

The Implementation of Role Playing in Improving Students' Speaking Skill in Class VI Indonesian Learning at Elementary School of Muhammadiyah 1 Sorong

Reni Krisnawati^{1*}, Muhamad Sofian Hadi², Ambo Tang³

^{1,2} Universitas Muhammadiyah Jakarta, ³ Universitas Pendidikan Muhammadiyah Sorong
рати06646@gmail.com¹, m.sofianhadi@umj.ac.id², amboabuaenun@gmail.com³

Abstract

This research aims to determine the application, effectiveness, and supporting and inhibiting factors of using the role playing method in improving students' speaking skills in Indonesian language learning in class VI at Muhammadiyah 1 Elementary School, Sorong City. The method used is a descriptive qualitative approach with a focus on in-depth understanding of the learning process. Data was obtained through observation, interviews and documentation. The research results show that the application of the role playing method is carried out through systematic stages: introduction, core activities (distribution of scenarios and roles, acting, discussion, evaluation), and closing (conclusion and reflection). This method has proven to be effective in improving students' speaking skills, which can be seen from increasing speaking fluency, vocabulary diversity, and active participation in learning. The learning atmosphere becomes more enjoyable and encourages students to dare to communicate. Factors supporting the success of this method include teacher creativity and student enthusiasm, while the main challenge is the teacher's readiness to design and guide the implementation of role playing optimally. Thus, the role playing method can be used as an innovative and effective alternative Indonesian language learning strategy.

Keywords: active learning, elementary school, role play method, teaching method

Introduction

An important component in development efforts in the field of education is learning activities. Teaching and learning activities are educational interactions that occur between educators and students in the classroom. However, if the delivery of learning materials given is less interesting to students accompanied by inappropriate learning methods, it will make students bored or sometimes tired of learning.

Samsiyah N (2016) explains that learning Indonesian in Elementary Schools is expected to improve students' language skills, therefore the purpose of learning Indonesian is so that students can communicate well effectively and efficiently, in accordance with applicable ethics both verbally and in writing, and improve intellectual, emotional maturity, and social. Santyasa (in Widiantri, 2012) argues that by implementing effective and enjoyable learning methods, it can improve the quality of optimal learning by teachers designing linear learning in line with daily activities.

In the context of Indonesian in elementary schools, it aims to improve students' language skills, so that they can communicate effectively and efficiently, both verbally and in writing, and develop intellectual, emotional and social aspects. Although everyone can speak, not everyone has good and correct speaking skills, so these skills need special attention in learning Indonesian.

Considering that in learning Indonesian students are often less active and quiet because the focus is only on discussing theory and questions from printed books and learning methods that do not change during the learning process, one of the efforts to overcome this is to use the role-playing method. Therefore, researchers here want to know how the Role Playing method can be used to improve Indonesian language students' speaking skills. Thus, this research aims to explore the application of the Role Playing model in Indonesian language learning in

elementary schools, in order to improve students' speaking skills and create a more interesting learning atmosphere.

This study fills the gap from previous studies that are almost similar because it only focuses on the application of role play in the context of Indonesian language learning (Vicky Ihsananda 2017; Novita Putri Ernawati 2023; Muhammad Zuhdy Hamzah 2023; Diana Saputri 2015; Bimantara Wicaksana et al. 2020; Huda et al. 2022; Lutfiana ristianisal and Suhardi 2021). The difference or novelty in this study lies in the exploration of syntax through the role playing method which is applied to improve students' speaking skills such as pronunciation, tone or intonation, fluency, and self-confidence. Identifying challenges faced such as teacher competence, and providing problem solving to strengthen synergy between schools, families, and communities.

Research Methods

This research uses a descriptive qualitative approach to explore the application of the Role Playing method in improving the speaking skills of class VI students in learning Indonesian at Muhammadiyah 1 Elementary School Sorong. Qualitative research focuses on in-depth understanding of social phenomena through collecting and analyzing qualitative data, such as words, actions and documents, not numbers. According to Moloeng (2007:6), qualitative research aims to explore the meaning and context of the phenomenon being studied.

This research design is descriptive, which aims to describe in detail how the Role Playing method is applied in Indonesian language learning. This research also emphasizes aspects of values and processes, as well as local phenomena that occur at Muhammadiyah 1 Elementary School Sorong.

Participants in this research were grade VI students at Muhammadiyah 1 Elementary School Sorong. Apart from that, the research subjects also involved the principal, class teachers, and parents of students to get a comprehensive view regarding the application of the Role Playing method and its impact on students' speaking skills.

In the context of the study the instrument must be designed to explore information about the implementation of the Role Playing method and its impact on improving students' speaking skills. So, related instruments include: Interview Guidelines, Observation Guidelines, Documentation.

