The Influence of the Role Playing Method on the Speaking Ability of Lower Grade Elementary School Students in East Jakarta

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Abstract: The results of observations of third-grade students at SDS Bina Siswa East Jakarta found that students' speaking ability tends to be low because of a lack of self-confidence, low understanding, and the inaccuracy of the learning methods used, especially to improve speaking skills. In connection with this problem, appropriate learning methods are needed to improve students' speaking skills. The use of appropriate learning methods will encourage the creation of meaningful learning and make students actively involved in learning in the future, one of which is the role-playing method. Based on this, this study aimed to determine the effect of the role-playing method on the speaking ability of third-grade students at SDS Bina Siswa East Jakarta. Quantitative research methods with quasi-experimental research types and research design posttest control group design. Data was collected using a performance test to measure students' speaking ability in the form of a speaking ability assessment sheet and then analyzed by t-test. Based on the calculation of the t-test, a significance value of less than 0.05 is obtained; this proves that there is a difference in the results of the speaking ability performance test between the experimental group and the control group. With these differences, role-playing can affect the speaking ability of class III students at SDS Bina Siswa East Jakarta.

INTRODUCTION

The ability to speak is a human communication activity as a social being in which there are activities to think and process language skills (Beta, 2019). One of the language skills that students must master is speaking. Speaking is one of the abilities to communicate with other people through the medium of language. Speaking is a speech act in the

form of sounds produced by the speech organs accompanied by body movements and facial expressions (Setyonegoro, 2013). Aspects of speaking include vocabulary, pronunciation, and sentence structure (Pratiwi, 2016). With these aspects, a person can express thoughts, ideas and feelings verbally, so speaking skillfully makes it easier to understand the message received.

Speaking is less skilled for students to do; students need to be more skilled at disclosing their thoughts and ideas. The lack of skill in speaking is shown by the lack of confidence in students in expressing the ideas or ideas they have. Students feel their ideas or ideas are not good when expressed to others. Symptoms of speaking difficulties students show include aspects of language and non-linguistic (Widoyoko, 2019).

Based on observations made while carrying out the Teaching Campus 2 Program at SDS Bina Siswa East Jakarta, it was found that students tended to be nervous and hesitant in expressing their opinions, students were less interested in speaking activities, and students generally felt embarrassed when speaking in front of the class. The lack of students' speaking skills is due to a lack of courage, confidence, understanding, and the inaccuracy of the learning methods used specifically to improve speaking skills.

In connection with this problem, appropriate learning methods are needed to improve students' speaking abilities or abilities. Role-playing is one of several interesting and meaningful learning methods to make students actively involved in learning. The application of the role-playing method allows students to play characters in a conversation or story so that it can motivate students to speak directly, properly and fluently. This can make students more confident and braver (Hanwita, 2019; Santoso et al., 2021).

Several studies have proven that the role-playing method affects even improving speaking ability, including first, research by Cakra et al., (2015) conducted experiments on sixth-grade elementary school students who were divided into two groups (experimental group and control group), the experimental group led learning by role-playing method while the control group used learning methods as they

are used every day. The results of this study showed differences in the speaking ability of the experimental group and the control group. Furthermore, research by Sukenti & Trisnawati (2015) proved the results that there was an effect of using the role-playing method in improving students' speaking skills. Then the research by Rumilasari et al., (2016) proved the study's results, namely that there was a significant effect of the role-playing method on students' speaking abilities. In line with this research, the experimental results from Prawoko et al (2019) proved an increase in students' speaking skills using the role-playing method. Based on this description, the researcher will conduct research to know whether or not the role-playing method affects the speaking ability of class III students at SDS Bina Siswa East Jakarta.

METHOD

This study uses a quantitative approach with a quasi-experimental method. Experimental research is a research method used to see whether or not there is an effect of a certain treatment on another variable under controlled conditions. This type of quasi-experimental research has a control group but cannot function fully to control external variables that affect the implementation of experiments (Sugiyono, 2018). The research design used is a posttest-only control group design to obtain differences in the results of speaking ability between the experimental and control classes. Post-test carried out after the learning process is complete. The ability to speak is obtained from the teacher's assessment of the performance test sheet (practice) speaking in groups.

The research was conducted at SDS Bina Siswa, East Jakarta. When this research was conducted for nine months, the implementation of this research started from December 2021 to August 2022. The research subject was the target of the research being carried out, where the subjects in this study were class III students at SDS Bina Siswa East Jakarta. The population in this study were all third-grade students at SDS Bina Siswa East Jakarta. The samples taken in this study included two classes, namely class III A (18 students) as the experimental class and class III B (18 students) as the control class. In this study, the experimental

group was given learning treatment using the role-playing method and the control group was given treatment using conventional methods or methods that the teacher could carry out.

