



# Audio-Visual Combined Role-Playing Learning Model To Improve Speaking Skills Indonesian Lessons

Mugiyatmi<sup>1</sup>, Sunarti<sup>1,\*</sup>

<sup>1</sup>Master of Elementary School Study Program, Universitas PGRI Yogyakarta, Indonesia

\*Corresponding author. Email: [bunartisadja@gmail.com](mailto:bunartisadja@gmail.com)

## ABSTRACT

This study aims to determine whether audio-visual combination role-playing learning affects the speaking ability of fifth-grade students at Pacar Elementary School, Bantul, Yogyakarta. This study used a quasi-experimental quantitative approach using a pretest-posttest design. The population in this study were fifth-grade students at Pacar Elementary School Bantul. The sampling technique used was total sampling with a complete sample of 57 people. Data collection techniques using tests, observation, and documentation. Data were analyzed using the paired sample t-test. The analysis showed that the average value of student learning outcomes at pre-intervention was 56.72 <post-intervention 69.79, so descriptively, there was a difference in the mean scores of students' speaking skills between pre and post-intervention. Thus, it can be concluded that the influence model of the audio-visual combination role-playing learning model influences the speaking ability of fifth-grade students at Pacar Elementary School Bantul.

**Keywords:** *role-playing, audio-visual, speaking skill, Indonesian*

## 1. INTRODUCTION

Speaking ability is a person's potential to digest something and respond through speaking activities with appropriate and synchronous responses [1]. Talking activities in children naturally develop as evidenced by ongoing two-way communication with other people in their daily lives, for example, with parents and playmates. The smoothness of everyday communication is not necessarily followed by good quality of speech while in the learning process at school [2]. Speaking skills in elementary school-age children are the child's capital for future interaction activities with the social environment [3]. A child's success is always positive, and achieving goals is determined mainly by his communication skills; therefore, these speaking skills must be trained early [4].

Education experts have extensively studied several learning models that support children's speaking skills, including research that follows them. In his study, Huda found that the role-playing learning model helped improve students' speaking skills in Indonesian lessons [5]. Following the age of their development, elementary school-age children are in the play phase, so learning models that are designed to be fun, like in a play atmosphere, are highly recommended [6]. The role-

playing learning model is one of the guided learning models for learning at the elementary level. Through this model, students can practice placing themselves in appropriate roles in situations that allow them to increase awareness and understanding of positive values that must be referred to based on self-confidence. For others, playing while learning is the hallmark of this model [7]. The teacher prepares a learning setting that allows students to take the intended meaning of learning without feeling burdened. As a result, students will more easily remember and naturally apply the positive values of learning outcomes in everyday life [8]. The advantage of this model is that students can learn to hone their communication skills on an equal basis without creating a discriminating gap between students who are fluent in communicating and those who cannot speak [9]. Audio-visual as a choice of learning media is an amplifier of this model because students will more quickly receive directive input in the form of information instructions, examples, and teacher guidance in visual and sound states simultaneously [10]. This combination makes it easier for the teacher to manage the class because the time to provide learning directions is shorter. Role-playing research is not the first time it has been carried out, such as by Hartono, who applies the Role-playing learning model to social studies learning [11]. His research concluded that the role-playing learning

model could effectively increase student activity while learning research Saptono that applies the role-playing learning model to learning accounting [12]. His research concluded that the Role-playing learning model can influence students' imagination and creativity. This result is in line with other research, which states that the role-playing model is constructive for students with less speaking ability because all students have the same opportunities in their learning activities [13]. Audio-visual media helps students always focus and be ready to receive all information because all senses work actively simultaneously [14].

Speaking Indonesian is not only through writing but communicating correctly according to the rules of the language in everyday life [15]. Given today's children's dynamic interaction and communication styles, learning Indonesian speaking skills is essential, so testing the audio-visual combination role-playing model in learning Indonesian must be done.

**2. METHOD**

This study used a quasi-experimental quantitative approach using a pretest-posttest design. The population

in this study were fifth-grade students of Pacar Elementary School Bantul. The sampling technique used was total sampling with a complete sample of 57 students. Data collection techniques using tests, observation, and documentation. Data were analyzed using the paired sample t-test. The intervention provided was in the form of a role-playing learning setting. The researcher explains the role of each student and the scenario of a drama that must be demonstrated or played by students. Explanations are given through short lectures followed by video media played many times until students understand their roles. Using an assessment checklist, the researcher observed students' speaking skills during the drama game.

