

The Effect of Role Play Learning Model Based on Folk Stories for Speaking Skills at Grade III Students of SDN 122358 Pematangsiantar

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Abstract

This study aims to determine the effect of role-playing learning model based on folklore on speaking skills of third grade students of SDN 122358 Pematangsiantar. This study uses a quantitative approach with a quasi-experimental method and a Nonequivalent Control Group Pretest-Posttest Design. The research sample consisted of 23 students in the experimental class and 20 students in the control class. Data collection techniques used performance tests, observation, and documentation. Data analysis was carried out through normality tests, homogeneity tests, and hypothesis tests using Independent Samples T-Test. The results showed that the average posttest score of the experimental class was 88.70, higher than the average posttest score of the control class of 43.25. Based on the results of the hypothesis test, the Sig. (2-tailed) value was obtained at $0.000 < 0.05$ and the calculated t value $> t$ table, which was $23.613 > 2.020$, so H_0 was rejected and H_a was accepted. Thus, it can be concluded that there is a significant influence of the folklore-based role-playing learning model on the speaking skills of third-grade students at SDN 122358 Pematangsiantar.

Keywords: Role-Playing Learning Model, Folklore, Speaking Skills.

INTRODUCTION

The success of a nation and state is largely determined by the quality of human resources produced through the education system. Education plays a crucial role in shaping individuals who are knowledgeable, have character, and are able to communicate effectively. Indonesia, as a developing country, continues to strive to improve the quality of education to create an intelligent, skilled, and competitive generation. Education is a complex and ongoing process

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aimed at developing the holistic potential of students, encompassing cognitive, affective, and psychomotor aspects. The success of education in schools can be seen from the achievement of learning objectives and the development of student abilities over time. This learning process is inseparable from the applicable curriculum. The curriculum currently implemented in elementary schools is the independent curriculum. The independent curriculum gives teachers the freedom to design student-centered learning tailored to their needs, characteristics, and potential. This curriculum emphasizes active, meaningful, and contextual learning and encourages direct student involvement in the learning process.

In the Merdeka Curriculum (Merdeka Curriculum) in elementary schools, the subjects taught include Pancasila Education, Indonesian Language, Mathematics, Natural and Social Sciences (IPAS), Physical Education, Sports and Health, Arts and Culture, and local content in accordance with educational unit policies. Indonesian Language is a subject that plays a crucial role in developing students' language skills, including listening, speaking, reading, and writing. Of these four basic skills, speaking is the most crucial because it directly relates to students' ability to express ideas, thoughts, and feelings verbally. In general, the purposes of speaking can be categorized into three: speaking to inform, speaking to entertain, and speaking to persuade. These three purposes demonstrate the crucial role of speaking skills in the communication and learning process in elementary schools.

At the elementary school level, under the Merdeka Curriculum, Indonesian language instruction focuses on developing students' language skills, particularly speaking skills, in accordance with their developmental stage. The goal is to build strong communication skills to prepare students for the next level of education while fostering self-confidence in communication. Therefore, it is crucial for educators to use effective learning models when teaching Indonesian to third-grade students. The implementation of Indonesian language learning in elementary schools under the Merdeka Curriculum requires students to be able to express opinions, relate experiences, and engage in simple dialogues verbally using polite language. One way to do this is through the application of role-playing learning models to improve students' speaking skills.

Based on observations at SDN 122358 Pematangsiantar, several issues were identified in the speaking skills of third-grade students. Students were still unable to express their opinions in front of the class and had difficulty when asked to retell stories orally. Furthermore, some students still had poor pronunciation, inadequate intonation, and limited word choice. Students also appeared to be less fluent in their speaking, frequently pausing or hesitating when expressing their opinions. Furthermore, students appeared to lack confidence when speaking in



front of the class, making it difficult for them to convey their ideas orally.

Table 1. Third-Grade Students' Speaking Skills Test Scores

Class	Passing Minimum Grade (KKM)	Scores	Total of students	Percentage	Description
III A	70	≥ 70	14	61%	Passed
		< 70	9	39%	Not Passed
		Jumlah	23	100%	
III B	70	≥ 70	11	55%	Passed
		< 70	9	45%	Not Passed
		Total	20	100%	

(Source: Source: SDN 122358 Pematangsiantar)

Based on the data presented in Table 1, the speaking skill outcomes of third-grade students can be described as follows. In Class III A, which consists of 23 students, 14 students (61%) achieved the minimum passing criteria, while 9 students (39%) did not. Meanwhile, in Class III B, out of 20 students, 11 students (55%) met the minimum passing criteria, whereas 9 students (45%) did not. These findings indicate that a number of students have not yet achieved the expected level of speaking proficiency based on the Minimum Mastery Criteria (KKM). Therefore, it is necessary to implement an instructional model that can improve students' speaking skills. One such approach is the role-playing learning model.

