

# Effectiveness of Role-Playing Learning Method Improving Speaking Skills of Elementary School Students

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## Abstract

Speaking skills are an important competency in Indonesian language learning in elementary schools because they play a role in developing communication skills, self-confidence, and active participation. However, various studies have shown that students' speaking skills have not developed optimally due to teacher-centered learning. This study aims to analyze the effectiveness of the role-playing learning method in improving elementary school students' speaking skills through a Systematic Literature Review (SLR) approach. Literature searches were conducted through the Google Scholar database between 2021 and 2025 using the keywords "role-playing method," "speaking skills," and "elementary school students." Based on the established inclusion criteria, 10 relevant articles were obtained and analyzed through data extraction, quality assessment, and descriptive synthesis. The results of the study indicate that the role-playing method is consistently effective in improving students' ability to express ideas orally, speaking fluency, self-confidence, active participation, and learning motivation. Thus, the role-playing method can be recommended as an innovative and effective learning strategy in developing elementary school students' speaking skills.

**Keywords:** Role Playing Method, Speaking Skills, Elementary School Students

## INTRODUCTION

The development of education in the current digital era demands innovation in the learning process in elementary schools (Pratama & Mahendra, 2025). One of the essential competencies students must possess is language skills, as language serves as a means of communication, a means of understanding information, and a catalyst for successful learning. Learning Indonesian in elementary schools plays a crucial role in developing students' communication skills, both verbally and in writing. Mastery of language skills serves as a key foundation for students' academic and social development.

Language skills are basic abilities that elementary school students must have in the learning process. (Pamuji & Inung Setyami, 2021). Language skills consist of four aspects, namely listening, speaking, reading and writing (Sari & Mahendra, 2025). These four skills are interrelated and support each other in developing students' communication skills. At the elementary school level, mastery of language skills is a crucial foundation for students to understand learning and interact effectively in the school environment (Anjelina & Tarmini, 2022).

Of the four language skills, speaking plays a crucial role because it directly relates to students' ability to express ideas, opinions, and feelings verbally. Speaking is also the primary means for students to actively participate in classroom learning activities. Therefore, Indonesian language instruction in elementary schools needs to be designed in such a way as to provide ample opportunities for students to practice speaking actively and communicatively (Wiyudia et al., 2024).

According to [Magdalena et al., \(2021\)](#) The reality on the ground shows that the speaking skills of elementary school students in Indonesia have not yet developed optimally. Many students still have difficulty expressing their opinions verbally, tend to be passive in learning activities, and lack the confidence to speak in front of the class ([Tulak et al., 2023](#)). This condition causes the learning process to be one-way and dominated by the teacher, so that student interaction and active participation are limited ([Siregar., 2024](#)).

If this problem is not resolved immediately, it can have an impact on the low development of students' language skills, especially speaking skills ([Izzati et al., 2024](#)). The lack of opportunities to practice speaking results in students being less accustomed to expressing ideas and opinions verbally. This not only impacts Indonesian language learning but also impacts students' ability to participate in other subjects that require verbal communication. Teachers can develop children's speaking skills through engaging learning. One way to develop elementary school children's speaking skills is by using engaging and enjoyable learning methods. ([Saputri & Yamin, 2022](#)). To get children interested in practicing speaking with others, one alternative is to use role-playing. Using role-playing as a teaching strategy is an important part of any language ([Auliyati et al., 2021](#)).

According to Afri in ([Tarigan, 2024](#)), the role-playing learning model is a social learning model, namely a learning model that assigns students to play a character in the material or event that is expressed in the form of a simple story.

This learning process encourages students to be active in learning activities. The advantages of the role-playing learning method include its role as a tool for delivering learning materials. Besides making it easier for teachers to deliver learning materials, this learning model can also create a pleasant learning atmosphere for students. Creating such a learning atmosphere will certainly foster students' enthusiasm to follow the learning process well and fully understand the learning material presented. This learning model can also create a pleasant learning atmosphere. Therefore, the presence of role-playing models in the learning process is very influential in the process of achieving learning objectives ([Yusnarti & Suryaningsih, 2021](#)).

This study aims to determine the effectiveness of the role-playing learning method in improving elementary school students' speaking skills. Specifically, this study focuses on students' speaking skills before and after the application of the role-playing method in Indonesian language learning. Through the application of this method, this study also aims to analyze the extent to which the role-playing method can encourage students' activeness, courage, and ability to express opinions verbally. Thus, this study is expected to provide a clear picture of the role-playing method as an effective learning alternative to improve elementary school students' speaking skills ([Sarifudin & Setyawan, 2025](#)).