**3. RESULT**

Table 1 shows the results of the data normality test using the Wilcoxon signed ranks test. The sig value is known. The pre-intervention value was 0.356, and the post-intervention value was 0.119 (> 0.05), so it can be concluded that the pre-intervention and post-intervention data values were normally distributed.

**Table 1.** Data normality test results

Nilai		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Role-playing combined audio-visual learning	Pre-intervention	0,289	57	0,119	0,939	57	0,356
	Post-intervention	0,189	57	0,202	0,899	57	0,119

Table 2 shows increased student learning outcomes after the role-playing combined audio-visual learning intervention. There was a difference in the

mean scores of students' speaking skills between pre and post-intervention.

**Table 2.** Results of the paired sample T-test

	Mean	N	Std. deviation	Std. Error Mean
Pre-intervention	56,72	39	11,301	2,987
Post-intervention	69,79	39	11,798	2,989

**4. DISCUSSION**

This study aligns with the opinion of Dewi et al. that role-playing can improve students' speaking skills regarding drama or role-playing, assessed by pronunciation, intonation, fluency, and expressions when playing roles [16]. Data collection in this study was in the form of the results of the speaking skills assessment instrument and also using documentation in the form of photos during the research process. After obtaining the assessment data from speaking skills, proceed with data processing techniques using data normality tests, data homogeneity, and paired tests. The normality test is to find out whether or not the spread of the data is expected. Then the homogeneity test is to find out whether the variances of the data population are the same or not. Based on the results of data analysis

through research that has been carried out, the results obtained are the post-test normality test of the data obtained by  $0.101 > 0.05$  so that it can be said that the data is typically distributed. Furthermore, the results of calculating the homogeneity test for a significant value of  $0.380 > 0.05$  can be displayed as homogeneous; after that, the data normality and homogeneity tests can be carried out. It is stated that the data is typically distributed and homogeneous, so in the next stage it can be tested the hypothesis of the results of the calculation of the paired test above obtained the value of sig. (2-tailed) is 0.000 because the value is less than 0.05, so it can be said that there is a significant difference between the pretest and post-test. Then compare the count and table based on the above calculation results; count = 9,890 and table = 2,349, so  $H_0$  is rejected. Because  $t_{count} > t_{table}$ , the audio-visual combination role-

playing learning model affects speaking skills. Thus, from the explanation above that the researcher has explained, it can be said that there is an influence on speaking skills after applying the role-playing learning model at Pacar Elementary School Bantul.

The advantage of the audio-visual role-playing learning model is that it makes it easier for students to talk during learning and provides the most comprehensive opportunity to convey ideas or opinions during education [17]. This result can be seen from the post-test score, which is greater than the student's pretest score, so there is a significant increase. In line with the statement above, this kind of research was conducted by Simanjuntak, proving that using a role-playing learning model can improve students' speaking skills compared to conventional methods [18]. The difference between this research and previous research lies in the research design, namely, a nonequivalent control group design. At the same time, this study used a one-group pretest-posttest technique. The research methods used also differed from previous studies using a quasi-experimental design, while this study used pre-experiments.

The role-playing learning model invites students to actively participate in class learning by playing roles and teaching students to have the courage to speak in front of the class well. Furthermore, the research conducted by Hidayat differs: the sample used differs from previous research using two types, while this research uses 1 class. Then the research undertaken by Priatna and Setyarini has a difference: the previous research only took post-test scores, while this study took pretest and post-test scores [19]. Research data were obtained from interviews, tests, questionnaires, observations, and questionnaires, while researchers used tests, statements, and documentation.

The role-playing model teaches students to work with group members to convey their roles well. They were followed by research conducted by Sejati on Geographic Information to look at speaking skills through a communicative approach. In contrast, researchers conducted a study to see the effect of speaking skills using role-playing learning models [20]. Furthermore, it was proven by Putra's research that there was a difference in previous research, namely with the help of audio-visual media. At the same time, in this study, the researchers used a role-playing learning model to see students' speaking skills [21].

## 5. CONCLUSION

Based on the research results and discussion of the role-playing learning model for speaking skills located at Pacar Elementary School, Bantul, it can be concluded that it influences speaking skills for fourth-grade students of Pacar Elementary School, Bantul.

There is an increase in speaking abilities before and after using the role-playing learning model by obtaining data analysis and hypothesis testing, namely  $\text{count} = 30,348 > t \text{ table} = 1.697$ , significantly influencing speaking skills and role-playing learning models.

It is suggested that teachers and school management review the curriculum, especially in the learning methods section. Variations in learning models require the support of infrastructure and teacher skills in managing classes, so training, workshops, and skill upgrade activities to improve teacher competence need attention.

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