The role-playing learning model is an instructional approach that encourages students to act out specific roles or characters. According to Wirachman and Kurniawati (2023), this model promotes active student participation by engaging them in performing social roles with enthusiasm and imagination. Hasibuan et al. (2024) explain that role-playing involves dramatization, where students take on particular characters in predetermined situations. Furthermore, Widia Nur Jannah (2025) found that the role-playing model is highly effective and appropriate for enhancing students' speaking skills.

RESEARCH METHODS

1. Research Design

This study employed a quantitative approach using a quasi-experimental design.

Experimental research is a quantitative method conducted to examine the effect of a treatment through controlled procedures (Sugiyono, 2023, p. 111). The design used in this study was the nonequivalent control group pretest–posttest design, involving two classes: Class III A as the experimental group and Class III B as the control group. Both groups were given a pretest before the treatment and a posttest after the treatment.

The experimental group received instruction using a role-playing learning model based on folktales, while the control group was taught using conventional teaching methods. The results of the pretest and posttest were compared to determine the effect of the treatment on students' speaking skills.

Table 1. Nonequivalent Control Group Pretest–Posttest Design

Group	Pretest	Treatment	Posttest
Experimental	O1	X1	O2
Control	O3	X2	O4

(Source: Sugiyono, 2023, p. 120)

Description:

O1: Pretest of students' speaking skills in the experimental group before treatment

O2: Posttest of students' speaking skills in the experimental group after treatment

O3: Pretest of students' speaking skills in the control group before instruction

O4: Posttest of students' speaking skills in the control group after instruction

X1: Instruction using the role-playing model based on folktales (experimental group)

X2: Instruction using discussion/conventional methods (control group)

2. Research Location and Time

This study was conducted at SDN 122358 Pematangsiantar during the second semester of the 2025/2026 academic year. The research took place at UPTD SD Negeri 122358, located on Jl. Sumber Jaya II, Siantar Martoba District, Pematangsiantar, focusing on third-grade students. The study was conducted from March to April 2026.

3. Population and Sample

1) Population

Population refers to a generalized group consisting of objects or subjects with specific characteristics determined by the researcher for study and conclusion (Sugiyono, 2023, p. 126).

The population in this study included all third-grade students at SDN 122358 Pematangsiantar.

2) Sample

A sample is a subset of the population that represents its characteristics (Sugiyono, 2017, p. 81). This study used a non-probability sampling technique, specifically saturated sampling, where all members of the population are included as the sample. Thus, the sample consisted of all third-grade students: 23 students from Class III A and 20 students from Class III B.

4. Data Collection Techniques

Data collection is a systematic process used to obtain accurate and relevant information. The techniques used in this study were as follows:

1) Performance Test

A performance test was used to assess students' speaking skills. In this test, students were asked to perform a role based on a folktale. Their performance was evaluated using a speaking skills assessment rubric.

2) Observation

Observation involves systematic monitoring and recording of phenomena observed during the research process. It was used to examine students' engagement and participation during the learning activities.

3) Documentation

Documentation is an important data collection technique that supports the validity of research findings. The documentation in this study included photographs and records of learning activities during the implementation of the role-playing model.

5. Data Analysis Techniques

In quantitative research, data analysis is conducted after all data have been collected. It aims to process data into meaningful information that is easier to interpret.

1) Prerequisite Tests

1.1 Normality Test

The normality test is used to determine whether the data are normally distributed, which is a requirement for parametric statistical analysis (Sugiyono, 2023).

In this study, the normality test was conducted using SPSS Statistics 25 with the Shapiro–Wilk test.

Decision criteria:



- If Sig. > 0.05 → data are normally distributed
- If Sig. < 0.05 → data are not normally distributed

1.2. Homogeneity Test

The homogeneity test is used to determine whether the variances of the experimental and control groups are equal (homogeneous). This study used Levene's test in SPSS.

Decision criteria:

- If Sig. > 0.05 → data are homogeneous
- If Sig. < 0.05 → data are not homogeneous

2) Hypothesis Testing

The hypothesis was tested using a parametric statistical test, namely the independent samples t-test. This test was used to determine whether there is a significant difference in speaking skills between the experimental group (treated with the role-playing model based on folktales) and the control group (taught using conventional methods).

The analysis was conducted using SPSS.

