

ENHANCING ELEMENTARY SCHOOL STUDENTS' SPEAKING SKILLS THROUGH THE ROLE-PLAY METHOD AT SDN 24 BANDA ACEH

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ARTICLE INFO

Article history:

Received : Jan 13, 2025

Revised : Feb 27, 2025

Accepted : Mar 27, 2025

Available : Mar 30, 2025

Keywords:

Speaking Skills; Role-Play Method; Elementary School Students..

ABSTRACT

This study aims to improve students' speaking skills in Indonesian language subjects through the application of the method. Role Playing (role play). This research was conducted in class IVd SDN 24 Banda Aceh. The type of research used is Classroom Action Research (CAR) which was carried out in two cycles, where each cycle consists of planning, implementation, observation, and reflection stages. The data collection technique in this study used a speaking skills test in the form of performance assessment with an assessment rubric, observation of learning activities and documentation of learning activities. The data were analyzed quantitatively and qualitatively. The results showed that the average value of students' speaking skills increased from Cycle I to Cycle II. In Cycle I, the average value of students' speaking skills was 72.36 with a completion percentage of 57.57%. In Cycle II, the average value increased to 80.63% with a completion percentage of 87.87%. Based on these results, it can be concluded that the application of the Role Playing method can improve students' speaking skills in the Indonesian language subject of class IV SDN 24 Banda Aceh.

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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and process that allows students to actively develop their potential. The goals of education include developing spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by individuals, society, and the nation. This aligns with Law Number 20 of 2003 concerning the National Education System, which emphasizes the importance of education in shaping Indonesians who are faithful, pious, and possess noble character.

Education is the primary foundation for developing quality human resources. Through education, individuals are equipped with the knowledge, skills, and values necessary to contribute to society. In this era of globalization, challenges in education are

increasingly complex, demanding innovation in the learning process to produce competent graduates who are adaptable to changing times.

One important aspect of education is language proficiency, which serves as a means of communication and critical thinking. Mastery of language skills, particularly speaking, is a crucial indicator in assessing students' communication abilities. Language is also central to the teaching and learning process, as nearly all academic activities are conducted through verbal and nonverbal communication (Dewi, 2024).

Every individual desperately needs language skills, as they are essential for developing intellectual, social, and character skills. Mastering language skills involves expanding one's vocabulary. The more vocabulary a person possesses, the more fluent and effective their communication skills will be (Tarigan, Y.H.B., Cipta, N.H., & Rokmanah, S. 2023).

Among language skills, speaking plays a central role, especially in the context of elementary school learning. This skill reflects students' ability to express opinions, respond to questions, and interact actively in class. Therefore, mastery of speaking skills is an important indicator of the development of students' communication skills and thinking skills. Furthermore, this skill also supports the growth of self-confidence, social skills, and student success in learning processes based on discussion and collaboration.

Every individual needs to master speaking skills. Speaking is a manifestation of thought and the execution of the communication process. Every stage of human life begins with spoken interaction. Speaking is not limited to simply pronouncing words, but involves body expressions used to highlight significance in the conversation. Body language plays a role in enhancing expression, making the speaking process more communicative (Setyonegoro et al., 2020).

Speaking skills play a crucial role in developing students' oral communication skills. By mastering speaking skills, students are expected to communicate effectively in a variety of situations, both at school and in everyday life.

Speaking skills are the ability to convey thoughts, feelings, and information orally clearly and effectively. However, in practice, many elementary school students experience difficulties speaking, such as shyness, lack of confidence, and limited vocabulary. This can hinder students' learning and social interactions (Agus, 2023; Hu et al., 2021; Nguyen, 2026).

Research by Damayanti, A., Nurani, R. Z., & Mahendra, H.H. (2023) shows that currently many students are still lacking in speaking skills, lack of confidence to speak especially in front of a crowd (front of the class) so that their speaking skills are low, this is also because teachers are only fixated on lecture methods which cause students to feel

monotonous and bored during the learning process. This lack of confidence can arise due to the lack of language mastery of students, in addition students have to speak outside the language they use every day.