Sampling technique using cluster random sampling, sampling in this way because the population has uniform groups but internally remains different. The data collection technique used was a performance test to measure students' speaking ability using a speaking ability assessment sheet. Performance tests are used to obtain data post-test according to the research instrument. The following are the criteria for assessing students' speaking abilities:

Table 1 Criteria for Assessment of Students' Speaking Ability

No	Rated Aspect	Assessment Criteria
1.	Pronunciation & Intonation	4= Pronouncing the correct pronunciation and intonation 3= Says the right pronunciation, but some intonations are not quite right 2= There are some inaccurate pronunciations and incorrect intonation 1= Pronunciation is not quite right and does not use the right intonation
2.	Sound Volume	4= Loud and clear sound volume 3 = Clear sound volume 2 = The sound volume is not clear 1 = Very Low or not audible
3.	Courage	4 = Students dare to appear to play the role without coercion from the teacher, besides that students also do not use aids such as the scenario text given earlier 3 = Students dare to play roles but occasionally see scenario text given earlier 2 = Students perform role-to-play but only discuss the scenario text that has been given 1 = Students appear to play roles but at the request of the teacher and their friends
4.	Expression	4= Facial expressions and gestures match the dialogue consistently 3 = Facial expressions and gestures match the dialogue but are not consistent 2 = Facial expressions and gestures do not match the dialogue 1 = Monotonous, without expression
5.	Discussion Content & Understanding	4 = Student can understand the contents of the scenario text without difficulty 3 = Students can understand the contents of the scenario text, but it must be repeated frequently 2 = Students find it difficult to understand the contents of scenario texts with lots of repetitions 1 = Students can understand the contents of the scenario text, so they are unable to tell the story in front of the class

For technique data analysis through the prerequisite tests, namely the normality and homogeneity tests. When the data meet the normality and homogeneity requirements, a test will be carried out independent sample t-test, with the following test results:

1. If the significance value is < 0.05, then a significant difference exists between the performance test results in the experimental and control classes.

2. If the significance value is > 0.05, then there is no significant difference between the performance test results in the experimental class and the control class.

RESULT & DISCUSSION

Result

The data obtained is based on the research results of experimental class students who are given learning using the role-playing method and the control class using methods commonly used by teachers; the data results are as follows:

Table 2 Average Results of Experimental Performance Tests and Control Classes

No	Eksperiment Class		Control Class	
	Initials	*Mark Posttest*	Initials	*Mark Posttest*
1	A	52	S	52
2	Z	68	T	48
3	G	56	I	52
4	R	52	L	52
5	N	60	A	44
6	M	52	P	40
7	F	56	A	44
8	R	52	B	36
9	I	48	R	40
10	S	56	S	36
11	Z	56	A	44
12	A	48	A	40
13	S	60	D	44
14	R	60	A	44
15	A	68	A	36
16	K	48	P	48
17	A	48	I	40
18	J	60	J	48
Average		55,29		43,52

The table above shows that the average value of the speaking ability performance test results in the experimental class was higher than the control class, namely 55.29 > 43.52. Then, before testing the hypothesis, in this study, it was necessary to test the prerequisites for data analysis. The prerequisite test here is in the form of normality and homogeneity tests. The results of the prerequisite test in this study are as follows:

1. Prerequisite Test

   a. Normality test

      The normality test is used to prove whether the sample comes from a normally distributed population (Prisyatama, 2017). In this study, researchers used the equation Shapiro Wilk implemented on the data of performance test results. The significant level in this study is if the significance value is > 0.05, then the data is normally distributed. The following is a table of normality test

calculation results from student performance test results.

Table 3 Normality Test Results

Class	n	Level Sig	Value Sig	Information
Eksperiment	18	0,05	0,059	Normal Distribution
Control	18	0,05	0,107	Normal Distribution

In the results of the normality test for the experimental class, it was found that the significance value was 0.059, which was greater than 0.05 or 0.059> 0.05; this gain proved that the experimental class data were normally distributed. Then the normality test gain in the control class is a significant value of 0.107 greater than 0.05 or 0.107> 0.05; this gain proves that the control class data is normally distributed.

b. Homogeneity Test

According to Prisyatama (2017), to prove whether the sample variance is homogeneous or not taken from the same population, a test must be carried out on the similarity of some parts of the sample. In this study, the normality test uses the equation Levene carried out on the data of performance test results. The significant level in this study is if the value significance > 0.05, and then the data has the same or homogeneous variance. The following is a table of the results of homogeneity test calculations from student performance results from tests.