Decision criteria:

1. If $t_{\text{calculated}} > t_{\text{table}}$, then H_0 is rejected and H_a is accepted. This indicates that the role-playing model based on folktales has a significant effect on students' speaking skills.
2. If $t_{\text{calculated}} < t_{\text{table}}$, then H_0 is accepted and H_a is rejected. This indicates that the model does not have a significant effect.

RESULTS

This study was conducted in the third grade of SDN 122358 Pematangsiantar, involving a total sample of 43 students. The sample consisted of Class III A as the experimental group and Class III B as the control group. The purpose of this study was to examine the effect of a role-playing learning model based on folktales on students' speaking skills. The research employed a nonequivalent control group pretest–posttest design. Prior to data collection, the research instrument was validated through expert judgment by Immanuel Doclas Belmondo Silitonga, S.Pd., M.Pd. The validated instrument was a speaking skills assessment rubric, which included aspects such as pronunciation, intonation, word choice, fluency, and self-confidence. The validation result reached 91.6%, which falls into the “very valid” category, indicating that the instrument was appropriate for use in this study.

The data collection instrument consisted of a performance test with 10 task variations.





However, only selected tasks were administered based on the classroom conditions. The assessment consistently referred to the established speaking skills rubric. The implementation of the study took place from April 13 to April 18, 2026. Before the treatment, both groups were given a pretest in the form of a performance task to measure students' initial speaking ability. Subsequently, the experimental group received instruction using the role-playing model based on folktales, while the control group was taught using conventional teaching methods. After the instructional period, both groups were given a posttest using the same assessment technique. The results showed that students in the experimental group demonstrated better speaking skills compared to those in the control group. Based on the independent samples t-test, the significance value (Sig. 2-tailed) was less than 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This indicates that the role-playing learning model based on folktales had a significant effect on the speaking skills of third-grade students at SDN 122358 Pematangsiantar.

DISCUSSION

The findings of this study indicate that the implementation of a role-playing learning model based on folktales has a significant positive effect on students' speaking skills. This is evidenced by the improvement in posttest scores of the experimental group compared to the control group, as well as the results of the independent samples t-test, which showed a significance value of less than 0.05. Therefore, the alternative hypothesis (H_a) was accepted, confirming that the use of the role-playing model contributes to the enhancement of students' speaking abilities. The improvement in the experimental group can be attributed to the characteristics of the role-playing learning model, which actively engages students in the learning process. Through role-playing activities, students are encouraged to express ideas, practice pronunciation, and develop fluency in a meaningful and interactive context. The use of folktales as the learning medium further supports this process, as it provides familiar and engaging content that stimulates students' imagination and confidence in speaking.

In contrast, the control group, which received conventional instruction, showed relatively lower improvement in speaking skills. This may be due to the more teacher-centered nature of traditional methods, where students have fewer opportunities to actively participate and practice speaking. As a result, their development in speaking skills is less optimal compared to students who are involved in interactive learning activities. These findings are consistent with previous studies, which suggest that role-playing is an effective strategy for improving speaking skills. Role-playing allows students to simulate real-life communication situations, thereby





enhancing not only their linguistic competence but also their confidence and social interaction skills. The inclusion of structured assessment criteria—such as pronunciation, intonation, word choice, fluency, and self-confidence—also ensures that students’ speaking performance is evaluated comprehensively.

Furthermore, the high validity of the assessment instrument (91.6%) strengthens the reliability of the findings, indicating that the measured improvements accurately reflect students’ speaking abilities. The use of a quasi-experimental design with a control group also adds rigor to the study, allowing for a clearer comparison of learning outcomes between different instructional approaches. Overall, the results of this study demonstrate that the role-playing learning model based on folktales is an effective and appropriate strategy for improving students’ speaking skills at the elementary school level. Therefore, it is recommended that teachers consider incorporating this model into their classroom practices to create a more engaging and student-centered learning environment.

CONCLUSION

This study concludes that the implementation of a role-playing learning model based on folktales has a significant positive effect on the speaking skills of third-grade students at SDN 122358 Pematangsiantar. Students who were taught using this model demonstrated better speaking performance compared to those who received conventional instruction. The statistical analysis using the independent samples *t*-test confirmed that the difference between the two groups was significant, indicating that the treatment effectively improved students’ speaking abilities. The effectiveness of this model is closely related to its interactive and student-centered nature. Role-playing activities provide students with opportunities to actively participate, express ideas, and practice speaking in meaningful contexts. The use of folktales as learning material further enhances students’ engagement, imagination, and confidence, which are essential components in developing speaking skills.

Based on these findings, it is recommended that teachers incorporate role-playing models into classroom instruction, particularly in language learning. This approach can serve as an effective alternative to conventional teaching methods in order to create a more engaging learning environment and to improve students’ speaking competence.

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