

Implementation of the Role Play Model in Improving the Speaking Ability of the Fourth-grade Students of Madrasah Ibtidaiyah Nurul Huda, Tangerang Regency

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Abstract

The purpose of the results of this study is to obtain the effect of the role-play model on children's abilities. And want to know the difference before and after playing the game. The research method uses a quantitative approach that tests based on statistics. Data collection techniques through the distribution of questionnaires, interviews, and observations. inventory, scale, and size. Data processing such as grouping data based on the type collected from respondents, making tabulations, and calculating hypothesis testing. (1). So there is a significant effect of the role-play model on students' speaking ability. It can be seen that the correlation level is 93.2%. (2). There are differences in students' speaking abilities, before and after using the role-play model game. Because from the results of hypothesis testing the signivicant value is equal to 0.000 where the signivicant value becomes smaller than 0.05.

Keywords: Role Play Model, Speaking Ability, MI Students

1. Introduction

Student skills that need to be considered and developed such as listening to the teacher speak, reading in front of the class, writing in books, and being proficient at speaking in bed with friends. The teacher's task is to improve some of the student's skills, by using an interesting and fun learning model to develop students' knowledge in the field of skills properly. The teacher compiles and plans a learning model to improve students' skills by using the right model so that students become interested. The teacher focuses on aspects of learning material which is one aspect of supporting skills that focus on increasing students' understanding. The basis for skills that students must have is to improve speaking skills. Because students' skills in speaking are very important, for a student to communicate must be polite and polite. Lack of students' speaking skills can result in less than optimal relationships with social media. The learning of students' speaking skills in elementary schools aims to express thoughts and feelings according to their wishes.

Thus it can be interpreted that the purpose of teaching speaking is to create efficient communicators. Students must be able to make their own and use it in conversation in their daily lives. They should try to avoid confusion in messages due to mispronunciation, grammar,

or vocabulary, and observe the social and cultural rules that apply in every communication situation.

Dewi stated that several factors make it possible for students to have unsuccessful speaking skills as follows: a) English is not used outside or in the community classroom as a foreign language, b) Lack of exposure to English in society and the environment, c) learning English in the community. the school places less emphasis on speaking skills, but focuses more on vocabulary structure and enrichment, d) Shame and fear of making mistakes when practicing speaking, e) English is not the main requirement unless there is an opportunity to go to an English-speaking country for further education or visits tour.

In addition, in speaking activities, there are two reasons why speaking skills are difficult for students. The first cause is that students lack the motivation in learning English. Another reason is due to inappropriate techniques used by teachers in teaching speaking skills. Whereas teaching English as a foreign language requires effective learning models, techniques, language games, or activities that improve speaking skills.

One of the effective models for improving students' speaking skills, especially at the elementary school level, is the role-play model. This is shown by the results of research conducted by Agung Kurniawan, showing that the role-play model is effective in improving students' speaking skills. In this study, it can be seen that there are differences in results between the control class (conventional) and the experimental class. In the experimental class, it was found that there was better progress in speaking skills than in the control class because the experimental class had been treated with the role-play model of learning.

This difference occurs because the role-play model is a learning model in which there is student's behavior (acting) follows the predetermined role. Where students imitate the situation of the character in such a way intending to dramatize and express a person's behavior, expressions, and movements in social relations between humans. The role-playing model can lead to learning experiences, such as the ability to cooperate, communicate, and interpret events. Through role-playing, students try to explore human relationships by demonstrating and discussing them, so that together students can explore their feelings, attitudes, values, and problem-solving strategies. Role-playing is a fun activity for students because they can play while learning, this activity also teaches directly the values of goodness and creativity that they want to grow. By experiencing it directly students will be able to feel the importance of cultivating these values, it can even grow the inner bond between teachers and students.

This is in line with some opinions about role play. Ur stated that role play is giving students suitable topics, providing interests and subject matter for discussion, dividing them into groups increasing the number and quality of verbal interactions. Jane Revel explains that the essence of this activity is understanding other people's situations, and to do this well, the player needs to tackle the roles of other participants, not just himself. In other words, it can be concluded that role-play is a technique in teaching English in which: students learn in imaginary situations or roles to develop fluency. The situations and roles are made as real situations so that students know the function of English in real life.

Based on the explanation above, the author wants to conduct a study to try to what extent the effectiveness of the role-play model in improving the speaking skills of special students at the elementary school level in the fourth grade of MI Nurul Hudu, Tangerang Regency.

2. Research Model

This research is using experimental model. According to Sugiyono in the line of experimental research models, it can be interpreted as a research model used to find an effect of treating something. The design of this research is pre-experimental with one group free test-

post test. This design is used to be more accurate because it compares the data before and after a treatment is applied.

This research was conducted in Class IV MI Nurul Huda, Tangerang Regency. This research was conducted for two months, from July to August 2022. The population in this study were fourth-grade students at MI Nurul Huda, only 20 students, so the entire population in this study was used as the research sample. The data analysis technique in this study was using the SPSS application which consisted of descriptive data, normality test, homogeneity test, and hypothesis testing.

3. Results and Discussion

3.1. Results

The data from this study were in the form of students' speaking ability as a result of the research treatment, namely (A1) speaking ability before using the role-play model and (A2) speaking ability after using the role-play model. The research data were analyzed using descriptive statistical techniques, to measure the spread of data from each treatment group. Calculation of the research data was carried out using a blood test program, namely SPSS version 22.

