



The Influence of Role Playing Learning Model on Learning Outcomes of Speaking Skills in Simple Interviewing for Fifth Grade Students of SDN 2 Tambakrigadung Lamongan

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Abstract: The purpose of this study is to see how the role playing learning model affects students' speaking skills in class 5C SDN 2 Tambakrigadung Lamongan. This is a quantitative study that use the Posttest-Only Control Design approach. The data was collected using a random sampling technique and a learning outcome test in the form of a description (conversational text). The two-sample paired t-test formula was used for hypothesis testing. With 39 students in each class, the sample comprised of two classes: class 5C as the experimental group and class 5A as the control group. The results of the data analysis revealed that the role playing model had an effect on the speaking abilities of 5th grade students at SDN 2 Tambakrigadung Lamongan. The results of the data analysis revealed that the value of tcount was bigger than ttable, or $5.80 > 1.665$ at a significance level of 5%, hence H_0 was rejected and H_a was given.

Keywords: Speaking skills, role-playing learning model

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran role playing terhadap hasil belajar keterampilan berbicara siswa kelas 5C SDN 2 Tambakrigadung Lamongan. Penelitian ini merupakan penelitian kuantitatif dengan metode *Posttest-Only Control Design*. Teknik pengumpulan data menggunakan tes hasil belajar dalam bentuk uraian (teks percakapan) dengan teknik sampel *random sampling*. Uji hipotesis dilakukan dengan rumus uji-t dua sampel berpasangan. Sampel terdiri dari dua kelas yakni kelas 5C sebagai kelompok eksperimen dan kelas 5A sebagai kelompok kontrol dengan jumlah masing-masing siswa tiap kelas 39 siswa. Hasil analisis data menunjukkan bahwa ada pengaruh model role playing terhadap keterampilan berbicara siswa kelas V SDN 2 Tambakrigadung Lamongan dilihat dari hasil analisis data yang menunjukkan bahwa nilai t_{hitung} lebih besar dari t_{tabel} atau $5,80 > 1,665$ pada taraf signifikansi 5%, maka H_0 ditolak dan H_a diterima.

Kata Kunci: Keterampilan berbicara, model pembelajaran role playing

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INTRODUCTION

Education is a deliberate and organized endeavor to create a learning environment and learning process that allows students to actively develop their potential for religious-spiritual strength, self-control, personality, intelligence, noble character, and skills that they and society require. Education is a priority in an endeavor to improve human resources (Huda, 2018) because humans have a high level of curiosity, which forces them to constantly think and find new things in order to keep up with the times (MZ et al., 2021).

Teachers and students are two crucial components of education. A teacher determines whether or not a student learns. This is owing to the fact that teachers have direct contact with kids. Because the teacher has a strategic and vital function in addition to other aspects, such as the methods, media, and learning resources used, the teacher is also a determinant of whether or not the intended learning objectives are accomplished (Kharisma, 2021). Improvements in the educational process are required to achieve these objectives.

One of the most pressing issues in today's formal education (schools) is students' low attention and absorption of new information. This is evidenced by the consistently low average student learning outcomes. This is due to the fact that learning conditions are still standard and do not address the student's dimensions, namely how to learn (learning to learn). In a larger sense, the instructor still has the upper hand in the learning process, and pupils are denied opportunities to acquire independence through exploration and cognitive processes.

Language is an inaccurate sound-based sign system. Humans as human groups can efficiently relate to one another and convey feelings, views, and even think and reason via language. Language also helps humans to communicate with one another, share experiences, and learn from one another, as well as increase intellectual and literary ability.

Indonesian is mostly a topic that teaches learners how to speak effectively and appropriately. Oral and written communication are also options for this type of communication. The competency requirements for Indonesian topics describe assignments, knowledge, language skills, good attitudes toward the Indonesian language, and literature as the minimal qualifications for students' abilities. Students' understanding and responses to local, regional, national, and global situations are based on these competency standards.

