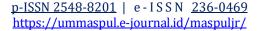# The influence of the role-playing method and the presentation method on the speaking ability of fifth grade students at SDN 14 Batarang, Maiwa District, Enrekang Regency

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh metode role playing dan presentasi terhadap kemampuan berbicara siswa kelas V di SD Negeri 14 Batarang Kecamatan Maiwa Kabupaten Enrekang. Penelitian ini menggunakan pendekatan kuantitatif dengan desain One Group Pretest-Posttest Design. Variable bebas dalam peneliatian ini yaitu metode role playing (X1) dan metode presentasi (X2), sedangkan variable terikat yaitu kemampuan berbicara (Y). Subjek penelitian berjumlah 10 siswa. Instrumen yang digunakan adalah tes kemampuan berbicara yang diberikan sebelum dan sesudah perlakuan. Data dianalisis secara deskriptif dan inferensial menggunakan uji normalitas dan uji-t (paired sample t-test).

Hasil penelitian menunjukkan bahwa terdapat peningkatan signifikan pada kemampuan berbicara siswa setelah diterapkan metode role playing, metode presentasi, maupun gabungan keduanya. Rata-rata nilai pretest sebesar 49,80 meningkat menjadi 78,70 setelah role playing, menjadi 80,70 setelah presentasi, dan menjadi 84,00 setelah penggabungan metode. Uji-t menunjukkan nilai signifikansi (Sig.) < 0,05 pada ketiga perlakuan, yang berarti bahwa perbedaan sebelum dan sesudah perlakuan signifikan secara statistik. Gabungan metode role playing dan presentasi menghasilkan peningkatan tertinggi dan nilai yang lebih merata.

Dapat disimpulkan bahwa metode role playing dan presentasi, baik secara terpisah maupun digabungkan, berpengaruh positif terhadap peningkatan kemampuan berbicara siswa. Kombinasi kedua metode dinilai paling efektif dalam membangun kepercayaan diri, ekspresi, dan kemampuan berbicara siswa secara sistematis.

Kata kunci: role playing, presentasi, kemampuan berbicara.

Abstract

This study aims to determine the effect of the role playing and presentation methods on the speaking skills of fifth-grade students at SD Negeri 14 Batarang, Maiwa District, Enrekang Regency. The research used a quantitative approach with a One Group Pretest-Posttest Design. The independent variables in this study are the role playing method (X1) and the presentation method (X2), while the dependent variable is speaking ability (Y). The subjects were 10 students. The instrument used was a speaking skills test administered before and after the treatment. The data were analyzed descriptively and inferentially using normality tests and paired sample t-tests.

The results showed a significant improvement in students' speaking skills after the application of role playing, presentation, and the combination of both methods. The average pretest score of 49.80 increased to 78.70 after role playing, 80.70 after presentation, and 84.00 after the combination. The paired sample t-test revealed a significance value (Sig.) < 0.05 for all treatments, indicating that the differences between pretest and posttest scores were statistically significant. The combination method produced the highest and most consistent improvement in students' speaking performance. It can be concluded that both the role playing and presentation methods, whether applied separately or in combination, have a positive effect on improving students' speaking abilities. The combined approach is considered the most effective in enhancing students' confidence, expression, and structured speaking skills.

Introduction

Language is a vital means of human communication, allowing individuals to convey ideas, emotions, and experiences. Among the four core language skills—listening, speaking, reading, and writing—speaking holds a central position as it directly reflects a learner's ability to communicate effectively in social and academic settings. In the context of primary education, speaking is not merely a linguistic activity but also a foundation for intellectual, emotional, and social development. In Indonesia, where Bahasa Indonesia serves as both a national language and a tool of education, the development of speaking skills is a crucial objective of language learning. Unfortunately, many elementary school students still face challenges in expressing their thoughts clearly and confidently, indicating that conventional teaching methods may not adequately support the development of speaking competence.

Speaking skills at the primary school level are essential for building self-confidence, critical thinking, and social interaction. However, observations at SDN 14 Batarang, Maiwa District, Enrekang Regency, reveal that many fifth-grade students still struggle to express themselves verbally. The results of preliminary tests showed that the average speaking score was only 49.8, which is far below the school's Minimum Competency Criterion (KKM) of 75. Several factors contribute to this issue, including students' lack of confidence to speak in front of others, limited vocabulary, and the dominance of teacher-centered learning approaches. Students often act as passive listeners rather than active participants. As a result, opportunities to practice speaking are minimal, and classroom communication tends to be one-way, limiting the natural development of oral expression.

