



The Effect of the Role-Playing Learning Model on Grade V Students' Speaking Skills at IT Zia Salsabila Elementary School

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ABSTRACT

This research was conducted due to the low speaking ability of elementary school students in Indonesian language subjects. Some students still lack confidence in speaking, have difficulty expressing their opinions, and are less active in learning activities due to the use of learning methods that are still lecture-based and teacher-centered. This study aims to analyze the effect of the role-playing learning model on the speaking skills of fifth-grade students of SD Swasta IT Zia Salsabila. This study used a quantitative method with a One Group Pretest-Posttest design involving 20 students as research subjects. Data on speaking skills were obtained through practical tests and then analyzed using paired sample t-tests through SPSS software. The results of the study showed a significant increase in students' speaking skills, with the average pretest score increasing from 12.25 to 22.35 at the time of the posttest. The results of statistical tests with a significance value of $0.000 < 0.05$ proved that the role-playing model was very effective in improving speaking skills and building students' courage to participate actively, which shows that the role-playing model had a significant effect on students' speaking skills. The application of this model was also able to increase students' participation, courage, and confidence in the communication process. Therefore, teachers are advised to apply the role playing learning model as a creative, interactive, and effective learning strategy in improving elementary school students' speaking skills.

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INTRODUCTION

Education plays a fundamental role in shaping an individual's knowledge, skills, and attitudes, which are crucial for personal and social development (Sucipto 2017); (Maria Ulfah and Budiman 2019). Beyond cognitive achievement, education is increasingly expected to foster students' ability to apply knowledge in meaningful contexts, particularly through effective communication. In this regard, language learning in elementary education is crucial, as it lays the foundation for students' academic success and social interactions.

Speaking skills are a crucial aspect of Indonesian language learning that must be mastered by educators and students at all levels of education. Good speaking skills not only train students to convey ideas but also encourage them to interact and communicate effectively with their peers. According to (Nur Lailiyah et al. 2025), most students, especially in Indonesia, are still not fluent in spoken Indonesian. This lack of fluency is often accompanied by a passive attitude and a lack of willingness to speak in class. Therefore, teachers need to play an active role in fostering students' interest and courage to speak during the learning process.

The role-playing learning model plays a crucial role in developing students' speaking skills in Indonesian language learning (Simanjuntak and Rambe 2025). This skill plays a crucial role for elementary school students because it supports the development of their interaction and social skills. Through role-playing activities, students are encouraged to understand character traits, communication situations, and how to convey messages using appropriate verbal and nonverbal language. This process not only trains speaking skills but also fosters empathy, self-confidence, and the ability to interact effectively, and fosters student interest (Prisila, R., & Yumni 2025), aiming to achieve optimal learning outcomes.

Among the four language skills listening, speaking, reading, and writing speaking holds a special position as a productive skill that allows students to express ideas, emotions, and information directly. However, speaking ability is not only about linguistic competence; it also involves self-confidence, fluency, and the ability to organize ideas coherently (Andini, N.P., Hamzah, R.A., & Hasanah 2025). The speaking process involves more detailed information processing. (Nurul Hidayah Hasibuan, Riris Nurkholidah Rambe, and Muhammad Syaifullah 2024) This multidimensional nature makes speaking one of the most challenging skills to develop, especially at the elementary school level, where students are expected to demonstrate more complex communication skills.

Despite its importance, empirical evidence suggests that students' speaking skills remain underdeveloped. Studies by (Fitry, T., Maizora, S. 2019) and (Yulianto, A., Nopitasari, D., Qolbi, I. P., & Aprilia 2020) show that students often struggle with limited vocabulary, low fluency, and a lack of confidence in classroom communication. More importantly, these studies reveal patterns of passive participation, where students tend to respond minimally rather than engage in longer discourse. While these findings highlight the problem, most only describe general speaking difficulties without examining the interactions between the various components of speaking skills.

One contributing factor to this problem lies in the dominance of teacher-centered teaching practices. (Hamidah Sal'aty, Tri Indah Kusumawati, and Safran Safran 2025) Lecture-based methods, in particular, tend to limit students' opportunities to actively practice speaking. As a result, students become passive recipients of knowledge rather than active participants in communication. This situation suggests that improving speaking skills requires not only addressing linguistic aspects but also transforming teaching strategies into a more interactive and student-centered approach. The implementation of a role-playing learning model significantly improved students' speaking skills across various dimensions of speaking skills.

This problem was also observed at the Zia Salsabila Private Elementary School in Medan. Initial observations indicated that fifth-grade students exhibited low participation and confidence in speaking activities. Furthermore, students experienced difficulties in several dimensions of speaking, including pronunciation, intonation, vocabulary selection, sentence structure, and nonverbal expression. These findings highlight that speaking problems are multidimensional and cannot be adequately addressed through traditional teaching methods alone. To address these challenges, interactive learning strategies such as role-playing have been widely proposed. Role-playing allows students to engage in simulated communication situations, encouraging them to construct dialogues, assume roles, and interact meaningfully with peers. Unlike conventional methods (Idrus, N. A., Lutfi B, L. B., Haris, H., & Saharullah 2023), this approach emphasizes experiential learning, where students actively practice language in appropriate contexts, particularly in communication.