Table 4 Homogeneity Test Results

Class	n	Basis for Decision Making	Sig	Information
Eksperiment	18	Sig > 0.05, then the data distribution is homogeneous	0,562	Homogeneous Data Distribution
Control	18	Sig < 0.05, the data distribution is not homogeneous	0,562	

In the homogeneity test results in the experimental class and control class, it was found that the significance value was 0.562, which was greater than 0.05 or 0.562 > 0.05, so it can be concluded that the performance test data from the experimental class and the control class came from the same or homogeneous variance.

2. Hypothesis Test

After the data in this study were carried out by testing the prerequisites for data analysis and the results obtained were that the data were normally distributed and had the same or homogeneous variants, a hypothesis test was carried out. Hypothesis testing is done by testing an independent sample t-test. With the following test results:

a. If the significance value is <0.05, then there is a significant difference between the performance test results in the experimental class and the control class.

b. If the significance value is > 0.05, then there is no significant difference between the performance test results in the experimental class and the control class.

Table 5 Research Hypothesis Test Results

n	Basis for Decision Making	Sig	Information
18 18	Sig < 0.05, there is a significant difference between the performance test results in the experimental class and the control class Sig > 0.05, there is no significant difference between the performance test results in the experimental class and the control class 0,000	0,000	There is a significant difference between the performance test results in the experimental class and the control class

The table above shows that the results of the t-test obtained a significance value of 0.000 which is less than 0.05; this proves that there are differences in the results of the speaking performance test between the experimental group and the control group. With these differences, it can be concluded that role-playing affects the speaking ability of class III students at SDS Bina Siswa East Jakarta.

Discussion

Based on the results of hypothesis testing using the t-test, a significance value of 0.000 was obtained, less than 0.05. This proved a difference in the speaking ability performance test results between the experimental group and the control group. The difference in the results of students' speaking ability performance tests proved that the role-playing method affected the speaking ability of class III students at SDS Bina

Siswa East Jakarta. This is supported by Moeslichatoen's opinion that with role-playing activities, students have the opportunity to practice language skills in real-life conditions so that they can help these students' language skills (Wardha & Purbaningrum, 2018). This view supports the results of research, which found that the role-playing method affected the speaking ability of third-grade students at SDS Bina Siswa; this was because the implementation of role-playing provided more opportunities for students to communicate directly to talk with friends and explore the surrounding environment. Therefore students become more confident when their speaking skills are honed through learning with role-playing methods. This is in accordance with the research findings that students' speaking abilities can be maximised during the practice of the role-playing method.

This research is also relevant to the theory Law of Effection andLaw of Exercise by Throndike (Santoso et al., 2021) which explains that the law of learning Law of Effect, if a response (R) produces a very satisfying effect, then the bond between S (stimulus) and (R) response will be stronger. And conversely, the more unsatisfactory the effect obtained through the response, the weaker the bond that occurs between S and R, which means that learning will be more enthusiastic if you know that it will increase the probability of the correct response.

In this study, the first student role-playing method was guided by the teacher, but on the next meeting, students can already understand and understand the purpose of playing the role itself by developing language skills; where when playing a role, students will speak like the character or person they are playing, to be able to expand vocabulary child. This is in line with the learning theory of Purposeful Learning Dewi & Purbaningrum (2018) that. Meaningful learning can encourage children to actively carry out their learning activities without depending on the orders or guidance of others in teaching and learning conditions at school.

The results of this study are also relevant to various previous studies, and one carried out by Prasetyo & Santoso (2018) where the application of the role-playing method had a

significant effect on speaking skills in the class VI experimental group at MI Al-Fatah Bogor. Then according to the results of research by Priatna & Setyarini (2019), applying the role-playing method in the experimental class improved the speaking skills of fourth-grade students at SDN Sukamaju. Ulfa & Budiman (2019)research proves that the role-playing method effectively improves the speaking skills of fourth-grade students at SDN Rejosari 3 Semarang. In addition, Sellavon & Subrata (2019) research also proved that the role-playing method effectively improved class IV speaking skills at SDK Yustinus De Yacobis.

CONCLUSION

Based on the results of research conducted at SDS Bina Siswa East Jakarta, it can be concluded that the application of the role-playing method influences the speaking ability of class III students. This is proven by the results of hypothesis testing using the t-test calculation obtained a significance value of 0.000 which is less than 0.05; this proves that there is a difference in the results of the speaking ability performance test between the experimental group and the control group. Using the role-playing method can affect the speaking ability of class III students at SDS Bina Siswa East Jakarta. With the application of this role-playing method, students' speaking ability is optimally increased because students can practice speaking skills by carrying out learning activities to play characters in a pleasant atmosphere.

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