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## This Study Investigates How Role Playing Combined with Musical Drama Improves Fifth-Grade Students' Indonesian Speaking Skills and Learning Motivation in Sintuk Toboh Gadang Elementary Schools

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### ABSTRACT

Low speaking skills and learning motivation among students remain a challenge in elementary education, as speaking is a key productive language skill and motivation affects students' willingness to practice. This study aimed to examine the effectiveness of the Role-Playing method assisted by musical drama in improving speaking skills and learning motivation of fifth-grade students at 07 Sintuk Toboh Gadang and 10 Sintuk Toboh Gadang elementary schools. A quasi-experimental design with non-randomized classes was employed. Oral tests measured speaking skills, while questionnaires assessed learning motivation. Normality and homogeneity tests confirmed the suitability of the data for analysis. The experimental class showed an increase in mean scores from 48 in the pretest to 67 in the posttest. T-test analysis indicated a significant difference between the experimental and control classes, with t-count 7.795 exceeding t-table 2.023. The learning motivation questionnaire was valid and reliable, with r-count exceeding r-table and Cronbach's Alpha of 0.884. The findings indicate that the Role-Playing method assisted by musical drama effectively enhances both speaking skills and learning motivation of fifth-grade students.

## 1. Introduction

High-quality education forms the cornerstone for equipping the next generation to navigate global challenges in a rapidly evolving era of science and technology. Meaningful learning processes are the key to achieving quality education, particularly at the elementary school level, which is the initial stage of forming essential competencies. One of the most crucial competencies to be mastered from

an early age is language proficiency. Language serves not only as a medium of communication but also as a powerful instrument for thought, expressing ideas, and understanding social reality. Among the four language skills taught in the Indonesian language curriculum, namely listening, reading, writing, and speaking, speaking plays a central role as it is directly related to the ability to express ideas orally in daily life (Kementerian Pendidikan Kebudayaan Riset dan Teknologi, 2024).

Despite its importance, classroom observations reveal that elementary students' speaking skills remain relatively weak. Many students experience anxiety when required to speak in front of their peers, struggle to present their ideas coherently, and often use inappropriate intonation and vocabulary. These challenges negatively impact classroom interaction and hinder progress in other subjects. According to Barnes and Watson (1993, cited in Crole Cox, 1999), speaking is crucial not only for expressing ideas and communicating in class but also for supporting learning and critical thinking across the curriculum. In short, limited speaking ability not only obstructs language development but also affects overall academic achievement.

Speaking is a productive skill that requires continuous practice and repeated experiences. Marzuqi (2019) explains that speaking allows individuals to transform ideas and emotions into meaningful words, and this skill can only develop through consistent practice in varied situations. Nevertheless, many elementary students show low motivation to practice speaking. Learning motivation itself is a key determinant of academic success. Syarif (2022) states that motivation arises when students have the willingness to learn from within themselves without external pressure. The lack of such motivation often results in passive classroom participation, limited questioning, and reluctance to express opinions. To overcome this challenge, teachers must design innovative, varied, and engaging learning strategies. One effective method is Role Playing. Agustia et al. (2025) explain that Role Playing provides students with opportunities to practice speaking in simulated real life situations, engage in direct experiences, and enhance learning motivation. Dewi (2020) proved that Role Playing significantly improves elementary students' speaking skills, while Izzati (2024) highlighted its positive influence on students' confidence and oral communication abilities.

Other studies further support the effectiveness of Role Playing. Sari (2020) found that the method improved students' speaking performance with an average increase of 37 percent. Chadijah (2023) reported that Role Playing facilitated students' understanding of complex concepts through interactive discussions while fostering group collaboration. Lubis and Nasution (2024) showed that students' average speaking scores increased from 68.33 on the pre test to 81.95 on the post test after the application of Role Playing. Furthermore, Auliyati, Mardiani, and Wahyudiana (2021) in a systematic literature review concluded that Role Playing consistently enhances speaking skills in elementary students by addressing both internal and external factors influencing learners.

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Nevertheless, most previous studies focused only on Role Playing as a standalone method and have not widely explored its integration with other creative media that could further boost students' motivation. One promising medium is musical drama. Musical drama combines dialogue, music, and movement, thus creating a richer learning experience. Novriadi, Mayar, and Desyandri (2023) argue that involving students in musical drama not only enhances communication skills but also fosters confidence, creativity, and teamwork. Therefore, integrating Role Playing with musical drama is expected to provide a more engaging and holistic approach to developing both linguistic and psychological aspects of learning.