Previous studies (Marbun 2025), (Azizah, A. N., Hodsay, Z., & Pratama 2025), and (Fadillah, P, A, F, A, Maimbang, S, Putri, N, Siagian, Z, I, Siagian, N, N, & Yusnaldi 2025) consistently report that role-playing positively contributes to students' speaking performance, particularly in improving fluency and confidence. However, further examination reveals several limitations.

First, most studies focus on general outcomes such as participation or overall speaking ability, without analyzing specific components of speaking skills. Second, the methodology used is often descriptive, lacking comparative or analytical depth regarding how and why role-playing affects various aspects of speaking. Third, variations in context, such as educational level and classroom conditions, are rarely critically discussed, thus limiting the generalizability of the findings.

These limitations indicate a clear research gap. There is a lack of research systematically analyzing the effectiveness of role-playing across multiple dimensions of speaking skills, particularly at the elementary school level. Furthermore, previous research has not sufficiently explored how role-playing simultaneously affects both linguistic (pronunciation, vocabulary, sentence structure) and paralinguistic (intonation, confidence, nonverbal communication) aspects of speaking.

Therefore, the purpose of this study was to improve fifth-grade students' speaking skills through the role-playing learning model (Rindi Dwi Ramadhani Saragih et al. 2025). This study offers a novel contribution by providing a comprehensive and analytical examination of the role-playing learning model in improving students' speaking skills across multiple dimensions. Unlike previous research that focused on general outcomes, this study integrates a multidimensional framework for speaking assessment and applies it specifically to the context of upper elementary education.

Based on the theoretical framework and identified research gaps, this study aims to analyze the effectiveness of the role-playing learning model in improving the speaking skills of fifth-grade students at the IT Zia Salsabila Private Elementary School. This study focused on key aspects of speaking, including pronunciation, intonation, vocabulary, sentence structure, fluency, confidence, and nonverbal expression.

The application of the role-playing learning model significantly improved students' speaking skills across various dimensions, namely pronunciation, intonation, vocabulary, sentence structure, fluency, confidence, and nonverbal communication. The results of this study are expected to serve as an alternative, innovative learning model that can be implemented in various schools to improve the speaking skills of fifth-grade students at the IT Zia Salsabila Elementary School, as well as providing practical contributions for teachers in designing innovative, interactive, and student-centered learning.

METHOD

This study employed a quantitative approach using a one-group pretest-posttest design, in which one group of students was tested before and after the treatment (Asari, 2020). The design was used to examine whether the role-playing learning model could improve the speaking skills of fifth-grade students at IT Zia Salsabila Private Elementary School in Indonesian language learning. The participants in this study were all 20 fifth-grade students. Since the number of students was limited, a saturated sampling technique was applied, meaning that all students were included as the sample. Data were collected through speaking practice tests and documentation.

Students' speaking skills were assessed using a performance-based rubric adapted from Ilham and Wijiati (2020). The rubric consisted of five indicators: (1) speaking fluency, (2) accuracy of word choice (diction), (3) sentence structure, (4) intonation, and (5) expression. Each indicator was scored on a scale of 1 to 5, so the total score ranged from 5 to 25. Higher scores indicated better speaking skills. The assessment was conducted directly by the researcher during students' role-playing performances using the same rubric for all participants to maintain scoring consistency. The data were analyzed using descriptive statistics, including mean, minimum score, maximum score, standard deviation, and variance. Before conducting the paired sample t-test, the researcher first tested the normality of the pretest and posttest scores using the Kolmogorov-Smirnov and Shapiro-Wilk tests. After the data were found to be normally distributed, a paired

sample t-test was performed using SPSS to determine whether there was a significant difference between students' pretest and posttest speaking scores..

RESULTS AND DISCUSSION

Results

Normality Test

The normality test was conducted to determine whether the pretest and posttest data were normally distributed. This test is a prerequisite for the statistical analysis used in the study. The results of the normality test are shown in the following table.

Table 1. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,161	20	,184	,939	20	,226
Posttest	,168	20	,141	,934	20	,180

a. Lilliefors Significance Correction

Based on the normality test results in Table 1, the significance values for the pretest data were 0.184 (Kolmogorov-Smirnov) and 0.226 (Shapiro-Wilk), while the posttest data were 0.141 (Kolmogorov-Smirnov) and 0.180 (Shapiro-Wilk). All significance values were greater than 0.05, thus concluding that the pretest and posttest data were normally distributed. (Andari, N.W.P., Lasmawan, I.W., & Kertih 2024)

Paired t-Test

The paired t-test aims to measure the effect of a treatment or learning model on student learning outcomes. If the significance value is less than 0.05, there is a significant difference between the pretest and posttest scores, and the treatment is considered effective. Conversely, if the significance value is greater than 0.05, the treatment is considered to have no significant effect. The results of the paired t test can be seen in the following table.