## **METHODS**

This research used the Systematic Literature Review (SLR) method. This method was conducted through systematic and structured stages, including planning, literature search, study selection, data extraction, study quality assessment, data analysis, and reporting of results ([Norlita et al., 2023](#)). The SLR method was chosen to obtain a comprehensive picture of the effectiveness of the role playing learning method in improving elementary school students' speaking skills based on the results of previous research.

### **Planning**

The planning stage involved establishing the research focus and formulating research questions related to the application of role-playing learning methods to elementary school students' speaking skills. This stage also established inclusion and exclusion criteria as a reference in selecting articles for review, including topic suitability, elementary school context, and clarity of research methods.

The literature search was conducted by searching scientific articles in national and international journal databases, such as Google Scholar and other educational journal portals. The search used keywords including role-playing, speaking skills, Indonesian language learning, and elementary school. The articles searched were relevant research articles published within a specific timeframe.

Articles obtained from the literature search were then selected based on established inclusion and exclusion criteria. The selection process involved reviewing the titles, abstracts, and content. Articles that were irrelevant to the research focus, did not address speaking skills, or were not relevant to the elementary school context were eliminated.

The data extraction stage was carried out by gathering important information from the selected articles, including the research objectives, research methods, research subjects, instruments used, and research results related to the application of the role-playing method. The extracted data was recorded systematically to facilitate the analysis process.

Study quality assessment is conducted to ensure that the reviewed articles possess adequate methodological quality. This assessment includes clarity of research objectives, appropriateness of methods, clarity of data presentation, and the relevance of research results to the focus of the study. Good quality articles serve as the basis for drawing conclusions.

The extracted and quality-assessed data were then analyzed by grouping and comparing the research findings. The analysis was conducted descriptively to identify trends in research findings regarding the effectiveness of role-playing methods in improving elementary school students' speaking skills.

The final stage is reporting the results, which involves presenting the analysis and synthesis of the data in a systematic narrative. Reporting the results aims to provide a clear picture of the effectiveness of the role-playing learning method.



Figure 1. Stages of the Systematic Literature Review Method

#### **Inclusion Criteria**

This study utilized the Google Scholar database as the primary source for the literature search. The literature search process began with the use of the first keyword, "role-playing method." Initially, the search was limited to publications between 2021 and 2025, resulting in a total of 17,200 documents.

The search was further refined by adding a second keyword, "speaking skills," which reduced the number of documents to 1,060. The search was further refined by adding a third keyword, "elementary school students," resulting in a total of 417 documents.

All documents obtained from the search results were then screened and selected more stringently based on predetermined inclusion and exclusion criteria, such as topic suitability, the research context at the elementary school level, and clarity of the research method. From this selection process, 10 primary documents were obtained, which were subsequently used as data sources in this study. The following are the stages of the literature search conducted using the Google Scholar database.