To address these issues, innovative and interactive learning methods are needed. One method that can be used is role-playing. This method allows students to act out specific situations, allowing them to practice speaking in a fun and meaningful context. Research by Lala & Nomnafa (2024) showed that implementing role-playing can significantly improve students' speaking skills.

Selecting the right learning method is key to achieving effective and efficient educational goals. Learning methods serve as a bridge between the subject matter and student understanding, so selecting an appropriate method can increase student engagement and motivation. The choice of learning method must take into account student characteristics, learning objectives, and the context of the learning environment.

The role-playing method provides students with the opportunity to actively participate in the learning process, boosting self-confidence, and developing social skills. Through role-playing, students can freely express their ideas and feelings and learn to understand others' perspectives.

In the context of learning Indonesian in elementary schools, the method *role playing* can be applied to materials involving dialogue or conversation. Through role-playing, students not only learn to speak but also understand the content, increase empathy, and develop social skills. A study by Pratiwi (2021) proved that this method is effective in increasing students' active participation and speaking skills.

With this method, students can learn and work together through role-playing by telling stories, through interaction with their friends, so they can hone their speaking skills, because with this method, students can express their feelings and opinions without worrying about getting sanctions.

Based on the results of interviews conducted at SDN 24 Banda Aceh with Ms. Sa'bah as the homeroom teacher of class IV D, it was found that students' speaking skills were still relatively uneven. Some students seemed quite bold in expressing their opinions during learning activities. On the other hand, some other students (5) showed difficulty in speaking. When asked to speak, the student's tone of voice was very low as if he was nervous to convey it so the teacher approached the student to listen to what he said. Ms. Sa'bah as the homeroom teacher of class IV D hopes that students' speaking skills can be further improved and need to be improved, because this is very important to help them interact well.

To support the results of interviews with teachers, based on initial observations conducted by researchers at SDN 24 Banda Aceh, not all students were able or had the courage to answer questions or express their opinions. When students spoke, their pronunciation was clear, but with long, intermittent pauses. Those who understood the language were able to answer the teacher's questions, as some students paid attention while the teacher spoke, while others did not.

The role-playing method remains relevant and effective today, despite its long-standing presence in education. Implementing role-playing can significantly improve students' speaking skills because they are directly involved in communication activities. Learning involving role-playing activities can increase students' activeness and confidence in expressing their opinions. Furthermore, research by Rina Marlina (2024) revealed that the role-playing method is effective in developing students' creativity and social skills through direct interaction in contextual learning situations.

The role playing method provides students with the opportunity to learn through direct experience (*learning by doing*), so that learning becomes more meaningful. This method can also improve students' speaking skills because they are actively involved in dialogue activities, expressing opinions, and interacting with classmates. The use of this method can encourage students' activeness and courage in performing in front of the class, thereby overcoming the problem of students who tend to be passive. Thus, although considered an old method, role-playing remains relevant to the demands of 21st-century learning which emphasizes communication, collaboration, and critical thinking skills.

RESEARCH METHODS

The type of research used is Classroom Action Research (CAR), which is a research conducted to improve and enhance the quality of the process and learning outcomes in the classroom through certain actions that are systematically designed. Judging from the type of research, the approach used in this study is descriptive qualitative. This research was conducted at SD 24 Banda Aceh Jl. Tengku Tanoh Abee No. 1, Lampineung, Kota Baru, Kuta Alam District, Banda Aceh City. This research is aimed at grade IV D students in the Indonesian language subject with the research subjects being students and teachers at the school. Research data collection was carried out through observation, interviews, documentation and tests. Qualitative data processing methods that include data collection, data reduction, data presentation, and drawing conclusions are carried out repeatedly and simultaneously until the data is saturated.