On the other hand, said that Indonesian is one of the subjects that must be taught in elementary schools. Language is a system of sound symbols produced from arbitrary and conventional speech (articulation) tools (through agreement) which are used as a means of communication to give birth to feelings and thoughts. In addition, language is also a conversation or communication tool with fellow humans. Meanwhile, Indonesian is a communication tool that is one of the characteristics of the Indonesian nation and is used as a national language. This is one of the reasons why Indonesian should be taught at all levels of education, especially in elementary schools because it is the basis of all learning.

Speaking is the ability to express, state, and convey thoughts, ideas, and feelings by pronouncing articulation sounds or words. As an extension of this constraint, we may argue that speaking is a system of audible and visible signs that combines concepts or ideas by utilizing many muscles and muscle tissue of the human body.

Speaking skills can be understood as abilities that are most widely used in everyday life. So for students, speaking skills are one of the skills that can practice communication skills inside and outside the classroom according to their mental development (Eryani, 2021). Speaking skills are often used to express expressions. Speaking skills are also a form of initial ability for students to learn. Language learning in general forms speaking skills.

In the implementation of language learning, especially the development of speaking skills, teachers are expected to be able to provide learning according to the age

development and needs of students. The success of learning to speak is certainly related to various factors, including how teachers formulate indicators and objectives, organize materials, construct evaluation tools, package activities, choose appropriate methods and techniques, and use learning resources and media. These six factors require teacher skills so that language learning can take place by focusing on active students, namely following the PAIKEM rules (Active, Innovative, Creative, Effective, and Fun Learning).

In reality, the application of the PAIKEM approach still encounters various obstacles. One of the main obstacles is that it is very difficult for teachers to change the learning model from teacher center to student center. These obstacles arise due to the lack of teacher knowledge of learning models, lack of teacher creativity, the knowledge being taught is not actual, and there are still many teachers who enforce discipline with violence. From this explanation, the learning that is pictured in our minds is learning that is rigid, boring, and far from fun.

Therefore, to achieve maximum results in the world of education, various efforts need to be made by teachers. One of them is developing various learning models that are better than conventional learning. The use of a good model is one of the factors that can affect student achievement/learning outcomes. The application of appropriate learning models can increase students' enthusiasm in learning, understanding, enthusiasm, and developing aspects of students' thinking. Every teacher should be aware of and change their thinking patterns. Because if the model is not adapted to the material to be delivered, the learning objectives will not be achieved.

According to the learning theory developed by J. Piaget (in Setiawati & Zuniati, 2020) that knowledge is a result of learning that comes from within the individual. Individuals can construct their knowledge. The knowledge that children construct becomes meaningful knowledge. But the knowledge that is only acquired through the notification process will not be meaningful knowledge that can only be temporarily remembered after it is forgotten.

For this reason, researchers will try to carry out learning using the Role Playing learning model. The Role-Playing method is a way of mastering lesson materials by developing students' imagination and appreciation (Yuliato et al., 2020). Through the process of appreciation, students experience for themselves a process that will make a huge contribution to building student understanding. This illustrates that the learning experience obtained by students can go through the process of direct experience. So that the learning process is fun, and can improve student achievement.

The authors are interested in performing a study called The Effect of Role-Playing Learning Model on Learning Outcomes of Speaking Skills in Simple Interviewing Materials for Class V SDN 2 Tambakrigadung Lamongan, based on the following description.

Learning model

A learning model is a system or pattern that is used to plan classroom or tutorial learning as well as define learning tools such as books, films, computers, and curriculum. A learning model is also a systematic approach for planning and conducting learning process that are focused toward learning experiences in order to attain specific learning objectives. It can also be used as a guide for teachers when creating learning activities. Learning models can be utilized as a pattern of choice, allowing teachers to select the most relevant and efficient learning models to meet educational objectives (Rehalat, 2016).

(Falalah, 2014) states that the learning model is a combination, unification, or combination of learning approaches, learning strategies, learning methods, learning techniques, or procedures and has syntax or stages such as the planning stage, implementation stage, and evaluation stage. Learning models and media can help the teaching and learning process so that the meaning of the message conveyed becomes clearer and the goals of education or learning can be achieved effectively and efficiently (Dwijayani, 2019).

From the opinion above, it can be concluded that the learning model is a pattern used for curriculum preparation, organizing materials, and providing instructions to teachers in the classroom that can be used to translate something into reality, which is more practical.