The research procedure includes several steps: Planning: Developing scenarios and preparing infrastructure; Implementation: Introducing the Role Playing method, role distribution, and simulation; Reflection and Evaluation: Reflective discussions, feedback from teachers, and assessment of learning outcomes.

The data analysis technique according to Miles and Huberman is very suitable for this study because it presents a systematic approach to understand the application of the Role Playing method and its impact on students' speaking skills. The stages of data reduction, data presentation, and drawing conclusions used in this study can obtain in-depth, reliable results, and in accordance with the objectives of the study.

Results and Discussion

1. Application of the role playing method in the effectiveness of students' speaking skills in class VI Indonesian language learning at Muhammadiyah 1 Elementary School Sorong

The role playing method in learning Indonesian focuses on speaking skills, creating an approach that provides opportunities for students to practice their speaking

in learning Indonesian. Based on the results of observations and in-depth interviews conducted by researchers in class VI Elementary School from 20 January 2025 to 15 March 2025, this role playing method was implemented in several stages, namely: preliminary stage, core activities (distribution of scenarios, division of roles and preparation, acting, discussion and evaluation), closing activities (conclusion and reflection). Applying this role playing method requires creativity from educators in creating role scenarios that are appropriate to the material and the level of development of students. In implementing it in the classroom, educators choose themes that are appropriate to the daily life of students' interactions, both in the family environment and neighbors.

Observation results show that students are more actively involved in the learning process. Students not only listen to educators or teachers, but also take part and participate by interacting with other students where students who were initially passive begin to show their courage in speaking. This shows that the role playing method is successful in creating a learning atmosphere for the effectiveness of students' speaking skills.

The implementation of Indonesian language learning using the role playing method has been planned in the learning. This is done so that learning activities are carried out optimally, as stated by Mrs. NR as a class VI teacher: In planning learning using the role playing method we use the current curriculum, namely the independent curriculum. So I designed the learning plan according to the Merdeka Curriculum.

Every educator plans his learning at the beginning of the semester. Where the learning module leads to an independent curriculum which includes general information, learning objectives, Pancasila profile, facilities and infrastructure, main learning activities, assessment, learning preparation, core learning activities, differentiation, teacher reflection, and assessment. Educators before starting learning begin by carrying out preliminary activities. In preliminary activities, educators are expected to motivate students so that students can learn optimally.

The preliminary activities explained by the class VI teacher are in line with the results of observations made by researchers, the preliminary activities of role playing in learning Indonesian are in accordance with the results of observations made by researchers. The results of the interview presented above are in accordance with the results of observations made by the researcher that the class VI teacher opened the preliminary activities by greeting, greeting students, checking attendance, and evaluating previous material. Convey learning objectives and new learning material that will be studied using the role playing method.

Based on the results of interviews and observations, researchers can conclude that preliminary activities in learning Indonesian using the role playing method begin with greetings and greeting students, praying, checking students' attendance, explaining and evaluating the material from previous meetings. Educators motivate students to briefly explain the material that will be studied, explain the learning objectives, and explain the material that will be acted out based on the scenario that has been prepared.

2. The effectiveness of the role playing method in learning Indonesian on the speaking skills of class VI students at Primary School of Muhammadiyah 1 Sorong

The effectiveness of the role playing method in improving speaking skills can be seen in changes in students' attitudes and abilities after learning. Based on the results of interviews with educators or teachers, it was found that students experienced an increase in self-confidence, had the courage to speak in front of the class, and their ability

to convey ideas became more focused. Students become less ignorant and more fluent in speaking because they have a larger vocabulary.

Students also revealed that they preferred to talk when playing roles because the students seemed to be someone else so that they felt embarrassed or afraid of being wrong. The implementation of the role playing method also allows them to express freely and creatively, thus showing that this role playing method can create learning conditions that encourage students to actively communicate.

From the results of interviews with class VI teachers and class VI students, it can be concluded that the core learning activities using the role playing method begin with dividing scenarios, dividing roles and then acting them out. In this activity, students participate in the implementation of learning by providing responses and being active in the implementation of ongoing learning.

Based on the results of researchers' observations in the implementation of class VI Indonesian language learning for learning material to hone interests and talents, students play an active role in learning Indonesian using the role playing method, some play a role, some act as actors, active observers and givers of advice so that all students participate in learning. By using the role playing method, learning becomes better understood by students because students play a role in it and understand the learning material presented by educators.

Based on the results of interviews with class VI students, researchers can conclude that by using the role playing method, students can participate more in learning Indonesian, students understand the learning better because it is directly practiced or acted out, students' speaking skills become more effective, ultimately students become enthusiastic and passionate about the learning provided by the teacher.