RESULTS AND DISCUSSION

Startl

Cycle I

In the planning stage of Cycle I, the researcher prepares various things needed before implementing the learning. Planning begins with compiling a learning plan by applying the method *ole Playing* in Indonesian language learning. Next, the researcher prepared Indonesian language learning materials, namely interviews and Student Worksheets (LKPD) that focused on dialogue texts as a means to practice students' speaking skills, determine roles (interviewer, resource person, recorder), and divide students into groups. In addition, the researcher prepared a speaking skills assessment instrument in the form of an assessment rubric and observation sheets for teacher and student activities to be used during the learning process.

Implementation of Actions

In the implementation stage, Cycle 1 Action was carried out on November 13, 2025 at SDN 24 Banda Aceh. Learning was carried out by applying the method *role playing*. In accordance with the prepared lesson plan, the interview material was explained and students were given examples of role-playing techniques. Next, students held group discussions, determined who would be the interviewer, resource person, and recorder, and practiced these activities in front of the class. Throughout the learning process, students were provided with guidance and reinforcement. At the same time, a speaking skills assessment rubric was used to assess students' abilities during the role-playing activity.

During the observation stage, observations were made of the teacher's and students' activities during the learning process. During the learning process, the teacher implemented various aspects that were observed, such as explaining the objectives to be achieved at the meeting and implementing the teaching method *role playing* and actively involve students in learning activities. In terms of student observation, students show enthusiasm and passion in learning activities *role playing* and students dare to ask questions during the lesson. In addition, students' speaking skills are also observed using a rubric and the results of student speaking assessments when students perform and speak in front of the class. The assessment rubric is used to assess student achievement based on predetermined criteria.

Table 1. Student Speaking Test Results Table for Cycle I

No	Number	Score	Letter	Information
1	THE	87	A	Completed
2	AC	79	B	Completed
3	OF	79	B	Completed
4	BUT	75	B	Completed

5	FR	37	C	Not Completed
6	GM	75	B	Completed
7	THE	87	A	Completed
8	BITTER	83	A-	Completed
9	LS	62	C	Not Completed
10	LK	66	C	Not Completed
11	AND	91	A	Completed
12	MR	62	C	Not Completed
13	MAR	75	B	Completed
14	FIRST	83	A-	Completed
15	FLY	66	C	Not Completed
16	MF	58	C	Not Completed
17	MK	66	C	Not Completed
18	MN	87	A	Completed
19	WALL	83	A-	Completed
20	AFTER	66	C	Not Completed
21	MZ	87	A	Completed
22	THAT	54	C	Not Completed
23	NL	91	A	Completed
24	QM	62	C	Not Completed
25	SAND	79	B	Completed
26	RE	66	C	Not Completed
27	RR	54	C	Not Completed
28	RJ	58	C	Not Completed
29	RG	87	A	Completed
30	SUN	54	C	Not Completed
31	SF	79	B	Completed
32	SK	75	B	Completed
33	FOR	75	B	Completed
Total student grades				2,388
Class average grade				72,36

Based on the results of the observation test of students' speaking skills in cycle 1, the total score of students was 2,388 with a class average score of 72.36. Of the 33 students, 19 students (57.57%) had achieved the completion criteria, while 14 students (42.42%) had not achieved completion. It can be seen that the results obtained by students still vary. Some students have achieved completion because they obtained scores equal to or above the specified KKM, which is 75. However, there are still students who obtained scores below the KKM so they are declared incomplete. This indicates that students' speaking skills in cycle 1 have not fully developed. Some students still experience difficulties in their speaking skills, such as fluency, clarity of pronunciation, and self-confidence. Therefore, improvements and follow-up are needed in the next cycle to improve students' speaking skills more evenly.

Reflection: Based on the results of the reflection on cycle 1, the learning implementation still faced several obstacles. The learning process took longer because students were asked to complete three interview questions during the worksheet (LKPD), so some students needed additional time to complete them. Furthermore, the noisy

classroom conditions caused students to be easily distracted. Therefore, improvements were needed in cycle II regarding time management and classroom conditioning.