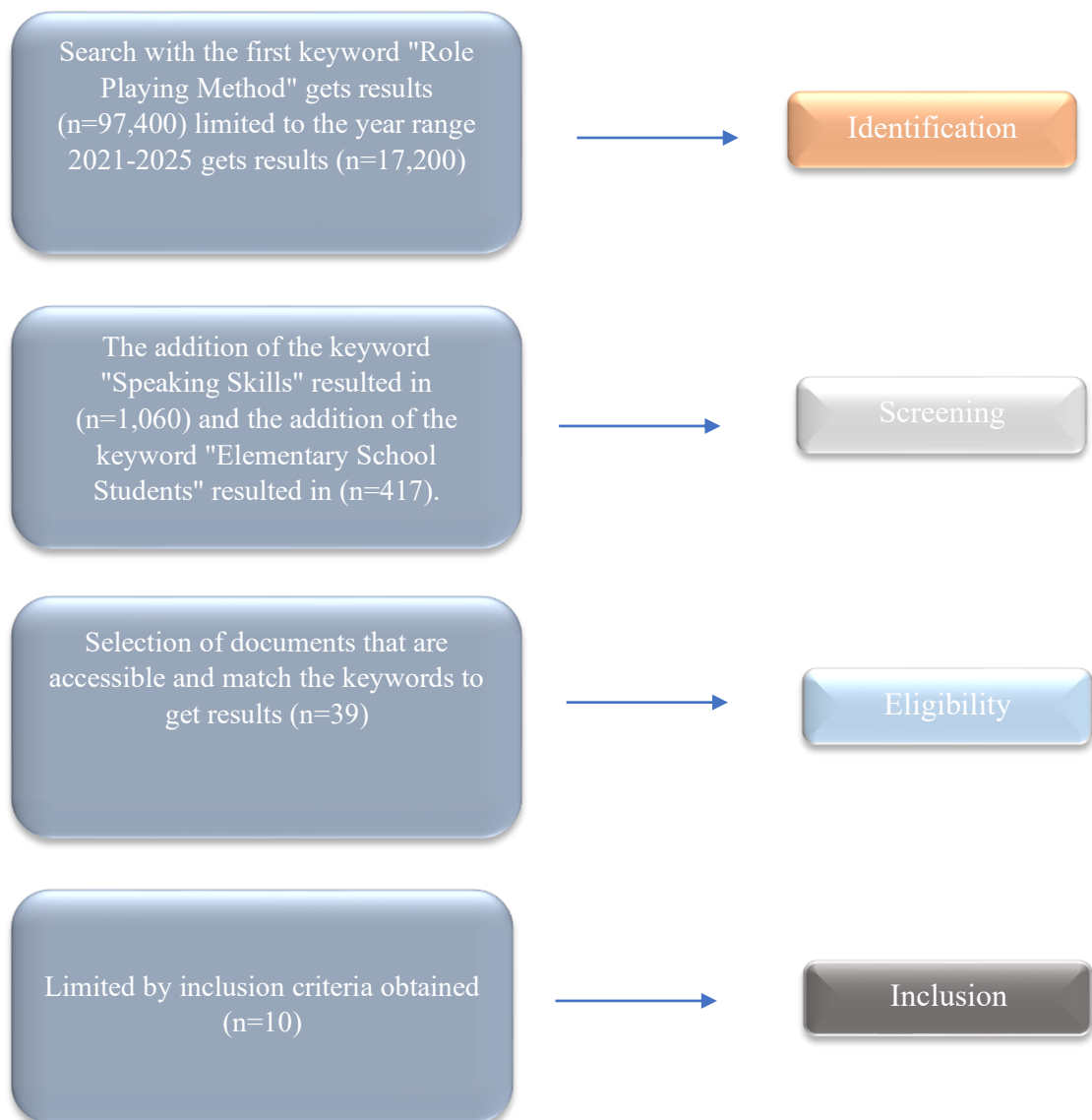


Figure 2. Inclusion criteria in the Google Scholar database

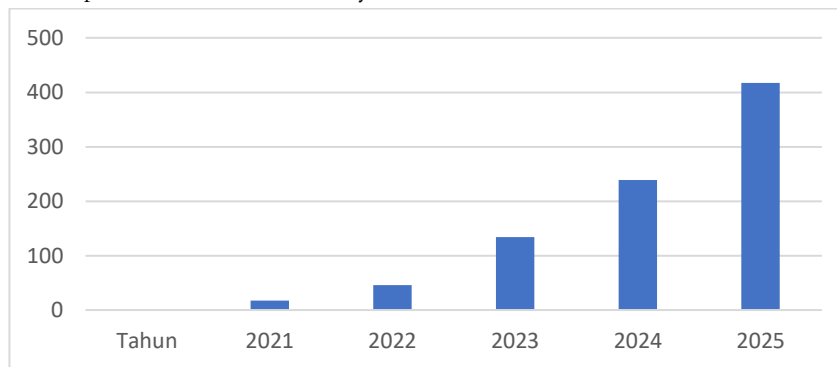
## RESULTS AND DISCUSSION

### Results

The results section presents the final research findings objectively without interpretation or in-depth analysis. The presentation of results focuses on presenting the data obtained from the article search and selection process, and can be supported by the use of tables or graphs to clarify the information presented.

This study used data covering the number and distribution of scientific articles relevant to the research topic. All data was obtained through the Google Scholar database, which served as a source for searching academic literature. Based on the search results, articles discussing the effectiveness of role-playing learning methods in improving elementary school students' speaking skills were found between 2021 and 2025.

The number of published articles during this period shows year-to-year variation. The difference in the number of articles published each year illustrates the dynamics of research publications related to this topic. To clarify the distribution and trends in the number of publications, a graph is presented showing the number of articles published in each observation year.



