

THE EFFECT OF THE ROLE PLAYING MODEL ON STUDENTS' SPEAKING SKILLS IN LEARNING INDONESIAN LANGUAGE CLASS IV STATE ELEMENTARY SCHOOL 054875 SEI LIMBA

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| ARTICLE INFO | ABSTRACT |
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| <p>Article History Receive: 05-10-2024 Revision: 03-10-2024 Accept: 30-10-2024</p> | <p>This research is motivated by students who are less skilled in speaking in terms of expressing their opinions and ideas orally. This research aims to 1. to find out students' speaking skills before using the Role Playing Model in Indonesian learning. 2. to find out the speaking skills of students after using the Role Playing Model in Indonesian learning. 3. To determine the influence of the Role Playing Model on speaking skills in Indonesian language learning. This research method is a quantitative method. The population consists of all fourth grade students of SD Negeri 054875 Sei Limbat. Sampling was carried out with saturated samples. The instrument used in this study is a non-test technique in the form of a performance test (performance assessment). Hypothesis testing uses a t-test (Paired-Sample T Test), which is preceded by a normality test. The results of this study showed that students' speaking skills before using the Role Playing Model were low where only 4 students met the KKM score and 22 students did not meet the KKM score, with an average score of 64.12. Students' speaking skills after using the Role Playing Model have improved where all students have met the KKM with an average score of 87.00. The results of the hypothesis test with the Paired-Sample T Test showed that the significance value was $0.000 < 0.05$, so it can be concluded that there is an influence of the Role Playing Model on students' speaking skills.</p> |
| <p>Keywords</p> | <p>Role Playing Model, Speaking Skills</p> |

1. INTRODUCTION

Education is a conscious effort made by students to help improve the development of students to have a good personality, intelligence, noble character, and skills needed by themselves and society. According to Law No. 20 of 2003 concerning the National Education System Chapter I Article 1 (1) states: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that

students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society and the state" Priatna (2019). Khair (2018) stated that learning Indonesian is essentially learning students about good and correct Indonesian language skills in accordance with their goals and functions. Learning Indonesian is one of the most important subjects in school. Indonesian is directed by

students to have the ability to communicate in Indonesian correctly, both orally and in writing, as well as to foster curiosity about the works of Indonesian human literature by Hamdini (2021). It can be concluded that learning Indonesian is one of the most important learning in school because students will be trained in their speaking skills so that they will have good and correct communication skills in accordance with their intentions and objectives.

Learning Indonesian has several interrelated skills. Language skills have 4 aspects that must be mastered by students, namely (1) Listening, (2) Speaking, (3) Reading and (4) Writing. According to Tarigan in Molan (2020), speaking is the ability to pronounce articulated sounds or words to express, convey or express ideas, thoughts and feelings. According to Musaba in Deliyana (2019), speaking skills are skills that need to be learned by carrying out direct practice so that students can really hone their speech tools in order to convey good and correct spelling.

Based on the results of initial observations in grade IV which was carried out on Wednesday, December 7, 2022 and when replacing the class teacher for 3 days, it was obtained that the daily test score of Indonesian on speaking competence was low, only 4 students totaling 26 with a percentage of 39% of students were declared complete KKM, and 22 students with a percentage of 61% had not reached the minimum completeness criterion (KKM) of 75. As well as the problem of students who are not skilled in speaking in terms of expressing their opinions and ideas orally, such as not daring to answer teachers' questions individually orally, students feel embarrassed and hesitant in expressing their opinions orally in front of the class or in front of their friends. Students tend to be silent when the teacher wants their opinion.

Students have not been able to master the language components well and correctly. There are some students who speak their pronunciation that is not clear, students are not able to pronounce the language sounds

properly and correctly. As well as the selection of vocabulary that is not appropriate, some students do not use the right vocabulary. And students have also not been able to compose sentences systematically. Lack of speaking skills practice applied in learning Students only focus on learning books. Speaking activities in the learning process are still not implemented. The learning process that applies more listening and writing exercises given by the teacher. And the learning process applied by teachers still uses a conventional model, namely lectures, so as to reduce interest and enthusiasm for students. Based on these problems, it can be concluded that students are less skilled in speaking.

The learning model is basically a form of learning that is drawn from beginning to end which is presented in a distinctive manner by the teacher. Thus, the learning model is interpreted as a pattern that is used as a guideline in planning learning in the classroom. One form of model that can be applied appropriately and involves active students to improve the speaking skills of elementary school students is the role playing model. The reason for choosing the role playing model is because it is considered more effective and more efficient to be applied in learning speaking skills. The role playing learning model is a way of mastering lesson materials through the development of students' imagination and appreciation. The development of imagination and appreciation is carried out by students by acting as a living figure or an inanimate object.