Effective speaking requires an engaging, participatory, and contextual learning process. Therefore, teachers must adopt innovative teaching methods that encourage active student involvement and provide opportunities to use language meaningfully. One effective strategy is to employ experiential and interactive learning techniques such as the role-playing method and the presentation method. Both approaches provide real-life communication contexts that allow students to practice speaking naturally. The role-playing method gives students the chance to simulate real situations by acting out different roles, thereby promoting spontaneous speech and emotional engagement. Meanwhile, the presentation method focuses on structured verbal delivery, encouraging students to organize their ideas logically and express them fluently before an audience. Integrating these two methods can effectively address students' linguistic and psychological barriers.

Traditional teaching methods, particularly the lecture-based approach, often hinder the development of students' speaking abilities. Teachers tend to dominate classroom interactions, while students passively receive information without practicing their communication skills. This approach fails to stimulate creativity and confidence, two essential elements in mastering speaking. In contrast, role-playing encourages students to explore language through imagination and collaboration, while presentations challenge them to convey information coherently and persuasively. Both methods embody the principles of student-centered learning, emphasizing active participation, creativity, and communicative competence. Therefore, it

becomes necessary to shift from conventional teacher-centered instruction toward more interactive methods that promote linguistic and cognitive growth.

This research is grounded in Vygotsky's social constructivist theory, which posits that language development occurs through social interaction and collaboration. According to this theory, learners construct meaning and develop linguistic competence through guided participation within their Zone of Proximal Development (ZPD). In this sense, both role-playing and presentation activities serve as social platforms where students can practice communication under the scaffolding of teachers and peers. These methods foster cooperative learning, empathy, and confidence—key elements in building effective speaking skills. By engaging in role simulations and structured presentations, students not only learn how to use language correctly but also understand its social functions in communication, persuasion, and self-expression.

Several previous studies have demonstrated the effectiveness of role-playing and presentation methods in enhancing speaking abilities. Research by Aulia (2020) and Adela (2022) found that role-playing significantly improved students' confidence, vocabulary mastery, and fluency in elementary schools. Similarly, studies by Wulandari and Sitepu (2024) showed that presentation-based learning enhanced students' logical organization of speech, public speaking confidence, and verbal accuracy. However, most previous studies examined these methods separately. Few have explored their combined application in one integrated learning process. Therefore, this study seeks to fill that research gap by examining the combined influence of the role-playing and presentation methods on improving speaking skills among fifth-grade students. The integration of these two approaches is expected to yield more comprehensive improvements, as role-playing enhances spontaneity while presentation fosters structured communication.

The combination of role-playing and presentation methods offers a balanced learning experience that addresses both the affective and cognitive dimensions of speaking. Through role-playing, students learn to speak confidently and naturally in simulated scenarios, while the presentation method trains them to organize their ideas systematically and communicate them effectively to an audience. This dual approach helps students overcome anxiety, improve pronunciation, enrich vocabulary, and enhance overall fluency. Moreover, it aligns with the 2013 Curriculum's emphasis on **communicative competence and character education**, encouraging students to express themselves respectfully and responsibly. The implementation of these methods is not only relevant pedagogically but also socially, as effective speaking skills are essential for lifelong learning, collaboration, and civic participation.

In light of these considerations, this study aims to analyze the effect of the role-playing and presentation methods—both individually and in combination—on the speaking ability of fifth-grade students at SDN 14 Batarang, Maiwa District, Enrekang Regency. The findings are expected to contribute to the development of more effective instructional practices in Indonesian language education, particularly at the primary level. The study holds both theoretical and practical significance: theoretically, it strengthens the conceptual foundation of interactive teaching methods in language learning; practically, it provides teachers with actionable strategies to foster students' oral communication competence.

Ultimately, by integrating role-playing and presentation methods, this research seeks to promote an engaging, student-centered learning environment that empowers young learners to become confident, articulate, and expressive speakers in their daily and academic interactions.

