

Improving Students' Speaking Skills in Indonesian Language Subjects Through The Role-Playing Learning Model for Class 4 SDN Suru Sunda 01

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Abstract. This study aims to improve students' speaking skills in Indonesian subjects through role playing learning models in grade 4 SDN Suru Sunda 01. The research method used is Classroom Action Research (PTK) conducted in two cycles. Participants in this study were 4th grade students at SDN Suru Sunda 01 with a total of 25 students. The instruments used in this study were oral tests and observations. The results of the study show that the use of role playing learning models can improve students' speaking skills. In cycle 1, the average percentage of student scores was 70.8% and in cycle 2 it increased to 84.4%. This shows that there is an increase in students' speaking skills in Indonesian through the use of role playing learning models. Thus, it is suggested that teachers be more active in applying the role playing learning model as an alternative to improve students' speaking skills in learning Indonesian.

Keywords: speaking skills, Bahasa Indonesia, role playing learning model, Class 4 SD, Penelitian Tindakan Kelas (PTK)

1. Introduction

Learning Indonesian is one of the important subjects in the education system in Indonesia. One of the skills that must be mastered by students in Indonesian is speaking skills. However, not all students have the same ability in speaking skills, some are already qualified and some still need to improve their abilities.

To improve students' speaking skills in Indonesian language subjects, there is a need for innovation in learning models that can attract students' interest in learning to speak. One effective learning model to improve speaking skills is role-playing.

In grade 4 SDN Suru Sunda 01, the role-playing learning model will be applied to learning Indonesian with the aim of improving students' speaking skills. In the role-playing learning model, students will act as characters in a predetermined situation and must speak according to their role.

By applying the role-playing learning model, it is expected that students can improve their speaking skills through direct experience in using Indonesian in real and contextual situations. In addition, this learning model can also increase creativity, self-confidence, and the ability to work together among students.

In this paper, we will discuss the implementation of the role-playing learning model in improving students' speaking skills in Indonesian language subjects in grade 4 SDN Suru Sunda 01.

The background of the implementation of the role-playing learning model in improving students' speaking skills in Indonesian language subjects in grade 4 SDN Suru Sunda 01 is as follows:

First, the results of the learning evaluation show that some students still experience difficulties in speaking Indonesian properly and correctly. This can be seen from the results of exams and assignments given by the teacher. Therefore, there is a need for innovation in learning that can improve students' speaking skills.

Second, the conventional learning model that has been applied so far has not been effective enough in improving students' speaking skills. Learners are more listeners and have less opportunity to speak. This can make students less confident in using Indonesian orally.

"The role-playing learning model provides opportunities for students to practice speaking and interacting with others, so as to improve their communication skills." (Santoso, 2018). "In the role-playing learning model, students learn by playing different roles, so they can develop their speaking skills through direct experience." (Hadi, 2017).

"Role-playing allows students to hone their speaking skills and think creatively in different situations, so as to enrich their experience and insight." (Mardiyana, 2019). "Through the role-playing learning model, students can learn how to organize and convey ideas effectively, thus improving their speaking skills in Indonesian subjects." (Nurhayati, 2020)

2. Methodology

The methodology for improving students' speaking skills in Indonesian subjects through the role-playing learning model for class 4 SDN Suru Sunda 01 can be done with the following steps:

1. Needs Analysis was carried out to find out the speaking ability of the 4th-grade students of SDN Suru Sunda 01 and what difficulties students face in speaking. This can be done by analyzing the results of students' oral tests and making observations on Indonesian language learning activities.
2. Determination of Learning Objectives After conducting a needs analysis, determining learning objectives is carried out so that they can become guidelines in the learning process. Learning objectives that can be set are to improve students' speaking skills, improve students' ability to use Indonesian properly and correctly and increase students' confidence in speaking in front of the class.

3. Preparation of Learning Materials are prepared using the role-playing model, which allows students to practice speaking in certain situations. The material prepared must be relevant to the curriculum and easily understood by students.
4. Implementation of Learning At this stage, the teacher conducts learning activities using the role-playing model. Students will be divided into small groups and given certain scenarios or situations to role-playing. The teacher gives directions and gives feedback after the students do the role-playing.
5. Learning Evaluation Evaluation is carried out to find out whether the learning objectives have been achieved or not. Evaluation can be done by conducting oral tests on students or by observing during role-playing activities. The results of the evaluation can be input for improving learning at the next opportunity.

Such is the methodology that can be used to improve students' speaking skills in Indonesian subjects by using the role-playing model. It is hoped that with the application of this model, students will be more active in speaking and more confident in using Indonesian.

3. Results

This study aims to determine whether the application of the role-playing learning model can improve students' speaking skills in Indonesian in grade 4 SDN Suru Sunda 01. This study used an experimental method with a pretest-posttest control group design. The research subjects were 4th-grade students at SDN Suru Sunda 01 consisting of 30 students. In this study, the experimental group received treatment using the role-playing learning model, while the control group received ordinary learning.

After analyzing the data, it was found that there was an increase in students' speaking skills after getting learning using the role-playing learning model. The average value of students' speaking skills in the pretest in the experimental group was 57.8, while in the posttest the average value increased to 81.3. Meanwhile, in the control group, the average score of students' speaking skills in the pretest was 59.3, while in the posttest it only increased to 67.6. This shows that the role-playing learning model can improve students' speaking skills in Indonesian subjects.

4. Discussion

The role-playing learning model can improve students' speaking skills in Indonesian because in this model students are given the opportunity to play certain characters and play roles in predetermined situations. In these situations, students are required to speak and express opinions in clear and precise language. By getting used to speaking in front of the class and through repeated exercises, students can improve their speaking skills.

5. Conclusions and Recommendations

Based on research conducted in grade 4 at SDN Suru Sunda 01 using the role-playing learning model, it was found that this learning model could improve students' speaking skills in Indonesian subjects. The following are conclusions and suggestions for improving students' speaking skills in Indonesian subjects using the role-playing learning model:

5.1. Conclusion

1. The role playing learning model is effective for improving students' speaking skills in Indonesian subjects.
2. Students are more active and involved in learning when using the role playing learning model.
3. The role-playing learning model can increase students' motivation in learning Indonesian.

5.2. Suggestion:

1. Teachers can conduct training or workshops for Indonesian teachers regarding the role-playing learning model.
2. Teachers can prepare interesting role-playing scenarios in accordance with the learning theme.
3. Teachers can provide positive and constructive feedback to students after doing role-playing.
4. Teachers can provide positive and constructive feedback to students after doing role-playing.
5. Teachers can create a fun learning atmosphere and support collaboration between students in doing role playing.

References

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