Preliminary observations conducted in grade V at SDN 07 Sintuk Toboh Gadang revealed that students struggled with oral performance in class. They tended to lose focus, lacked self confidence, and were afraid of making mistakes when presenting their ideas. Out of 30 students who participated in a simple drama activity, none achieved the score required by the Learning Objective Attainment Criteria (KKTP). This indicates an urgent need for more innovative and varied teaching strategies. The integration of Role Playing with musical drama is considered a strategic approach to address these challenges because it combines speaking practice, self expression, and learning motivation into one comprehensive experience.

Thus, this study holds a significant position in the development of Indonesian language learning, particularly in speaking. Unlike earlier studies that mainly highlighted the effectiveness of Role Playing alone, this research offers a new contribution by combining Role Playing with musical drama. This approach is expected to improve speaking skills while simultaneously fostering learning motivation among elementary school students. Building on the discussion above, this study aims to examine how effective Role Playing, enhanced with musical drama, is in improving the speaking skills and learning motivation of fifth-grade elementary students.

## **2. Methodology**

### ***Research Type***

This study used a quasi-experimental design, considered appropriate for evaluating the effectiveness of a learning method without requiring full control over external factors that could affect the results (Sugiyono, 2022; Kharisma, Indrayaini, & Octiana, 2013). The specific approach employed was a Pretest-Posttest Nonequivalent Control Group Design, where both the experimental and control groups first took a pretest, then received different instructional treatments, and finally completed a posttest. The experimental group experienced learning through the Role Playing method, while the control group received conventional instruction. This design allows the researcher to observe differences in learning outcomes, particularly in speaking skills and learning motivation, after the treatment.

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### ***Research Location***

The research was conducted at SDN 07 Sintuk Toboh Gadang and SDN 10 Sintuk Toboh Gadang, located in Sintuk Toboh Gadang District, during the 2024–2025 academic year. These schools were chosen because they met the criteria needed for this study, specifically fifth-grade students as participants, and provided a suitable environment for implementing the experimental design.

### ***Population and Sample***

This study involved all fifth-grade students in Sintuk Toboh Gadang District, totaling 349 students from 18 elementary schools. Because the population was quite large, a random sampling method was used to select a sample that fairly represented the group. First, students' speaking scores from the Indonesian language subject were collected, then tested for normality, homogeneity, and average equality. Based on these results, one class was chosen as the experimental group and another as the control group. This approach ensured the sample reflected the wider population, making the study's findings more reliable and applicable.

### ***Research Design***

This study used the Nonequivalent Control Group Design, a type of quasi-experimental method (Sugiyono, 2022). In this approach, both the experimental and control groups first took a pretest to measure their initial speaking abilities. The experimental group then received instruction using the Role Playing method, while the control group continued with conventional learning. After the treatment, both groups completed a posttest. This design allowed the researcher to compare the results between the two groups and determine how effective the Role Playing method was in improving students' speaking skills and motivation (Fitri, Gunayasa, & Saputra, 2022; Inah, 2020).

### ***Research Variables***

This study focused on two types of variables: independent and dependent. The independent variable was the learning approach, specifically the Role Playing method applied to the experimental group. The dependent variables were students' speaking skills and their learning motivation. Speaking skills were assessed through oral tests, while learning motivation was measured using a carefully designed questionnaire based on several key indicators (Ilham, 2020; Marzuqi, 2019).

### ***Research Instruments***

Research instruments were employed to collect valid and reliable data. Two main instruments were used: oral tests and a motivation questionnaire. The oral test was designed to measure students' speaking skills before and after the treatment. Meanwhile, the motivation questionnaire was developed based on five indicators: interest in speaking skills, desire to succeed, self-confidence, motivation to learn, and active participation in improving speaking abilities. Prior to its use, the

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questionnaire was validated by experts in terms of language, content, and structure, and then tested on students to ensure its validity and reliability. The validity test employed the Pearson Product Moment technique, while the reliability was assessed using the Split-Half (Spearman-Brown) method (Nurgiyantoro, 2016; Rudiansyah, 2024).

### ***Data Collection Techniques***

Data collection was conducted in three main stages. First, both groups took a pretest to assess their initial speaking skills. Next, the treatment phase was carried out: the experimental group learned through the Role Playing method, while the control group continued with conventional teaching. Finally, after the treatment, both groups completed a posttest and filled out a motivation questionnaire. This procedure allowed the researcher to capture changes in students' speaking performance as well as shifts in their learning motivation before and after the intervention.