Cooperative Learning Model

Cooperative learning is an ideal solution to the problem of providing students with opportunities to interact cooperatively in a cooperative and non-shallow manner with students from different ethnic backgrounds. Cooperative learning methods in particular use the strengths of the school to eliminate the difference in attendance of students from different racial or ethnic backgrounds to improve inter-group relations. Cooperative learning daily provides an opportunity for intense personal contact between students from different racial backgrounds.

Role-Playing Learning Model

Role-playing is a type of motion game that has goals, rules, and is also enjoyable. Students are habituated to particular scenarios outside of the classroom through role-playing, even when learning is taking part in the learning process at the time. Furthermore, role-playing is frequently meant as an activity in which students learn to see themselves as if they were outside the classroom, acting out the parts of others.

The role-playing learning paradigm is sometimes recognized as the role-playing learning model or the role-playing learning model. The class is divided into groups, with each team demonstrating/displaying a scenario set by the teacher. Students receive the flexibility to improvise while remaining within the parameters of the teacher's scenario.

The Role-Playing approach is a way for students to understand instructional content by developing their imagination and appreciation. Students practice acting as living beings or inanimate objects in order to improve their imagination and appreciation. Depending on what is being played, this game is usually continued to play by many more than one person (Yulianto et al., 2020).

Learning outcomes

Learning outcomes are the end outputs of the learning process; the changes manifest themselves in observable and measurable actions. Learning outcomes can also be defined as the results that are delivered to students in the form of an evaluation after they have completed the learning process by examining their knowledge, attitudes, and skills, as well as changes in behavior (Dwijayani, 2019).

Cognitive, emotional, and psychomotor abilities are among the learning outcomes. Knowledge (understanding, explaining, summarizing, examples), application (applying), analysis (description, determining relationships), synthesis (organizing, planning, developing new buildings), and assessment are the cognitive domains (assessing). Receiving, responding, values, organizing, and characterization are all part of the affective domain. Initiatory, pre-routine, and routinized are all parts of the psychomotor domain.

Speaking Skills

Speaking is unquestionably linked to the growth of a child's vocabulary, which is acquired through listening and reading activities. Language development immaturity causes a lag in language activities. We must also recognize that the skills needed for effective speaking are quite similar to those needed for effective communication; in other words, language skills.

Interview

An interview is a clear pattern of verbal interaction that is started for a specific purpose and focused on a limited number of content areas, with a sustained process of removing irrelevant information. Interviews were conducted to obtain information about knowledge, opinions, or expectations by asking several questions. Interviews can be carried out with two functions, namely (1) interviews as the main strategy in collecting

data and (2) supporting strategies for other data collection techniques, such as observation, document analysis, and photography (Syamsuddin & Damaianti, 2015). In counseling guidance, it is a dialogue between the counselor and the counselee to help the counselee to solve the problems he faces, which usually focuses on changing attitudes and behavior.

From the above understanding, it can be concluded that the interview is a dialogue between two people in an interpersonal relationship to collect data which is then intended for certain things that have been previously determined.

METHOD

The research method is very important in scientific research. Because the research method will determine the results of a study. In this study, the research method also serves as the responsibility for the research results. According to Sugiyono (2008) forms of experimental design are divided into several forms, namely: Pre-Experimental Design, True Experimental Design, Factorial Design, and Quasi-Experimental Design.

The data was collected using a random sampling technique and a learning outcome test in the form of a description (conversational text). The two-sample paired t-test formula was used for hypothesis testing. With 39 students in each class, the sample comprised of two classes: class 5C as the experimental group and class 5A as the control group. There are two groups in this design, each of which is chosen at random (R). The first group received treatment utilizing the Role Playing learning model, while the second group received no treatment at all using the STAD approach. Students from classes VA and VB at SDN 2 Tambakrigadung Lamongan, totaling 39 students, were the subjects of this study. Tests and documentation were utilized to collect data.

