sig.  $0.091 \geq 0.05$ . Results The Indonesian speaking skills of Muslim students of Suksa School, Thailand that are not in accordance with expectations are a problem that must be solved both in terms of the learning process and other factors that affect it. In the process of defending the teaching, lecturers must be able to make innovations both in choosing methods or learning methods that are able to make students active and provide solutions to problems faced in the learning process of Indonesia, especially in learning to speak. However, the problem is that an existing learning method does not guarantee that it will be effective to be applied to every Indonesia language material. Therefore, it is necessary to conduct trials in the form of experiments to see if a certain learning method can have a positive effect on the progress of student learning.

The purpose of this study is to decipher the differences: (1) The group discussion

method is effective for improving the Indonesian speaking skills of Muslim Suksa School students, Thailand, (2) The role-playing method is effective for improving the Indonesian speaking skills of Muslim Suksa School students, Thailand, and (3) The role-playing method is more effective than the group discussion method to improve the Indonesian speaking skills of Muslim Suksa School students, Thailand.

**First**, the group discussion method is effective to improve the Indonesian speaking skills of Muslim students of Suksa School, Thailand.

Based on the results of data analysis, it can be proven that learning with the group discussion method is effectively applied in learning Indonesian speaking skills in Muslim students of Suksa School, Thailand. This is shown by the results of the difference test at the level of significance ( $\alpha$ ) which is set at 0.05 greater than the Sig. value, which means that there is a difference in the value of speaking skills Indonesian before and after the treatment. This can be interpreted that learning with the group discussion method contributes to the average score of speaking skills because it contributes to improving Indonesian speaking skills. The findings of this study support what has been conveyed by Hayati (2010, p.57) who said that the use of group discussion methods for lecture activities is no longer centered on lecturers. Students who are more actively involved in lecture activities, while lecturers only position themselves as lecture facilitators Through this method, students provide stimulus to their peers in groups to develop the keywords that have been obtained. The discussion method can encourage students to dialogue and exchange ideas, both with teachers and friends so that they can participate optimally without too harsh rules but still follow the ethics that are mutually agreed.

In learning by applying the group discussion method, students are expected to use Indonesian in communication. Students are expected to be brave and not afraid of being wrong in speaking. Students are also expected to be able to speak Indonesian with correct vocabulary, grammar and in accordance with conditions. Because students are always actively practicing speaking Indonesian in class. So students are expected to be able to speak Indonesian with fluent pronunciation and clear pronunciation close to native speakers.

**Second**, the effective role-playing method to improve the Indonesian speaking

skills of students of Muslim Suksa School, Thailand.

Based on the results of data analysis, it is proven that learning with the role-playing method is effectively applied in learning Indonesian speaking skills in Muslim students of Suksa School, Thailand. This is shown by the results of the difference test on the level of significance ( $\alpha$ ) which is set at 0.05 greater than the Sig. value, which means that there is a difference in the value of speaking skills Indonesian before and after the treatment. This can be interpreted that learning with the role-playing method contributes to the average score of speaking skills because it contributes to improving Indonesian speaking skills. Temuan hasil penelitian ini mendukung apa yang telah disampaikan oleh Iskandarwassid (2008, p.67) bahwa teknik penyajian dalam proses pembelajaran ada berbagai macam. Adapun macam-macam teknik penyajian antara lain adalah teknik penyajian diskusi, kerja kelompok, penemuan, simulasi, sumbang saran, demonstrasi, kerja lapangan, cara kasus, cara sistem regu, latihan tubian, dan ceramah. Role-playing techniques are one of the many language learning techniques that emerge from the results of a communicative approach. Role play techniques or role play learning techniques, are an effort to visualize problems that students often encounter, especially social problems and solving problems together is a group situation.

This role-playing learning technique is rooted in the personal and social dimensions of education, meaning that role-playing can help students find meaning in their social environment that can help them. This learning technique provides opportunities for students to work together in analyzing social situations. According to Tompkins (1998, p.1), in a simulation or role-playing, participants must accept tasks and obligations for their roles and functions, and perform them in certain situations to discover their own roles. Iskandarwassid (2008, p.68) classifies role-playing learning techniques into simulation presentation techniques that give students the ability to play roles such as the people involved or in the desired situation. Students practice playing the role of others.

In learning by applying the group discussion method, students are expected to use Indonesian in communication. Students are expected to be brave and not afraid of being wrong in speaking. Students are also expected to be able to speak Indonesian with correct vocabulary, grammar and in accordance with

conditions. Because students are always actively practicing speaking Indonesian in class. So students are expected to be able to speak Indonesian with fluent pronunciation and clear pronunciation close to native speakers.

**Third**, the role-playing method is more effective than the group discussion method to improve the Indonesian speaking skills of Muslim students of Suksa School, Thailand.

Overall, the results of the t-test calculation about learning methods by applying two learning methods, namely the group discussion method and the role-playing method in learning speaking skills Indonesian Muslim Suksa School students, Thailand produced a Sig. value of  $0.091 \geq 0.05$  at the set significance level ( $\alpha$ ), namely

0.05 is less than the Sig value. Therefore, it means that there is no difference in the posttest scores of Indonesian speaking skills of Muslim students of Suksa School, Thailand with the group discussion method and the role-playing method after the treatment.

Third, the role-playing method is more effective than the group discussion method to improve the Indonesian speaking skills of Muslim students of Suksa School, Thailand.

Overall, the results of the t-test calculation about learning methods by applying two learning methods, namely the group discussion method and the role-playing method in learning speaking skills Indonesian Muslim Suksa School students, Thailand produced a Sig. value of  $0.091 \geq 0.05$  at the set significance level ( $\alpha$ ), namely 0.05 is less than the Sig value. Therefore, it means that there is no difference in the posttest scores of Indonesian speaking skills of Muslim students of Suksa School, Thailand with the group discussion method and the role-playing method after the treatment. The comparison of pretest and posttest results between the two experimental groups can be seen in the following table.

<b>Kelompok Eksperimen</b>	<b>Nilai Pretest</b>	<b>Nilai Post test</b>
Kelompok eksperimen 1 (diskusi kelompok)	Baik	Baik
Kelompok eksperimen 2 (bermain peran)	Antara kurang dan cukup	Baik

Thus, it can be concluded that the role-playing method is more effective than the group discussion method to improve the Indonesian speaking skills of Muslim students of Suksa School, Thailand.

#### 4. CONCLUSION

The conclusions that can be drawn from this study are; (1) Effective group discussion method to improve Indonesian speaking skills of Muslim students of Suksa School, Thailand.; (2) Effective role-playing methods to improve Indonesian speaking skills of Muslim students of Suksa School, Thailand. (3) There was no statistically significant difference in effectiveness between the group discussion method and the role-playing method. The group discussion method and the role-playing method are both effective. However, descriptively, the increase from pretest score to posttest score in the role-playing method was higher than that of the group discussion method. So, the role-playing method is actually more effective than the group discussion method to improve the Indonesian speaking skills of Muslim students of Suksa School, Thailand..

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