Furthermore, according to the principal, this role playing method is more effective when applied in Indonesian language learning. Where in the implementation of learning, each educator must have their own uniqueness, educators can be more creative so that students can take part in lessons with fun. According to the researcher's observations, after the preliminary activities were carried out, they continued with acting activities. In the next role playing activity, students make conclusions and express and retell in their own language. After that, in the following week, the teacher evaluates the activities carried out and asks the students to re-enact them to find out whether what the students did was appropriate or not. Then the teacher provides an evaluation and re-explanation of the activities that have been carried out.

Learning evaluation can take the form of written and oral tests. In the implementation of Indonesian language learning using the role playing method in class VI, it is carried out in oral and written form which is carried out after the learning is complete. By conducting an evaluation, educators can find out students' learning outcomes by applying the role playing method in learning Indonesian. Referring to the results of the researcher's observations, learning observation activities were carried out after the acting, followed by an evaluation carried out by the educator by asking students questions regarding the discussion being acted out.

3. Supporting and inhibiting factors in the process of implementing the role playing method in the effectiveness of speaking skills of class VI students at Elementary School of Muhammadiyah 1 Sorong

Referring to the results of the analysis regarding the supporting and inhibiting factors in the effectiveness of class VI students' speaking skills, there are several factors found by researchers, including the following: High student enthusiasm and participation.

This is because elementary school age students generally enjoy playing and expressing themselves, which makes the role-playing method very suitable for practicing speaking skills using good and correct Indonesian.

Educators become creative and skilled in classroom management. because the teacher acts as a facilitator in the discussion, the fair distribution of roles according to the character of the students and the provision of clear directions or instructions conveyed by the educator to the students greatly supports the successful implementation of the role playing method.

Supporting a comfortable and conducive learning environment that makes students confident to appear in front of other students. Support from the school and the availability of learning media such as teaching aids, simple costumes worn by students, and a large space to support the learning process.

Conclusion

Based on the results of the research and discussion of the application of the role playing method for the effectiveness of speaking skills for class VI students at of Muhammadiyah 1 Elementary School of Sorong, it can be concluded that the application of the role playing method in learning Indonesian for class VI students at Muhammadiyah 1 Elementary School, Sorong is in accordance with the stages implemented, namely the introductory stage, core activities (distribution of scenarios, distribution of roles and preparation, acting, discussion and evaluation), closing activities (conclusion and reflection). The effectiveness of the role playing method skills in the speaking skills of class VI students at Muhammadiyah 1 Elementary School, Sorong can be seen from changes in students' attitudes and abilities after learning who show fluency in speaking and are able to use a more diverse vocabulary which creates a learning atmosphere that is not oppressive but instead encourages students to be active in communicating. The challenge in applying the role playing method in Indonesian language learning in the effectiveness of the speaking skills of class VI students at Muhammadiyah 1 Elementary School, Sorong lies in the readiness of the educators in designing and implementing learning, the educators are creative and able to guide students well in maximizing this role playing method, the involvement of students is very enthusiastic and open so that their speaking skills become more effective.

Acknowledgement

-

References

- Ahmada, A., & Munawaroh, L. (2022). Use of Role Play Method to Improve Speaking Skills. *Darussalam English Journal (DEJ)*, 2(1), 55–82. <https://doi.org/10.30739/dej.v2i1.1506>
- Aini, N., & Nurdyansyah, N. (2020). Application of Role Playing Methods in Indonesian Language Subjects in Class 2 of Elementary Schools. *Indonesian Journal of Education Methods Development*, 9, 1–8. <https://doi.org/10.21070/ijemd.v9i1.545>
- Diajukan, S., & Pendidikan, S. (2023). Skripsi Diajukan untuk memperoleh gelar Sarjana Pendidikan (S.Pd.).
- Erista, H. M., Raharjo, T. J., & Sholeh, M. (2024). The Effect of Storytelling Learning Using Role Playing Model Assisted by Audiovisual Media on Students Written and Storytelling Skills of Students Grade V Elementary School in Pringsurat Sub-District Temanggung District. *International Journal of Research and Review*, 11(2), 223–238. <https://doi.org/10.52403/ijrr.20240225>
- Ernawati, N. P. (2023). Implementation of the Role Playing Method in Increasing Speaking Skills Material Reporting Observation Results in Class Iii Elementary School Students. *Journal of Islamic Elementary Education*, 1(1), 49–56. <https://doi.org/10.35896/jiee.v1i1.213>