Method

This study employed a quantitative experimental approach to examine the effect of the role-playing and presentation methods on students' speaking abilities. Quantitative research was chosen because it allows the researcher to measure changes in speaking performance objectively using numerical data. The study specifically used a pre-experimental design with a One Group Pretest–Posttest Design, as described by Sugiyono (2017). This design was considered appropriate because the research aimed to assess the influence of instructional interventions on a single group of students before and after treatment. The design involved administering a pretest to determine students' initial speaking ability, followed by teaching interventions using role-playing and presentation methods, and then a posttest to measure improvement. Although this design does not include a control group, it provides clear evidence of learning gains attributable to the implemented teaching methods.

Variables of the Study The study consisted of two independent variables and one dependent variable. The independent variables were the role-playing method (X1) and the presentation method (X2), while the dependent variable was students' speaking ability (Y). The role-playing method was operationally defined as a learning technique in which students act out specific roles in simulated real-life situations, promoting natural communication and interaction. The presentation method, on the other hand, was defined as an instructional approach that requires students to organize, prepare, and verbally deliver information or ideas before an audience. The dependent variable, speaking ability, was measured through performance-based speaking tests that evaluated pronunciation, vocabulary, grammar, fluency, and confidence. Each variable was measured systematically to determine the extent to which the independent variables influenced the dependent variable.

The population of this research consisted of all fifth-grade students at SDN 14 Batarang, Maiwa District, Enrekang Regency, during the 2024–2025 academic year. The total population was 10 students, including six males and four females. Due to the small class size and the research's practical purpose, all members of the population were included as the sample of the study, using a purposive sampling technique. This technique was chosen because the selected students met the specific criteria necessary for the research: they were in the same grade level, had similar learning experiences, and demonstrated varying levels of speaking competence. The decision to use the entire population as the sample increased the internal validity of the study, ensuring that the observed effects were accurately attributed to the instructional methods applied.

Data collection was carried out using a speaking performance test developed according to the indicators of speaking competence outlined in the Indonesian Language Curriculum. The test instrument was divided into two parts: a pretest and a posttest. Both tests required students to perform speaking tasks, such as storytelling, dialogue, and topic presentations. Each student's speaking performance was assessed using a rubric that evaluated five criteria: pronunciation, vocabulary usage, grammatical accuracy, fluency, and confidence. Each criterion was scored on a scale from 1 to 5, producing a total maximum score of 25 points. The instrument was validated by two experts in language education to ensure its content validity and reliability. The validation process confirmed that the test items were aligned with the objectives of the Indonesian language curriculum and effectively measured students' speaking ability before and after the treatment.

Data Collection Procedures The research was conducted in three main phases: pretest, treatment, and posttest. In the pretest phase, students were asked to perform a short speaking task related to daily activities to assess their initial speaking ability. This served as the baseline data for comparison. During the treatment phase, students received instruction through two distinct but related

methods: the role-playing method and the presentation method. Each method was implemented over several sessions lasting approximately four weeks in total. In the role-playing sessions, students were assigned different roles in simulated contexts—such as shopping, school dialogues, or family conversations—and encouraged to perform spontaneously using relevant vocabulary and expressions. The teacher acted as a facilitator, providing feedback and correction when necessary. In the presentation sessions, students were guided to prepare short oral presentations on given topics, focusing on organization, articulation, and delivery. After completing both treatments, the posttest was administered using tasks similar in format to the pretest, allowing the researcher to measure improvement in speaking ability.

Data Analysis Techniques To analyze the collected data, both descriptive and inferential statistical analyses were employed. Descriptive statistics were used to summarize students' speaking performance before and after the treatment, presenting data such as the mean, median, standard deviation, and score range. These statistics helped to describe the overall improvement trend in students' speaking ability. For inferential analysis, the paired sample t-test was applied to determine whether the observed differences between pretest and posttest scores were statistically significant. This test was suitable because the same group of participants was tested twice under two different conditions (before and after treatment). Prior to conducting the t-test, the Shapiro–Wilk test was used to check data normality, while the Levene's test was used to assess homogeneity of variance. All analyses were conducted at a significance level of 0.05. The results were interpreted based on the p-values obtained; if the p-value was less than 0.05, it indicated a significant effect of the applied methods on speaking ability.