Cycle II

Seeing the shortcomings and obstacles that had occurred in cycle 1, the researcher first planned and prepared what were the obstacles or shortcomings in cycle 1, preparations in planning such as preparing a lesson plan and making slight changes to the Student Worksheet (LKPD). In addition, the researcher prepared a speaking skills assessment instrument in the form of an assessment rubric and observation sheets for teacher and student activities to be used during the learning process. Not only that, before the Cycle II Action was implemented, the researcher discussed it first with the class teacher to determine a more flexible time for implementing Cycle II.

In the implementation stage of cycle II, the action was carried out on November 22, 2025 at SDN 24 Banda Aceh. Learning was carried out by applying the method *role playing* in accordance with the lesson plan that has been prepared. In cycle II, the researcher provided more reinforcement to students regarding the importance of improving speaking skills in everyday life. Reinforcement was given before and after the role-play activities to increase students' motivation and confidence when speaking in front of the class. In addition, during the implementation stage of the learning, the Student Worksheet (LKPD) that had been revised based on reflections from cycle I was used. This way, learning was more effective and students had sufficient time for role-play activities.

In the observation phase of cycle II, observations were conducted again on the activities of teachers and students during the learning process. During the learning process, it ran smoothly and better, students showed higher enthusiasm in participating in activities and the classroom atmosphere was also more conducive compared to the previous cycle. Students' speaking skills were again observed using a rubric and the results of student speaking assessments when students performed and spoke in front of the class.

No	Number	Score	Letter	Information
1	THE	91	A	Completed
2	AC	83	A-	Completed
3	OF	63	C	Not Completed
4	BUT	85	A	Completed
5	FR	75	B	Not Completed
6	GM	79	B	Completed
7	THE	91	A	Completed
8	BITTER	91	A	Completed
9	LS	70	B	Not Completed
10	LK	79	B	Not Completed
11	AND	87	A	Completed

No	Number	Score	Letter	Information
12	MR	83	A-	Not Completed
13	MAR	83	A-	Completed
14	FIRST	87	A	Completed
15	FLY	79	B	Not Completed
16	MF	75	B	Not Completed
17	MK	83	A-	Not Completed
18	MN	83	A-	Completed
19	WALL	87	A	Completed
20	AFTER	87	A	Not Completed
21	MZ	87	A	Completed
22	THAT	79	B	Not Completed
23	NL	83	A	Completed
24	QM	79	C	Not Completed
25	SAND	79	B	Completed
26	RE	58	C	Not Completed
27	RR	58	C	Not Completed
28	RJ	87	C	Not Completed
29	RG	91	A	Completed
30	SUN	58	C	Not Completed
31	SF	87	B	Completed
32	SK	87	B	Completed
33	FOR	87	B	Completed
Total student grades				2.661
Class average grade				80,63

Based on the results of the speaking skills test in cycle II, the total score of students was 2,661 with a class average score of 80.63. Of the 33 students, 29 students (87.87%) had achieved the minimum completion criteria, while 4 students (12.12%) had not achieved completion. In general, these results showed a significant increase compared to cycle I. However, based on the analysis per student, there were students who had achieved completion in cycle I, but in cycle II had not achieved the minimum completion criteria. In addition, it was also found that students experienced a decrease in scores in cycle II compared to the results obtained in cycle I. This decrease was influenced by several factors, such as student readiness and the level of student confidence when appearing to speak in front of the class.