RESEARCH RESULT & DISCUSSION

The data that was acquired with research equipment is detailed in the research results section. The data of this research can be given in the form of a table of evaluation test results from courses taught using the Role Playing learning model vs classes not taught using the Role Playing learning model, and on the basis of evidence collected via a data analysis. Using the t-test as an example. The results of the study demonstrate that at a significant level of 5% ($t_{count} > t_{table}$), the value of $t_{count} = 5.086$ is more than the value of $t_{table} = 1.665$, implying that:

"Students who are taught using the Role Playing learning model have a positive impact on their learning outcomes compared to students who are not taught using the Role Playing learning model."

The result is that students who are taught using the Role Playing learning model achieve superior learning outcomes than students who are not taught using the Role Playing learning model. This demonstrates that using the Role Playing learning paradigm may have a favorable impact on learning results for Indonesian courses and can help students overcome personal hurdles to obtain higher learning outcomes. Furthermore, kids become more active, connect with their friends, and are more honest when taking assessments.

This backs up the findings of (Ernani & Syarifuddin, 2016), who found that using the role-playing approach improved students' speaking abilities in Indonesian courses at Madrasah Ibtidaiyah Wathoniyah Palembang. (Deliyana & Fitriani, 2019) stated that in his research on fifth grade students at SD Negeri Sukasari II, Tangerang Regency, there was a significant difference between the average posttest scores of the control and experimental classes, which could indicate that the role playing learning model had an impact on the students' speaking skills.

In other words, students who get the Role Playing learning approach will learn more effectively than students who receive traditional instruction. Apart from that. It has been proved that offering various treatments in the two courses has an influence on the differences in student learning results in the two classes, based on hypothesis testing on the difference in learning outcomes of the control and experimental classes. Also in the high category is the use of role acting learning methods to increase speaking skills learning outcomes in Indonesian language learning. They will also be taught how to express their thoughts and feelings intelligently and creatively, how to communicate effectively and efficiently while adhering to applicable ethics, and how to find and use their analytical and imaginative abilities in dealing with problems that arise in everyday life. The implementation of the Role Playing approach to improve speaking abilities in Indonesian language learning is based on this hypothesis. The teacher will distribute the prepared scenarios to each group and then call the pupils who have been assigned to play out the situations. Students' spoken language can be nurtured into a good language that is easily understood by others and the right way for students to learn and practice speaking by assessing aspects of speaking, expressing feelings through movements and facial expressions, so that speaking skills students are increasing.

The findings of the study demonstrate that using the Role Playing learning paradigm can improve the learning outcomes of Indonesian students. This backs with the findings of (Priatna, 2020) study, which found that employing the role-playing learning approach can assist students improve their reading abilities in Indonesian language acquisition. In addition, (Dharmawan et al., 2014) performed research that supports the findings of this study, stating that the role acting learning approach has an influence on students' speaking skills. According to the findings of a meta-analysis study conducted by (Sari, 2020) on the effectiveness of the role playing learning model on students' speaking skills, teachers should begin implementing the role playing learning model in Indonesian language learning so that children's speaking skills improve and Indonesian language learning is effective, interesting, and memorable for students so that they enjoy learning Indonesian.

Based on the findings of research and debate on learning models using the Role Playing learning model, it is more likely that the learning technique using the Role Playing learning model is successful when used correctly and can lead to higher student learning outcomes than learning without one. Playing a character in a role. As a result, it is planned that teachers in primary schools would use the role-playing approach to help students improve their speaking abilities and make learning more effective, entertaining, and memorable in order to meet learning objectives.

CONCLUSION

The Role Playing learning approach has a substantial effect on learning Indonesian at SDN 2 Tambakrigadung Lamongan, according to the findings of the study and debate. The findings of the t-test, which yielded a t count of 5.08, support this. The table of t values for $dk = (n_1 + n_2 - 2)$, $(39 + 39 - 2) = 76$ is thus connected. The table value is 1.665 at the 5% significance level. That is, $t_{count} > t_{table}$. As a result, H_0 is rejected but H_a is approved, leading to the following conclusions. In the 2021/2022 academic year, the application of the Role Playing learning model influences the learning results of fifth grade students' speaking skills in studying Indonesian at SDN 2 Tambakrigadung Lamongan. As a result, it is envisaged that the instructor would use the role-playing technique to help pupils develop their speaking abilities.

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PROFILE

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