Based on the above problem, the researcher provides an alternative solution to the problem through a study titled: "The Influence of Role Playing Model on Students' Speaking Skills in Indonesian Class IV of SD Negeri 054875 Sei Limbat".

2. RESEARCH METHOD

The research method used in this study is an experimental (quantitative) method. Sugiyono (2012) stated that experimental

research is a quantitative research method used to determine the influence of independent variables (treatments) on dependent variables (outcomes) under controlled conditions.

The instrument used in this study is a non-performance test in the form of a Performance Assessment. Salamah (2018) stated that the performance test is an assessment carried out by observing the activities of students in doing a job or task. The form of test used in this study is a role-playing test. The performance test is in the form of giving student worksheets and scripts to students then students act out or act according to what is instructed. The assessment of the performance test in speaking skills is in accordance with linguistic and non-linguistic aspects that can be used as a reference in the scoring. According to Arsjad and Mukti in Rayahu (2018), it includes 1) pronunciation, 2) intonation, 3) word choice, 4) collapse, 5) courage, 6) fluency, 7) attitude.

The data analysis technique used in this study is a simple linear regression test. With the type of quantitative research, namely testing and analyzing data with the calculation of numbers and then drawing conclusions from the test

3. RESULT

Before the performance test sheet is used, a feasibility test that has been carried out by the validator is carried out, the expert validator aims to find out the feasibility of the performance test sheet (performance assessment) that will be used. The assessment calculation of the speaking skills assessment sheet is as follows: $\frac{22}{24} \times 100\% = 91,6\%$

So from the results of the calculation above, it can be concluded that the value of the performance test sheet (performance assessment) validated by experts got a score of 91.6% is in the very valid category (can be used without revision).

Observation / Performance Test (Performance Assessment) of Students'

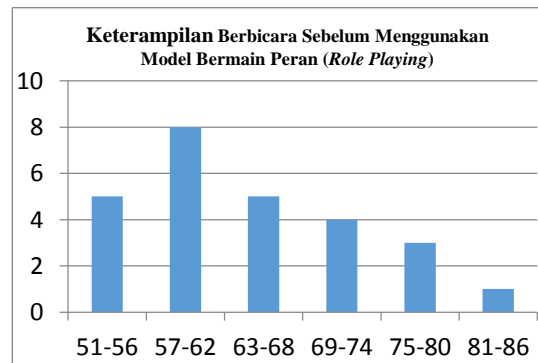
Speaking Skills Before Using the Role Playing Model.

| No | Nilai | Frekuensi | Persentase (%) |
|-----------------------|-------|-----------|----------------|
| 1 | 51-56 | 5 | 19% |
| 2 | 57-62 | 8 | 31% |
| 3 | 63-68 | 5 | 19% |
| 4 | 69-74 | 4 | 15% |
| 5 | 75-80 | 3 | 12% |
| 6 | 81-86 | 1 | 4% |
| Jumlah | | 26 | 100% |
| Rata-rata | | | 64,12 |
| Nilai Maksimum | | | 86 |
| Nilai Minimum | | | 51 |

Source : (Grade list document at SD Negeri 054875 Sei Limbat, 2023)

Based on the table above, the frequency with a score of 51-56 is 5 students, the core is 57-62 as many as 8 students, the score is 63-68 as many as 5 students, the score is 69-74 as many as 4 students, the score is 75-80 as many as 3 students, the score is 81-86 as many as 1 student.

The The following is a graph chart of the frequency distribution of students' speaking skills before using the Role Playing Model.



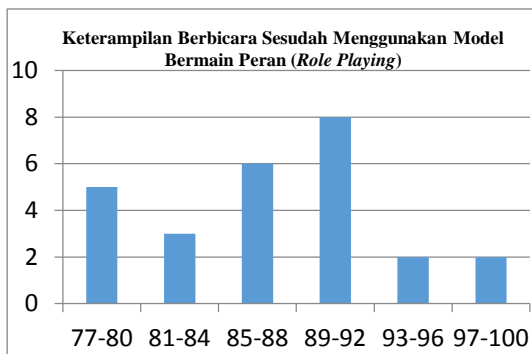
Observation / Performance Test (Performance Assessment) of Students' Speaking Skills After Using the Role Playing Model

| No | Nilai | Frekuensi | Persentase(%) |
|----|--------|-----------|---------------|
| 1 | 77-80 | 5 | 19% |
| 2 | 81-84 | 3 | 11% |
| 3 | 85-88 | 6 | 23% |
| 4 | 89-92 | 8 | 31% |
| 5 | 93-96 | 2 | 8% |
| 6 | 97-100 | 2 | 8% |

| No | Nilai | Frekuensi | Persentase(%) |
|----|-----------------------|-----------|---------------|
| | Jumlah | 26 | 100% |
| | Rata-rata | | 87,00 |
| | Nilai Maksimum | | 100 |
| | Nilai Minimum | | 77 |

Based on the table above, the frequency with a score of 77-80 is 5 students, the score is 81-84 as many as 3 people, the score is 85-88 as many as 6 people, the score is 89-92 as many as 8 people, the score is 93-96 as many as 2 people, the score is 97-100 as many as 2 people.