Research Validity and Reliability Ensuring the validity and reliability of the research instruments and procedures was a key concern throughout the study. Content validity was established by having the speaking test reviewed by expert lecturers specializing in Indonesian language pedagogy, who confirmed that the test reflected appropriate linguistic constructs and speaking indicators. Construct validity was maintained by aligning test components with theoretical models of speaking ability, such as those proposed by Tarigan (2008) and Iskandarwassid & Sunendar (2011). To ensure reliability, the researcher conducted a pilot test with a small group of students outside the main sample, and the results were analyzed using inter-rater reliability. Two independent assessors scored the students' performances, and their results were compared using the Pearson correlation coefficient. A high correlation (r > 0.80) indicated that the scoring process was consistent and dependable. These steps ensured that the instrument and procedure accurately measured the constructs intended in the study.

This study adhered to standard ethical research practices in education. Prior to data collection, formal permission was obtained from the Principal of SDN 14 Batarang and the Postgraduate Program of Muhammadiyah University of Sidenreng Rappang. The researcher explained the purpose and procedure of the study to the students and their parents, ensuring informed consent and voluntary participation. All data collected were treated confidentially and used solely for academic purposes. During the research, the learning environment was kept natural to minimize the Hawthorne effect—that is, behavioral changes caused by awareness of being observed. The teacher maintained a supportive and non-threatening atmosphere to encourage authentic speaking behavior. After the study, the findings were shared with the school to help improve future instructional strategies. Overall, the methodological process was designed to ensure that the research was empirical, systematic, and ethical, producing valid and reliable insights into how role-playing and presentation methods enhance students' speaking abilities.

Result and Discussion

This study aimed to examine the influence of the role-playing and presentation methods on the speaking ability of fifth-grade students at SDN 14 Batarang, Maiwa District, Enrekang Regency. The data were gathered through a series of pretests and posttests

conducted before and after the instructional interventions. The pretest was designed to measure the students' initial speaking ability, while the posttest assessed the level of improvement after the treatments. Both assessments evaluated five main components of speaking skills: pronunciation, vocabulary, grammar, fluency, and confidence. The data collected were analyzed using both descriptive and inferential statistics to determine whether the role-playing and presentation methods produced a significant effect on students' speaking performance.

Before the application of the two learning methods, the students' pretest results revealed that their speaking skills were generally low. Most of the students had difficulty expressing ideas clearly and naturally. Their vocabulary was limited, pronunciation was often unclear, and grammatical structures were inconsistent. Many students hesitated to speak in front of the class and lacked confidence when communicating. The mean score of the pretest indicated that students were still below the school's Minimum Competency Criterion (KKM). These results suggested that traditional teaching methods used prior to the intervention did not effectively stimulate students to actively practice speaking. The pretest thus provided a realistic baseline for evaluating the improvement brought about by the role-playing and presentation methods.

After the pretest, the researcher implemented the role-playing method as the first treatment. During the learning process, students were assigned to act out roles in various everyday scenarios such as conversations in a marketplace, doctor–patient dialogues, and storytelling sessions. These role-playing activities encouraged them to interact actively and use language spontaneously in meaningful contexts. The students became more enthusiastic as they took on different characters, which helped reduce anxiety and fear of making mistakes. The posttest results after this stage showed a significant improvement in speaking ability. Students began to demonstrate better fluency, improved pronunciation, and greater confidence. Their average speaking scores increased markedly compared to the pretest, indicating that role-playing provided a more dynamic and interactive learning atmosphere

that successfully motivated students to use language more effectively.

Following the implementation of the role-playing method, the presentation method was introduced as the second treatment. In this stage, students were asked to prepare short oral presentations on familiar topics such as "My Family," "My School," and "My Daily Activities." The focus of this method was to train students to organize their thoughts coherently, select appropriate vocabulary, and speak clearly before an audience. Through consistent practice, students became more confident in structuring and delivering speeches. During the presentations, they showed notable improvement in articulation, posture, and eye contact. Their sentences became more grammatically correct, and they were able to sustain longer speech durations without hesitation. The posttest results after this stage showed a further increase in average scores, demonstrating that the presentation method effectively strengthened students' ability to communicate in a structured and formal manner.