Table 2. Paired t Test

		Mean	N	Std. Deviation	Std. Error Mean
Hasil belajar siswa	Pretest	12,25	20	1,803	,403
	Posttest	22,35	20	1,496	,335

Based on Table 2, the average pretest score of students' speaking skills was 12.25, while the average posttest score was 22.35. This indicates that the posttest mean score was higher than the pretest mean score, suggesting an improvement in students' speaking skills after the treatment.

Table 3. Paired Samples Correlations

		N	Correlation	Sig.
Hasil belajar siswa	Pretest & Posttest	20	,278	,235

Based on Table 3, the paired samples correlation between the pretest and posttest scores was 0.278, indicating a weak positive relationship. The significance value was 0.235, which is greater than 0.05, showing that the correlation was not statistically significant. This means that the students' pretest scores were not strongly associated with their posttest scores. However, this table only describes the relationship between the two paired sets of scores, while the significance of the difference between pretest and posttest is determined from the Paired Samples Test in Table 4.

Table 4. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Hasil belajar siswa	Pretest - Posttest	-10,100	1,997	,447	-11,035	-9,165	22,614	19	,000

Based on the table above, a sig value of 0.000 < 0.05 is obtained according to the basis for decision making in the Paired Sample Test, so it can be concluded that there is a difference in the speaking skill scores of the pretest and posttest.

Discussion

Elementary school students' speaking ability remains a language skill that requires serious attention. Based on the results of speaking practice tests conducted before the treatment (pretest), it was found that fifth-grade students' speaking ability is still low. This is evident in aspects of fluency, word choice, sentence structure, intonation, and suboptimal expression. These findings align with research (Ramadhani & Anas, 2025), which states that students tend to experience difficulty expressing ideas verbally and lack confidence when speaking in front of the class.

These low speaking skills indicate the need for a learning model that can encourage active student involvement and increase their self-confidence. In this context, the application of role-playing learning models is a relevant alternative. Theoretically, this can be explained through Albert Bandura's social cognitive theory, which emphasizes the importance of self-efficacy, namely an individual's belief in their ability to perform a task (Priatna & Setyarini, 2019). Through role-playing activities, students have the opportunity to practice directly in situations that mimic real-life situations, thereby increasing their confidence in speaking.

The results of the study showed a significant improvement in students' speaking skills after implementing the role-playing model. This was demonstrated by comparing the average pretest and posttest scores. The students' average score before the treatment was 12.25, while after the treatment it increased to 22.35. This improvement indicates that the role-playing model positively contributed to the development of students' speaking skills. This finding aligns with research (Lustia & Liansari, 2025) which found that the role-playing method significantly influenced students' speaking skills.

Statistically, the results of the hypothesis test using a paired t-test showed a significance value of 0.00 (<0.05), indicating a significant difference between the pretest and posttest results. Thus, it can be concluded that the implementation of the role-playing model is effective in improving students' speaking skills. These results also support the findings (Annisa, Puspita, & Firdaus, 2025) which stated that the use of learning models that involve direct student activity can significantly improve language learning outcomes.

From a constructivist perspective, this improvement can be explained by Jean Piaget's view that knowledge is actively constructed by individuals through learning experiences. In role-playing, students not only passively receive information but also engage in direct speaking practice through specific scenarios. This activity allows students to construct their understanding while simultaneously practicing contextual communication skills (Qur'ani et al., 2024).

Furthermore, role-playing provides students with the opportunity to practice various aspects of language in an integrated manner, such as articulation, intonation, and expression. This aligns with the opinion of Damayanti, Nurani, & Mahendra (2023), who stated that role-playing

can improve speaking skills through dialogue practice, group collaboration, and verbal and nonverbal expression. Therefore, the improvement in post-test results not only indicates quantitative improvement but also reflects the overall development of students' speaking skills.

The role-playing learning model is an effective strategy for improving elementary school students' speaking skills. This model not only improves speaking test results, but also supports the development of students' self-confidence and communication skills more optimally in learning Indonesian.

CONCLUSIONS

Based on the research findings, it can be concluded that the use of the role-playing learning model has a positive impact on improving the speaking skills of fifth-grade students at the IT Zia Salsabila Private Elementary School. This improvement is evident in the differences in student learning outcomes before and after the learning intervention. The average pretest score, which was initially 12.25, increased to 22.35 in the posttest after the implementation of the role-playing learning model in Indonesian language learning. Furthermore, the paired sample t-test obtained a significance value of $0.000 < 0.05$, indicating a significant difference between the students' pretest and posttest learning outcomes.

The implementation of the role-playing model also encourages students to be more active in the learning process. Students appear more confident, confident in speaking in front of the class, and better able to convey their ideas and opinions effectively. Through role-playing activities, students gain a more engaging and interactive learning experience, thereby optimally developing their speaking skills. Therefore, the role-playing learning model can be used as an effective learning alternative to help improve students' speaking skills in Indonesian language subjects in elementary schools.

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