Based on Graph 1, the development of published articles on the effectiveness of role-playing learning methods in improving elementary school students' speaking skills shows an increase in the number of publications from year to year. In 2021, the number of articles published was 17. This number increased to 46 in 2022.

A more significant increase occurred in 2023, with 134 publications. The upward trend continued in 2024, with 239 publications. In 2025, the number of publications reached its highest level, reaching 417, making that year the period with the highest number of articles compared to previous years.

After presenting the trend in the number of articles published between 2021 and 2025, this study also presents the results of an analysis of the reviewed articles. These articles were selected based on specific criteria established to ensure topic suitability and research quality. Based on the selection process, 10 articles met the inclusion criteria and were deemed suitable for further analysis. The results of the analysis of these articles are presented in the following table.

**Table 1.** Results of the review of articles related to the research topic

No.	Title and Author	Method	Results and Research
1.	Improving Elementary School Students' Speaking Skills Through Role Playing Method (Izzati et al., 2024).	This research was written using the literature study or literature review method.	The research results prove that the role playing method is proven to increase students' enthusiasm for learning, understanding of the material, and speaking skills, thus

			having a positive impact on learning outcomes.
2.	Implementation of Role Playing Method to Improve Elementary School Students' Speaking Skills (Susanti et al., 2021).	The type of research used in this study is Classroom Action Research.	The results of the research conducted at SDN 053 Csitu with 35 class IV C students as subjects showed that the role playing method was proven to be effective because it was able to achieve classical learning completion, with more than 85% of students declared to have completed it.
3.	The Influence of the Role Playing Method on Improving Students' Speaking Skills in the Indonesian Language Subject for Grade V at Madrasah Ibtidaiyah (Lubis & Nasution, 2024).	This study uses a quantitative approach with a pre-experimental design of the One Group Pretest–Posttest Design type, namely providing an initial test (pretest) before treatment and a final test (posttest) after treatment in one group.	The results of the study showed that the role-playing method had a positive impact on the speaking skills of fifth-grade Indonesian students. This was evident from the increase in the average pretest score from 68.33 to 81.95 in the posttest, as well as the results of the paired sample t-test with a significance of $0.00 < 0.05$ , indicating a significant difference before and after the treatment.
4.	A Systematic Literature Review on Role Play Method in Improving Elementary School Children's Speaking Skills (Auliyati et al., 2021).	This study uses the Systematic Literature Review (SLR) method to review relevant research.	The results of the study showed an increase in students' speaking skills after implementing the role playing method.
5.	Elementary School Students' Speaking Skills Using Role Playing Learning Model (Norlatifah et al., 2024).	This research method is a descriptive qualitative research method with data collection techniques using literature review or literature study.	The results of the study show that the role playing method which emphasizes student activity during learning is effective in improving students' speaking skills.
6.	Role-playing methods to improve early childhood's emotional abilities. (Sulistianingsih et al., 2024).	This study used a quantitative approach, with a true experimental design. The method used was a posttest-only control group design, with the control class using conventional learning	The results of the study showed that the role-playing learning method had a significant effect on students' speaking skills based on the independent sample t-test (Sig. $< 0.05$ ). The average score of the experimental class (70) was higher than that of the control class (40.4), so there was a significant difference.

		methods and the experimental class using role-playing methods.	
7.	Implementation of the Role Playing Method in Increasing Speaking Skills Material Reporting Observation Results in Class III Elementary School Students ( <a href="#">Ernawati, 2023</a> ).	This research uses qualitative methods. Data collection techniques include interviews, observation, and documentation.	The results of the study showed that students' learning activities and interests increased after the application of the role playing method.
8.	Improving Speaking Skills by Applying the Role Playing Method to Fourth Grade Students ( <a href="#">Prawiyogi et al., 2022</a> ).	The strategy and method that will be implemented in this research is Classroom Action Research.	The results of the study showed that students' speaking ability before the implementation of the role-playing method was in the low category, with an average of 31.5% for linguistic aspects and 31.83% for non-linguistic aspects. After the implementation of the role-playing method, the speaking ability of fourth-grade students at SDN Kondangjaya 1 experienced a significant increase.
9.	A Systematic Literature Review on the Role Play Method in Improving Speaking Skills of Elementary School Children ( <a href="#">Mukhbitha et al., 2025</a> ).	This research uses a library research approach with a descriptive method to analyze various literature sources relevant to the research topic.	The results of the literature review show that the role playing method has a positive impact on improving students' speaking skills based on various research sources analyzed.
10.	Implementation of Role Playing Method to Improve Elementary School Students' Speaking Skills ( <a href="#">Wiyudia et al., 2024</a> ).	This study uses the Systematic Literature Review (SLR) method to review relevant research.	The research results prove that the application of the role playing method is effective in improving students' speaking skills.