A comparison between the pretest, posttest after role-playing, and posttest after presentation revealed a steady and significant improvement at each stage. The students' average scores increased substantially after both treatments. During the role-playing sessions, the most visible progress occurred in aspects of confidence, fluency, and pronunciation. Meanwhile, after the presentation method was applied, students improved in organizing ideas, vocabulary selection, and grammatical accuracy. The combination of both methods created a comprehensive learning experience that balanced expressive fluency with linguistic accuracy. The integration of role-playing and presentation enabled students to practice both spontaneous and prepared speech, resulting in higher speaking competence overall. The significant difference between pretest and final posttest scores indicated that both methods had a strong positive effect on speaking ability.

The results of the statistical analysis supported the descriptive findings. The data were normally distributed and met the homogeneity requirements for parametric testing. The paired sample t-test results showed that the calculated t-

value was higher than the critical t-table value at a 5% significance level, with a p-value lower than 0.05. This statistical evidence confirmed that there was a significant difference between students' speaking performance before and after the implementation of the role-playing and presentation methods. The results validated the research hypothesis stating that both teaching methods have a positive and significant influence on students' speaking ability. The magnitude of improvement reflected that the teaching interventions successfully enhanced students' overall speaking competence

In addition to statistical data, qualitative observations during the learning process also supported the quantitative results. Initially, most students appeared reluctant to participate and tended to remain silent during discussions. However, after being exposed to the role-playing method, their participation level increased considerably. They became more expressive, cooperative, and enthusiastic when performing their roles. The students laughed, interacted naturally, and developed better peer relationships. When moving into the presentation sessions, they showed higher levels of seriousness and self-confidence. They began using more formal expressions, improved pronunciation, and reduced grammatical errors. The students also developed non-verbal communication skills such as maintaining eye contact and using gestures appropriately. These behavioral changes clearly reflected growth not only in linguistic competence but also in communication confidence and self-expression.

Based on the results of both quantitative and qualitative analyses, it can be concluded that the implementation of the role-playing method and the presentation method significantly improved the speaking ability of fifth-grade students at SDN 14 Batarang. The role-playing method effectively enhanced spontaneity, pronunciation, and self-confidence, while the presentation method improved structure, grammar, and formal speaking competence. The integration of the two methods produced the most optimal results because it combined creativity with organization. Therefore, these findings confirm that the use of interactive and participatory teaching methods has a substantial positive effect on students' speaking abilities. The results provide empirical evidence that speaking skill development can be effectively achieved through active learning strategies that emphasize student engagement and authentic communication.

Discussion

The findings of this research demonstrate that both the role-playing and presentation methods have a significant and positive impact on the development of students' speaking skills. These results are consistent with the theoretical framework of Vygotsky's social constructivism, which asserts that language learning occurs through meaningful social interaction. The role-playing method provided a social and collaborative context in which students constructed knowledge through performance and peer feedback. Meanwhile, the presentation method required students to plan, organize, and articulate their thoughts systematically. Together, these methods fostered both linguistic accuracy and communicative fluency. The marked improvement in posttest results validates the idea that speaking skills develop most effectively in interactive and experiential learning environments.

The results of this study are in line with findings from previous researchers such as Aulia (2020) and Adela (2022), who reported that role-playing significantly

increased students' confidence and spontaneity in speaking. Similarly, Wulandari and Sitepu (2024) found that the presentation method helped students develop logical speech organization and improved pronunciation. However, this research extends prior findings by combining both methods and proving that their integration results in a more balanced improvement. While role-playing emphasizes expression and confidence, the presentation method emphasizes structure and coherence. The combination thus provides a comprehensive platform for students to develop both the functional and formal aspects of oral communication, leading to a more complete mastery of speaking skills.

The pedagogical implications of this study are significant for language teaching, particularly in the context of Indonesian elementary education. The results suggest that teachers should shift from traditional, teacher-centered approaches toward student-centered learning models. Role-playing encourages active participation, collaboration, and creativity, while presentation tasks foster discipline, preparation, and public-speaking confidence. Both methods allow students to engage with real-life communication contexts that mirror authentic language use. Teachers can serve as facilitators who guide, support, and provide constructive feedback instead of dominating the learning process. This approach not only develops speaking ability but also nurtures critical thinking, emotional intelligence, and social interaction skills essential for lifelong learning.

