



## Analysis Effect of Role-Playing Method Assisted by Audio Visual Media on Speaking Skills in Indonesian Language Learning for Elementary School Students

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**Abstract:** This study aims to analyze the effect of the role-playing method assisted by audio-visual media on speaking skills in Indonesian language learning at SDN Cibuntu 01. The method used in this research is quantitative as a kind of quasi-experimental research design with One Group Pretest-Posttest Design which only involves one group for initial treatment, treatment, and end of treatment. The research instrument was a speaking skill test consisting of 5 rules with 25 descriptors to measure students' speaking ability which experts had approved. The data analysis technique used in this study was the normality test using the Lilliefors test and the homogeneity test using the Fisher test. Then, the hypothesis was tested using the t-test. Data processing was done with the help of SPSS 25 software with a significant level of 5% or  $\alpha=0.05$ . Based on the results of this study, it was obtained that the  $t$  count  $>$   $t$  table was  $2.802 > 1.701$ . As these results show,  $H_0$  is rejected and  $H_1$  is recognized. Therefore, the role-playing method assisted by audio-visual media affects speaking skills in Indonesian language learning for grade 3 students at SDN Cibuntu 01. The implication for learning Indonesian is that selecting the proper method can affect students' speaking skills. There are differences in speaking skills between Indonesian language learning and those taught before and after using the role-playing method with the aid of audio-visual media. It is seen from the confidence in playing the character; the voice volume becomes louder, the body movements are more flexible, understanding the story content well, pronunciation and proper intonation.

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### Introduction

Language is an essential coessential tool for humans to be able to interact with each other (Khair, 2018). With language, humans can convey information, feelings, and opinions. Language as a means of communication is given and must be appropriate and clear (Elsa Oktaviani & Nursalim, 2021). So in its delivery, speaking skills are needed so that humans can understand each other when interacting. Speaking skills are active and productive skills related to language activities. Speaking skill is a human skill that includes factors including intonation, pronunciation, and movement in speaking (Priatna & Setyarini, 2019). Speaking skills are not born but must be learned and developed. So in discussing the material in learning, further consideration is needed because this skill is directly related to the entire experience of students who develop in elementary school (Ayu et al., 2016).

Learning the Indonesian language skills cannot learning Indonesian language skills cannot be separated from each other; listening, speaking, listening, and reading is still monotonous in the learning process, so it can make the speaking skills of grade third. The use



of inappropriate methods in learning Indonesian can make students tend to be passive and afraid to speak (Beta, 2019). Students lack confidence in expressing their opinions so that they can make students less understand the content of the material being taught.

The implementation of a lesson depends on how the teacher uses the learning method because a study is implemented with ta class learning method (Mas'ud et al., 2022). In learning Indonesian, there are various methods, one of which is role-playing. Role-playing is a learning method that invites students to be directly involved in learning and mastery of learning material based on students' imagination and articulation in communicating their thoughts related to the learning material they play without being limited by words and movements. Still, it does not emerge from the material displayed (Ernani, 2016). Through the work played by students, it will prepare and familiarize students to be more talented in speaking considering the situations they have learned (Melenia Lubis, 2022)

In learning Indonesian and the techniques used, media can affect the results of learning Indonesian. One of the media that can be used to assist the role-playing method is audio-visual media. Audio-visual media is media that can help teachers with the types of devices used to help organize images as information (Wahyu & Nurhasanah, 2018). Audio-visual media can maximize learning parts, create a proper learning environment or condition, and empower educators' imagination in learning media (Sidabutar et al., 2022). Audio visual media can provide an overview of a job during the implementation of the role-playing method so that students can know how to speak, their appearance, and developments that must be done while taking their part so that students are expected to develop their speaking skills.

This study aims to analyze the effect of the role-playing method on speaking skills in learning Indonesian in third-grade students of SDN Cibuntu 01. This research is necessary so students can develop essential skills in conveying opinions, ideas, or feelings well, especially when learning Indonesian (Putri et al., n.d.).

## Research Method

The method used in this research is quantitative as a kind of quasi-experimental research design with One Group Pretest-Posttest Design which only involves one group for initial treatment, treatment, and end of treatment (Hastjarjo, 2019).

**Table 1. One Group Pretest Posttest Design**

Pretest	Treatment	Posttest
Q <sub>1</sub>	X	Q <sub>2</sub>

Description:

Q<sub>1</sub> = Test results before being given treatment.

Q<sub>2</sub> = Test results after being given treatment.

X = Treatment using the Role-Playing method with Audio Visual media.

This was conducted at SDN Cibuntu 01, on Jalan Raya Setu, Cibuntu, Cibitung District, Bekasi Regency, West Java. The sample used was 29 students in class III-C consisting of 18 male students and 11 female students. The research instrument was a speaking skill test consisting of 5 rules with 25 descriptors to measure students' speaking ability which experts had approved. For the pretest and post-test, students will read the fairy tale text the teacher has given to determine students speaking skills. At the time of treatment, students will be given fairy tale texts and videos so that students better understand the pronunciation, intonation, and story content of the characters they play.