Based on the results of the study of various articles analyzed, several main findings were found related to the application of the role playing method in improving the speaking skills of elementary school students, namely as follows:

1. Improves Students' Speaking Skills. Most studies show that role-playing is effective in improving students' speaking skills. This improvement is evident in students' ability to express opinions, convey ideas verbally, and speak more clearly and in a structured manner.

2. Increases Activeness and Self-Confidence. The role-playing method encourages students to actively participate in learning. Students become more confident in speaking in front of the class, interacting with their peers, and are no longer passive during the learning process.
3. Increase Motivation and Interest in Learning. Learning through role-playing creates a more engaging and enjoyable learning environment. This results in increased student motivation and engagement in learning activities.

## Discussion

Based on an analysis of ten relevant articles, the role-playing method has been shown to have a positive impact on improving elementary school students' speaking skills. In general, most studies show that role-playing can create an active, communicative, and student-centered learning environment, thereby encouraging students to speak in front of the class [Izzati et al., \(2024\)](#). Literature studies have shown that the role-playing method can increase students' enthusiasm for learning, understanding of the material, and speaking skills, which have a positive impact on learning outcomes. Similar findings were also shown by [Auliyati et al. \(2021\)](#) and [Mukhbitha et al. \(2025\)](#), which states that this method is effective because it gives students the opportunity to practice communication directly in situations that resemble real life.

Classroom action research conducted by [Susanti et al., \(2021\)](#) shows that the application of role playing is able to increase the completion of classical learning so that more than 85% of students are declared to have completed it. [Prawiyogi et al., \(2022\)](#) also found that students' speaking ability, which was initially in the low category, experienced significant improvement after implementing this method. In addition, experimental research by [Lubis & Nasution \(2024\)](#) showed a statistically significant increase in the average score from pretest to posttest, indicating that role playing had a real effect on students' speaking skills. [Sulistianingsih et al., \(2024\)](#) further strengthens the findings by showing that classes using the role playing method have higher speaking learning outcomes than classes using conventional methods.

Furthermore, several studies emphasize that the success of the role playing method is not only in improving speaking skills, but also in students' affective aspects. [Norlatifah et al., \(2024\)](#) found that this method was able to increase student activity during learning. [Ernawati \(2023\)](#) reported an increase in student activity and interest in learning after implementing role-playing. This is because role-playing activities allow students to interact directly, collaborate with peers, and express ideas and emotions through dialogue. This makes learning more engaging and less monotonous.

In addition to field research, literature reviews and systematic reviews also show consistent results. [Mukhbitha et al. \(2025\)](#), through literature review research, concluded that the role-playing method generally has a positive impact on students' speaking skills based on various research sources. Like wise [Wiyudia et al., \(2024\)](#) A Systematic Literature Review (SLR) study demonstrated that role-playing is effective in improving elementary school students' speaking skills. The synthesis of these studies demonstrates that role-playing is a relevant and effective learning strategy that can be applied to various learning situations in elementary schools.

Overall, the findings from the ten articles analyzed indicate that the role-playing method can improve students' speaking skills by increasing their activeness, self-confidence, learning motivation, and providing opportunities for direct communication practice. Therefore, this method can be recommended as an alternative strategy for learning Indonesian, particularly in developing speaking skills in elementary school students.

## CONCLUSIONS

Based on the analysis of ten relevant articles, it can be concluded that the role-playing learning method has proven effective in improving elementary school students' speaking skills. This method encourages

students to actively communicate, express their opinions, and convey ideas verbally with greater clarity and structure. Furthermore, the implementation of role-playing also has a positive impact on students' affective aspects, such as increased self-confidence, learning motivation, and participation in learning.

Findings from various studies using diverse approaches, including experiments, classroom action research, and literature reviews, consistently demonstrate improved speaking skills after the application of role-playing. This demonstrates that role-playing is not only theoretically effective but also proven successful in classroom practice. Therefore, the role-playing method can be recommended as an innovative and relevant alternative learning strategy for developing elementary school students' speaking skills, particularly in Indonesian language learning.

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#### AUTHOR CONTRIBUTIONS STATEMENT

VSNOJ, YM, and IS, all authors have contributed equally to the completion and writing of this article.

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