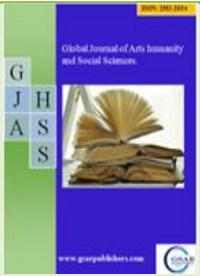
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## The Effect of Role Playing and Presentation Methods on the Speaking Ability of Elementary School Students

By

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### Abstract

This study investigates the effect of role playing and presentation methods on the speaking ability of fifth-grade students at SD Negeri 14 Batarang, Maiwa District, Enrekang Regency, Indonesia. Employing a quantitative approach with a one-group pretest–posttest design, the study involved 10 students who received instruction using role playing and presentation methods. Data were collected through pretests and posttests evaluating students’ speaking performance, focusing on pronunciation, fluency, vocabulary, grammar, and confidence. Statistical analysis using paired sample t-tests revealed a significant improvement in students’ speaking skills after the treatments. The average pretest score (49.8) increased to 78.7 after the role playing method, 80.7 after the presentation method, and 84.0 after combining both methods. The combination proved most effective in improving structured communication and student confidence. These findings demonstrate that integrating interactive and performance-based methods can substantially enhance students’ speaking competence in elementary education.

**Keywords:** role playing, presentation, speaking skills, language learning, elementary education.

### 1. Introduction

Speaking is a fundamental language skill that allows learners to express ideas, emotions, and information effectively. In primary education, speaking ability serves as a key indicator of communicative competence and overall linguistic development. However, in many Indonesian classrooms, students struggle to articulate their thoughts fluently and confidently due to the dominance of teacher-centred methods such as lecturing. This is evident at SD Negeri 14 Batarang, where the average speaking score of fifth-grade students (49.8) falls below the school’s minimum competency standard of 75. To address this, teachers must adopt more interactive and participatory teaching strategies that encourage students to practise speaking in meaningful contexts. Role playing and presentation methods are among the most effective pedagogical approaches for this purpose. This study aims to determine the effects of these two methods, both separately and in combination, on students’ speaking performance.

### 2. Literature Review

Speaking skills encompass pronunciation, fluency, grammatical accuracy, vocabulary use, and comprehension (Tarigan, 2008).

Students must not only master linguistic components but also develop confidence and spontaneity when expressing ideas. Previous studies (Adela, 2022; Aulia, 2020; Wulandari & Sitepu, 2024) have shown that role playing enhances learners’ communicative abilities by situating them in realistic conversational contexts, while presentation methods strengthen organisation and public-speaking skills. The theoretical foundation for this study is grounded in Vygotsky’s social constructivism, which emphasises learning through social interaction and collaborative engagement. By integrating both approaches, students experience authentic communication practice and structured expression, fostering holistic language development.

### 3. Methodology

This research employed a quantitative experimental approach using a one-group pretest–posttest design. The population consisted of 10 fifth-grade students from SD Negeri 14 Batarang, selected purposively. The independent variables were the role playing method (X1) and presentation method (X2), while the dependent variable was speaking ability (Y). Students’ speaking performances were assessed through pretests and posttests focusing on pronunciation, fluency, grammar, vocabulary, and confidence.



Data were analysed using descriptive and inferential statistics, including normality tests and paired sample t-tests, to determine the significance of score improvements.

#### 4. Results and Discussion

The analysis showed that the role playing and presentation methods both produced statistically significant improvements in students' speaking abilities. The mean pretest score was 49.8, which increased to 78.7 after applying the role playing method, 80.7 after the presentation method, and 84.0 when both were combined. Paired sample t-test results indicated p-values  $< 0.05$  for all treatments, confirming that the differences were statistically significant. Qualitative observations further revealed that students became more confident, expressive, and fluent in delivering speeches or dialogues. The role playing method encouraged creativity and spontaneity, while the presentation method improved organisation and articulation. Their combination yielded the most balanced outcomes, supporting previous research findings (Lestari, 2021; Wulandari & Nurhidayati, 2021). These results align with Vygotsky's view that active participation and social interaction are critical to language development. Therefore, integrating these methods contributes not only to linguistic competence but also to socio-emotional growth and communicative confidence.

#### 5. Conclusion

This study concludes that both the role playing and presentation methods significantly enhance students' speaking abilities, and their combination yields the highest improvement. These methods effectively develop pronunciation, fluency, vocabulary, grammatical accuracy, and self-confidence among elementary school students. Teachers are encouraged to apply both strategies

alternately or integratively in classroom practice to foster interactive and student-centred learning environments. Future research could explore the application of digital tools or peer feedback in conjunction with these methods to further enhance speaking instruction.

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