**Table 2. Grid of Validity Test Instruments**

No	Criteria	Descriptors	Value	Explanation
1	Pronunciation	a. Very clear pronunciation	1	
		b. Clear pronunciation	2	
		c. Pronunciation is quite clear	3	
		d. Poor pronunciation	4	
		e. Pronunciation is not clear	5	
2	Intonation	a. The intonation of words/syllables is very precise	1	
		b. The intonation of words/syllables exactly	2	
		c. The intonation of words/syllables is quite precise	3	
		d. The intonation of words/syllables is not quite right	4	
		e. The intonation of words/syllables is not correct	5	
3	Fluency	a. Speaks very fluently	1	
		b. Speaks fluently	2	
		c. Speaks quite fluently	3	
		d. Speaks less fluently	4	
		e. Speaks not fluently	5	
4	Volume of voice	a. Volume is very loud and very clear	1	
		b. Volume loud and clear	2	
		c. Volume is loud enough and clear enough	3	
		d. Volume is less loud and less clear	4	
		e. Volume is not loud and not clear	5	
5	Understanding Of Story Content	a. Very understand the content of the story	1	
		b. Understanding the content of the story	2	
		c. Simply understand the content of the story	3	
		d. Lack of understanding of the content of the story	4	
		e. Not understanding the content of the story	5	

**Table 3. Speaking Skills Assessment Category**

Interval Value	Skills
80-100	Baik Sekali
66-79	Baik
56-65	Cukup Baik
40-45	Kurang

This study was tested for validity by experts considering the standards on the speaking and language skills assessment sheet in fairy tale texts. The data analysis technique used in this study was the normality test using the Lilliefors test and the homogeneity test using the Fisher test. Then, the hypothesis was tested using the t-test.



## Results and Discussion

They were speaking skill assessment sheets and texts or fairy tale videos that have been designed and then validated by experts or experts in their fields, namely lecturers in Indonesian language courses (Sari, 2017). The validation results can be seen in the table below.

**Table 4. Validity Test of the Conformity Criteria and Descriptors**

Criteria	Descriptors	Explanation
5 Criteria	25 Descriptors	Appropriate

**Table 5. Validity Test Language Compatibility of the Text and Video Fairy Tales**

Teks Fairy Tale	Video Fairy Tales	Explanation
Language	Language	Appropriate

The two validity test tables show that criteria and descriptors are suitable for the speaking skill assessment sheet. There is linguistic compatibility in fairy tale texts and fairy tale videos that researchers will use in research. According to (Yusup et al., 2018), the instrument can be valid if the expert has the instrument, both in satisfaction and design, with no improvement. So the instrument is feasible to use for research. After getting the results of the validity of the instrument that is already valid, it is possible to conduct research and obtain pretest and posttest data. Researchers processed data with pretest and posttest using normality test and homogeneity test.

**Table 6. Normality Test**

Group	Sig.	Explanation
Pretest	0,227	Normal
Posttest	0,080	Normal

According to (Aulia et al., 2022) Normality test on data using the Liliefors test can be said to be usually circulating if Sig. > 0.05 or more than 0.05. So it can be seen from the results that the data is normally distributed.

**Table 7. Homogeneity Test**

Group	Fcount	Ftable	Explanation
Pretest	2,501	3,35	Homogeneous
Posttest	2,501	3,35	Homogeneous

According to (Aulia et al., 2022) Homogeneity test aims to decide whether the information is homogeneous or not. In this review, the homogeneity test uses Fisher's exact location where information can be considered homogeneous if Fcount < Ftable, and the results of the homogeneity test in the table show that  $2.501 < 3.5$ . So it can be said that the data is homogeneous.

**Table 8. Hypothesis Test**

Group	Tcount	Ttable	Explanation
Pretest	2,802	1,701	There is Effect
Posttest			

By the opinion (Suwanto et al., 2021) Hypothesis testing using the t-test based on the results in the table, it is found that the tcount > ttable is  $2.802 > 1.701$ . As shown by these results,  $H_0$  is rejected and  $H_1$  is accepted. Therefore, there is an effect of the role-playing method assisted by audio-visual media on the speaking ability of grade 3 students at SDN Cibuntu 01.



The research results (Priatna & Setyarini, 2019) showed that teaching and learning using the role-playing method could help grade 4 students in reading skills in Indonesian. The results of the research obtained are by the opinion (Ulomo, 2021) that the use of the role-playing method can increase the interest and learning outcomes of civics in the joint choice assessment skills of the fifth graders of SD 1 Kuwukan, separated by an increase in student interest in learning which significantly affects the improvement of student learning outcomes. The results of the research obtained are also appropriate (Ayu et al., 2016) that there has been an increase in the speaking ability of the 3<sup>rd</sup>-grade students of SD No. 4 Penarukan using the role-playing method.

Based on the research results, the implication for learning Indonesian is that selecting the proper method can affect students' speaking skills (Suarsih, 2018). There are differences in speaking skills for learning Indonesian between learning before and after using the role-playing method with the aid of audio-visual media. If previously, students were less active and thought learning Indonesian was boring and only read the writing, this assumption could be eliminated with the appropriate methods and media (Yuslina, 2020). Students' speaking skills get better with the role-playing method, which is assisted by audio-visual media, It is seen from the confidence in playing the character; the voice volume becomes louder, the body movements are more flexible, understanding the story content well, pronunciation and proper intonation.

### **Conclusion**

The conclusion obtained from the results of this study is that there is an influence of the Audio-Visual Media Assisted Role Playing on Speaking Skills learning Indonesian at SDN Cibuntu 01 because in language learning In Indonesia, methods, and media significantly affect students' speaking skills. So the Role Playing method can attract students to participate actively and play a predetermined role so that there is an opportunity for students to develop their speaking skills. With the help of audio-visual media then, students are not confused in describing their roles and conveying their dialogues.

### **Recommendation**

The recommendation submitted based on the results of this study are for teachers to pay more attention and provide opportunities for students to develop speaking skills. Teachers are better able to choose methods and media creative and innovative and on the character of students.

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