- Idham, S. Y., Subramaniam, I., Khan, A. B. B. M. A., & Mugair, S. K. (2022). The Effect of Role-Playing Techniques on the Speaking Skills of Students at University. *Theory and Practice in Language Studies*, 12(8), 1622–1629. <https://doi.org/10.17507/tpls.1208.19>
- Ihsananda, V. (2017). Penggunaan Metode Role Playing untuk Meningkatkan Hasil Belajar pada Mata Pelajaran Bahasa Indonesia Siswa Kelas V SD Negeri 3 Astomulyo. 1–242. <https://repository.metrouniv.ac.id/id/eprint/1959/>
- Kolnel, O. M. H., & Zendrato, J. (2019). Penerapan Metode Bermain Peran Untuk Meningkatkan Keterampilan Berbicara Siswa Kelas I Pada Pelajaran Bahasa Indonesia Sekolah Dasar Xyz Gunungsitoli, Nias [Implementation of the Role Playing Method To Improve Grade 1 Students' Speaking Skills in an Indon. *Polyglot: Jurnal Ilmiah*, 15(2), 333. <https://doi.org/10.19166/pji.v15i2.1058>
- Muh. Zuhdy Hamzah, Nofvia De Vega, Rahayu, S. Sumihatul Ummah MS, & Petrus Jacob Pattiasina. (2023). Role-playing Method for Language Development in Elementary School. *Journal of Childhood Development*, 3(2), 36–47. <https://doi.org/10.25217/jcd.v3i2.3799>
- Pinatih, I. G. A. D. P. (2021). Improving Students' Speaking Skill through Role-Play Technique in 21st Century. *Journal of Educational Study*, 1(1), 103–108. <https://doi.org/10.36663/joes.v1i1.159>
- Playing, R. (2020). Penggunaan Metode Role Playing Untuk Meningkatkan. 5(2), 282–286.
- Putra, W., A. (2016). Metode Role Playing Untuk Meningkatkan Keterampilan Berbicara Siswa Kelas V Sdn Wonosari 4. *Jurnal Pendidikan Guru Sekolah Dasar*, 9, 874–884.
- Rohmanurmeta, F. M. (2017). Peningkatan Hasil Belajar Bahasa Indonesia Melalui Metode Role Playing Pada Siswa Sekolah Dasar. *Bahastra*, 37(1), 24. <https://doi.org/10.26555/bahastra.v37i1.5960>
- Rukmi, D. A., & Rochmiyati, S. (2024). PENERAPAN METODE ROLE PLAYING DALAM PEMBELAJARAN BAHASA INDONESIA UNTUK MENINGKATKAN KETERAMPILAN BERBICARA SISWA KELAS V SDN KIYARAN 2. 5(3).
- Susanti, Hartati, T., & Nuryani, P. (2021). Penerapan Model Role Playing Untuk Meningkatkan Keterampilan Berbicara Siswa Sekolah Dasar. *Jurnal Pendidikan Guru Sekolah Dasar*, 6(1), 1–12.
- Susanti, N. D., & Pratama, D. (2021). Peningkatan motivasi belajar siswa melalui metode role playing dalam pelajaran bahasa indonesia sekolah dasar. *MIDA: Jurnal Pendidikan Dasar Islam*, 4(2).
- Suyantiningih, Munawaroh, I., & Rahmadona, S. (2016). Scientifi C Approach. *Jurnal Kependidikan*, 46(2), 1–13.
- Volume, J., Tahun, N., & Pendidikan, J. (2020). Research & Learning in Primary Education Efektivitas Penggunaan Model Pembelajaran Role Playing Terhadap Keterampilan Berbicara Pada Bahasa Indonesia Tingkat SD Kurnia in. 2.
- Wicaksono, H. G., Budiman, M. A., & Fajriah, K. (2024). PENERAPAN METODE ROLE PLAYING UNTUK MENINGKATKAN KETERAMPILAN BERBICARA SISWA KELAS V SDN 2 KEDUNGGADING KABUPATEN KENDAL Abstrak Abstract PENDAHULUAN Keterampilan berbahasa secara umum digolongkan menjadi empat keterampilan secara garis besar yaitu keter. 10(01), 51–57.
- Yusnarti, M., & Sutyaningsih, L. (2021). Pengaruh Model Pembelajaran Role Playing Terhadap Hasil Belajar Siswa Sekolah Dasar. 2, 253–261. **Conference Proceeding:**
- Fang, Q., Zhao, F., & Guibas, L. (2003). Lightweight sensing and communication protocols for target enumeration and aggregation. In M. Gerla, A. Ephremides, & M. Srivastava (Eds.), *MobiHoc '03 fourth ACM symposium on mobile ad hoc networking and computing* (pp. 165–176). New York, NY: ACM Press.