The following is a graph chart of the frequency distribution of students' speaking skills after using the Role Playing Model.



Normality Test

The normality test aims to find out whether the residual values are normally distributed or not. A good regression model is a value that is normally distributed. Where the basis for decision-making is if the significant value > 0.05, then the residual value is normally distributed. From the data above, it can be seen that the significant value before is 1.51 > 0.05 and the significant value after is 0.613 > 0.05, then the residual value is distributed normally.

Hypothesis Test

Based on the results of the Paired Sample t Test, the significant value of 2 tailed 0.000 < 0.05 shows that there is a significant influence on the treatment given to each variable obtained from the results of the study that there is an influence of the Role Playing model on the speaking skills of grade IV students of SD Negeri 054875 Sei Limbat.

4. DISCUSSION

This study aims to determine the influence of the role playing model on students' speaking skills. to calculate the hypothesis by comparing the before and after value data. From the results of the calculation of the hypothesis test, it can be seen that there is an influence of the role playing model on the speaking skills of grade IV students of SD Negeri 054875 Sei Limbat. After testing, it was found that there was a difference between the results of speaking skills before using the role playing model and after using the role playing model, which are as follows:

1. Speaking Skills Before Using the Role Playing Model

In the first meeting, the researcher made learning observations consisting of 7 assessment indicators before using the role playing model. The purpose of the pretest is to measure the student's initial ability before being given treatment.

Based on the results of descriptive data analysis, it shows that the average score of the student pretest is 64.12. Of the 26 students in class IV, only 4 students with a percentage of 15.38% were declared complete KKM and those who did not reach KKM were 22 people with a percentage of 84.61%. Where the Minimum Completeness Criteria (KKM) value for Indonesian lessons at the school is 75. Based on the results of descriptive data analysis, it shows that the average score of the student pretest is 64.12. Of the 26 students in class IV, only 4 students with a percentage of 15.38% were declared complete KKM and those who did not reach KKM were 22 people with a percentage of 84.61%. Where the Minimum Completeness Criteria (KKM) value for Indonesian lessons at the school is 75.

1. Students' Speaking Skills After Using the Role Playing Model

Based on the results of observation of students' speaking skills after using the role playing model, they have met the KKM standards, where all students have met the KKM scores. Where the overall average score is 87.00, the highest score (max) is 100

and the lowest score (min) is 77. With a frequency of 77-80 as many as 5 students, 81-84 scores as many as 3 people, 85-88 scores as many as 6 people, 89-92 scores as many as 8 people, 93-96 scores as many as 2 people, scores 97-100 as many as 2 people.

2. The Influence of Role Playing Models on Speaking Skills

Based on the results of the hypothesis test that has been carried out by the researcher on the (t-test), the calculation shows that in the Paired Sample t-Test table, the significant value (2-tailed) is $0.000 < 0.05$, then it can be said that H_a is accepted and H_o is rejected. So it can be concluded that there is an influence of the role playing model on the speaking skills of fourth grade students of SD Negeri 054875 Sei Limbat.

5. CONCLUSION

Based Based on the results of research that has been conducted by researchers regarding the Influence of Role Playing Model on Students' Speaking Skills in Indonesian Class IV Learning of SD Negeri 054875 Sei Limbat. The results of the study are as follows:

1. Students' speaking skills before using the Role Playing Model were low where only 4 students met the KKM score while 22 students did not meet the KKM score. Before using the Role Playing Model, the average score was 64.12.
2. Students' speaking skills after using the Role Playing Model during the learning process have improved where all students have met the KKM score by obtaining an average score of 87.00.
3. There is an influence of the Role Playing Model on students' speaking skills. This can be seen based on the Paired Sample t Test table, the significant value (2-tailed) is $0.000 < 0.05$, then it can be said that H_a is accepted and H_o is rejected. So it can be concluded that there is an influence of the role playing model on the speaking skills of fourth grade students of SD Negeri 054875 Sei Limbat..

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