- a. Description of speaking ability data before using the role-play model. The description of students' speaking ability before learning to use the role-play model as a whole (A1) has a theoretical score range of 0-100 with the lowest score of 30 and the highest being 100. The students' speaking ability before learning to use the role-play model has an average score of 71.75.
- b. Description of speaking ability data after using the role-play model. The description of students' speaking ability before learning to use the role-play model as a whole (A2) has a theoretical score range of 0-100 with the lowest score of 30 and the highest being 100. The students' speaking ability before learning to use the role-play model has an average score of 71.75.
- c. Testing Requirements Analysis. Before testing the hypothesis, the prerequisite test for data analysis is carried out, namely the normality test and the homogeneity test of the population variance. The normality test was carried out to assess whether or not the distribution of the analyzed data was normal from each research data. Prerequisite testing is to determine whether the research sample comes from a normally distributed population or not. The analysis used the SPSS version 22 program. Meanwhile, to determine the homogeneity of the population variance, the homogeneity test prerequisite test was also carried out with the SPSS version 22 program.

As follows below will be discussed and described the results of the prerequisite testing referred to above, namely as follows:

3.2. Normality test

Normality testing was carried out on two groups, namely (1) speaking ability before using the role-play model and (2) speaking ability after using the role-play model. Normality test using the program with the Kolmogorov-Smirnov test, which shows a significance level = 0.05. So if there is a significant value greater than 0.05, the data is normally distributed and if the significant value is less than 0.05, then the data is included in data that is not normally distributed. Then the results of the normality test can obtain a significant value of 0.141, which is greater than 0.05, then the data on students' speaking ability before using the role-play model is normally distributed.

By using the normality test results of speaking ability after using the singing model are the sig value is 0.136 which is the significant value being greater than 0.05 then the speaking ability data after using the role-play model is normally distributed.

Thus it was concluded that the 2 groups in this study came from a normally distributed population. This shows that one of the research test requirements has been fulfilled and can be continued in the next test.

3.3. Homogeneity Test

Homogeneity testing was carried out on two groups, namely (1) speaking ability before using the role-play model and (2) speaking ability after using the role-play model. The homogeneity test was carried out with Levene's test, which was to determine whether the research data that had been collected came from a homogeneous population with a significance level of $= 0.05$. This means that if the sig value is greater than 0.05 then the data is homogeneously distributed and if it is less than 0.05 then the data is not homogeneously distributed. The results of the homogeneity test are that the sig value is 0.69 where the sig value is greater than 0.05, it can be concluded that the two groups of data have the same population variance or come from a homogeneous population.

3.4. Hypothesis testing

Testing this hypothesis is done by using the technical analysis of the t-test is a paired test, with the help of the SPSS-22 test affiliation. with the following test results as follows:

Table 1. Hypothesis Testing

Paired Samples Test								
	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 free test - post test	-10,00000	10,51315	2,35081	-14,92031	-5,07969	-4,254	19	,000

Based on the data above, it can be seen that the sig value is 0.000 where the sig value is less than 0.05, so that it can influence the game by using a role-play model on the level of students' proficiency in speaking.

The level of correlation and coefficient of this research are as follows:

Table 2. Correlation and coefficient test results

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 free test & post test	20	,932	,000

Based on the data above, it has been seen according to calculations that the correlation level is $= 0.932$, which implies that the level of the role-play model game has an influence on student skills on speaking ability is 93.2% and the sig value is 0.000 which is less than 0.05. With this, then it can be concluded that there is a significant influence from the role play model on students' speaking ability.

3.5. Discussion

The success of an English learning process at Madrasah Ibtidaiyah is when a child can understand simple conversations in everyday life. Therefore, we need an interesting model that does not make elementary school children or MI children bored and find it difficult to understand English conversation.

One model that can be used is the role-play model. With this model, it is hoped that children will feel happy in learning and memorizing English conversations because children do not feel they are learning but are playing.

Based on the results of this study, the hypothesis test data obtained is with a correlation level of $= 0.932$, which implies a significant influence of the role-play model on speaking ability is 93.2% and the sig value is 0.000 less than 0.05. With this, it can be concluded that there is a significant effect of the role-play model on students' speaking ability. In other words, there is a significant difference between the speaking ability of students who learn by using the role-play model and the ability to speak without using the role-play model. Therefore, the role-play model is one of the effective models for improving students' speaking skills, especially in learning English.

4. Conclusions and Suggestions

4.1. Conclusion

Based on the data obtained from the results of this study, in general, it can be concluded as follows:

- a. Then there is a significant influence effect of the role-play model on students' speaking ability. It can be seen that the correlation level is 93.2%.
- b. There are differences in students' speaking ability before and after using the role-play model. This can be seen from the results of hypothesis testing, a significant value of $= 0.000$ is obtained where the sig value is less than 0.05.

4.2. Suggestion

Based on the results of these discussions and conclusions, the authors propose several suggestions, including the following:

- a. For teachers, teachers should start to use various kinds of varied learning models in the learning process, especially starting to use the role-play model in the process of learning English at school.
- b. School principals, principals should supervise to evaluate the learning models used by teachers in the learning process so that they can see the extent to which the level of success of a learning model used by teachers.
- c. For students
- d. Students should be re-motivated in every learning process because no matter how good a learning model is if the main actors in the learning process are less motivated to learn, the model will be in vain.

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