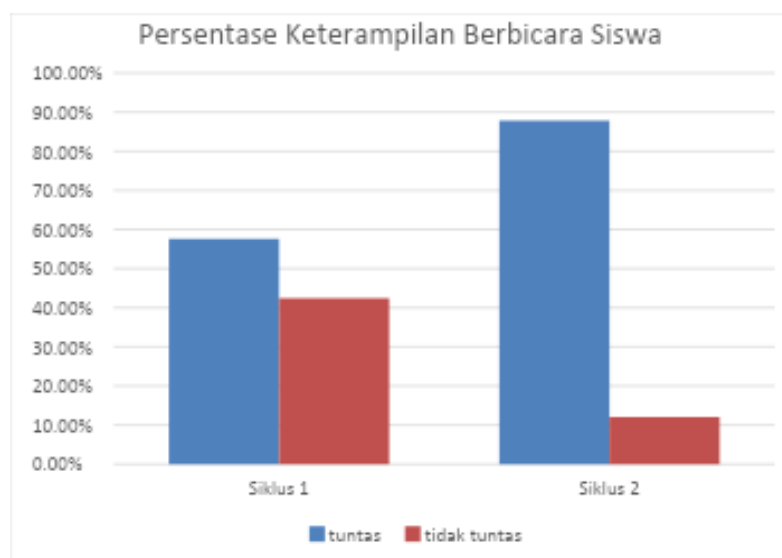
Overall, students showed improvement in aspects of speaking skills, such as courage in delivery, fluency in speaking, accuracy of intonation, and mastery of content through the application of the method *role playing*. Thus, the research success indicator has been achieved in cycle II. Although the success indicator has been achieved, there are still 4 students who have not reached the minimum completion criteria (KKM) of 75. This is influenced by differences in individual student abilities, low levels of self-confidence and the need for more practice, approaches and guidance to improve speaking skills, although these students still show slight progress in each cycle.

Based on the results of the implementation of actions and observations in cycle II, the application of the method *role playing* in Indonesian language learning showed better results compared to cycle I. Improvements made in the planning and implementation stages of learning had a positive impact on improving students' speaking skills. This can be seen from the increase in the average class value and the percentage of learning completion that has met the research success criteria. With the achievement of research success indicators, namely a minimum of 80% of students achieving ≥ 75 according to the school's KKM, this classroom action research was declared successful and was stopped in cycle II.

The range of improvement in results between Cycle I and Cycle II in this study was caused by improvements in learning actions carried out based on the results of reflections in Cycle I. In Cycle I, several obstacles were still found, such as students who did not dare to perform, lacked confidence in speaking, and did not understand the flow of role-playing activities well. This resulted in low student activity and speaking skills. After reflection, in Cycle II the researcher made several improvements, such as providing examples of role-playing beforehand, dividing groups in a more focused manner, providing guidance and motivation to students, and creating a more enjoyable learning atmosphere. These improvements made students better understand their respective roles, more confident, and more active in learning activities. In addition, improvements were also influenced by habit factors, where students began to get used to the role-playing method so they no longer felt awkward or shy. Thus, there was a significant increase in students' speaking skills from Cycle I to Cycle II, both in terms of activity, courage, and fluency in expressing opinions.

The success criteria in this study are, 1) learning completion of at least 80% of the total number of students obtained a score of ≥ 75 , in accordance with the minimum completion criteria (KKM) set by SDN 24 Banda Aceh; 2. an increase in the average class value occurred in each cycle compared to the previous cycle.

To clarify the improvement of students' speaking skills in each cycle, the research data is presented in the following diagram.



CONCLUSIONS AND SUGGESTIONS

Conclusion

The results of the research conducted in class IV D of SD Negeri 24 Banda Aceh, can show that the application of the Role Playing method can improve students' speaking skills in learning Indonesian. This answers the formulation of the research problem, namely how the application of the Role Playing method can improve students' speaking skills in learning Indonesian in class IV of SD Negeri 24 Banda Aceh. The implementation of the Role Playing method is carried out through the stages of planning, implementation, observation, and reflection in each cycle. Students are given the opportunity to play roles according to what has been prepared, then practice and present them in front of the class. This activity encourages students to be more active and brave in speaking in front of the class and in front of their friends.

The results of the study showed an increase in students' speaking skills from cycle I to cycle II. In cycle I, the average score of students' speaking skills was 72.36 with a completion percentage of 57.67%. After improvements were made to the learning in cycle II, the average score of students' speaking skills increased to 80.63 with a completion percentage of 87.87%. This increase indicates that the application of the Role Playing method has a positive impact on students' speaking skills. Thus, it can be concluded that the application of the Role Playing method appropriately and continuously is effective in improving students' speaking skills in Indonesian language learning for grade IV of SD Negeri 24 Banda Aceh.

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