From a theoretical standpoint, the study supports communicative language teaching (CLT) and constructivist learning principles, which emphasize that language acquisition is most effective when learners are actively involved in constructing meaning through communication. Practically, the study offers a model for integrating creative and structured speaking activities in the classroom. The role-playing method enhances learners' ability to speak spontaneously in various contexts, while the presentation method provides the discipline to organize and deliver speech formally. When used together, they foster a comprehensive mastery of both everyday and academic communication skills. Thus, the findings provide educators with a clear strategy to enhance speaking competence through experiential and reflective practices.

Despite its positive results, this study has certain limitations. The small number of participants limits the generalizability of the findings. Additionally, the absence of a control group means that external factors could have influenced the outcomes. Future research should therefore employ a true experimental design involving larger and more diverse samples to validate these results across different settings. It would also be beneficial to explore the long-term retention of speaking skills developed through these methods and to integrate technology-based activities—such as digital storytelling or multimedia presentations—to enhance students' engagement. Further qualitative research could also explore students' perceptions and emotional experiences while participating in these interactive methods. the discussion reinforces that the combined application of the role-playing and presentation methods substantially improves students' speaking performance in both functional and formal aspects. These methods transform the classroom into an interactive, communicative, and confidence-building environment. The findings support the view that language learning should be an active, experiential process grounded in social interaction and personal expression. The results also demonstrate that fifth-grade students can achieve notable progress in speaking ability when exposed to creative, well-structured, and student-centered instructional strategies. Therefore, educators are encouraged to implement

these methods more widely as effective tools for improving the speaking competence of elementary learners.

Conclusion

This research examined the influence of the role-playing method and the presentation method on the speaking ability of fifth-grade students at SDN 14 Batarang, Maiwa District, Enrekang Regency. The findings revealed that both methods significantly improved students' speaking performance in pronunciation, vocabulary, grammar, fluency, and confidence. Initially, most students showed limited ability to express ideas clearly and lacked confidence in public speaking. However, after the application of both teaching methods, their communication skills improved substantially. The role-playing method encouraged students to speak naturally and spontaneously, allowing them to practice language in realistic social contexts, while the presentation method trained them to organize ideas logically and deliver them fluently before an audience. The integration of these two methods proved most effective, as it balanced creativity with structure and fostered both expressive and analytical dimensions of speaking. Statistical tests confirmed that the improvement between pretest and posttest results was significant, demonstrating that active, performance-based learning approaches are essential for developing oral communication competence at the elementary level.

The results of this study have both theoretical and practical implications. Theoretically, they align with Vygotsky's social constructivist theory, which emphasizes that learning occurs through interaction, collaboration, and meaningful communication. Through role-playing, students constructed linguistic knowledge in cooperative environments, while the presentation method reinforced structured thinking and academic expression. Practically, the study supports the implementation of student-centered and communicative teaching strategies in primary schools. Teachers should move beyond conventional lecture-based instruction and provide opportunities for learners to engage in performance-based activities that promote confidence and active participation. Schools and curriculum developers are also encouraged to integrate communicative tasks, such as drama performances, storytelling, and classroom presentations, into the Indonesian language curriculum. These strategies will not only improve students' linguistic competence but also develop essential 21st-century skills such as collaboration, creativity, and critical communication.

Based on the findings, several recommendations can be proposed. Teachers should consistently apply both role-playing and presentation methods in their teaching to create a dynamic and engaging learning environment. Feedback and reflection should accompany each performance to help students recognize their strengths and areas for improvement. Schools should provide facilities and schedules that support oral activities, while education policymakers should consider incorporating performance-based assessment models to evaluate speaking skills more effectively. For future research, scholars are encouraged to involve larger sample sizes and employ experimental designs with control groups to obtain more generalizable results. Studies could also integrate digital media—such as video presentations or online simulations—to explore how technology can enhance students' speaking motivation and fluency. Overall, this study concludes that interactive and experiential learning methods, when applied systematically, are powerful tools for developing young learners' speaking

ability, confidence, and communicative competence in both academic and everyday contexts.

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