### ***Data Analysis Techniques***

The analysis of the data followed several steps. First, preliminary tests were carried out to check the assumptions for further analysis, including a normality check using the Lilliefors method and a homogeneity test with Bartlett's test. After confirming that these assumptions were met, an independent samples t-test was performed to determine whether there were significant differences in speaking skills and learning motivation between the experimental and control groups. In addition, descriptive statistical analysis was used to interpret the motivation questionnaire results and identify general trends in students' motivation levels. The analysis process was supported by the SPSS software, ensuring accuracy, systematic computation, and reliable findings.

## **3. Results and Discussion**

The fifth-grade classroom at SDN 07 Sintuk Toboh Gadang, which served as the experimental class, consists of 30 students with a gender composition of 16 boys and 14 girls. The students show diverse characteristics and academic abilities, creating a dynamic classroom environment. In general, students display a moderate level of enthusiasm toward learning activities, although some remain passive, especially when asked to speak or perform in front of the class. Prior to the implementation of this study, Indonesian language learning in this classroom mainly relied on lecture-based instruction and simple discussions, limiting students' active involvement and creative expression. The teacher typically presented examples of texts and asked students to read or answer questions without providing many opportunities for speaking practice. The physical condition of the classroom supports the learning process, equipped with a whiteboard, projector, adequate seating, and a clean, well-organized space. However, creative learning media such as audio, video, or visual aids were rarely utilized in daily lessons. This limited use of varied media contributed to low student engagement, especially in speaking

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activities. Therefore, this classroom was highly suitable for the implementation of the Role Playing method supported by musical drama to improve students' speaking skills and learning motivation.

The fifth-grade classroom at SDN 10 Sintuk Toboh Gadang, which served as the control class, consists of 11 students, including 6 boys and 5 girls. With fewer students, the classroom atmosphere tends to be calmer and more structured, although learning interactions among students are relatively limited. The instructional approach used in this class has traditionally depended on lectures, question-and-answer sessions, and individual assignments. As a result, students have had minimal opportunities to explore their speaking abilities in creative or performance-based contexts. The teacher has not previously implemented methods such as role playing or dramatic activities, which means students have limited experience expressing themselves through structured performance tasks. Academically, most students fall within an average competency range, but their learning motivation fluctuates, especially during monotonous instructional activities. While classroom facilities are adequate, including seating, lighting, and basic instructional tools, the use of audio-visual media or practical learning materials has not been part of the regular learning routine. This condition makes the control class an appropriate representation of conventional learning practices, serving as a meaningful comparison to the intervention introduced in the experimental class.

The learning activities during the research were carried out according to a schedule agreed upon with the school administration and classroom teachers to ensure smooth implementation and minimal disruption to regular class routines. In the experimental class, the teacher applied the Role Playing method supported by musical drama, in which students were divided into small groups, assigned specific scripts, practiced their dialogues, and performed scenes accompanied by simple musical elements. Before each lesson, the researcher provided detailed instructions regarding the steps for conducting the role play and introduced the media and props that would be used during the learning process. This preparation aimed to familiarize students with the procedures and to build their confidence in performing in front of their peers.

In contrast, the control class continued with conventional learning methods, including lectures and question-answer sessions, without incorporating any role-playing activities. This approach maintained the usual teacher-centered instruction, where students focused on listening, note-taking, and answering questions verbally. Data collection for both classes was conducted through a speaking skills test and a learning motivation questionnaire administered at the end of the learning sessions. Students' speaking performance was assessed by the researcher using a validated rubric that measured fluency, pronunciation, expression, and comprehension. Meanwhile, learning motivation was measured through a structured questionnaire developed based on relevant motivational indicators. All data were collected simultaneously on the final day of the research and analyzed to determine the effectiveness of the Role Playing method supported by musical drama in enhancing

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students' speaking skills and motivation. During the implementation, several key stages of the learning activities were documented through photographs to provide visual evidence of student engagement. Figure 1 shows students divided into small groups, discussing their scripts and preparing for their role play performances.



Figure 1. Students are divided into small groups and discussing their scripts before performing the role play.

Figure 2 illustrates students practicing their dialogues according to the roles assigned to them, under the guidance and supervision of the teacher to ensure accuracy and proper delivery.



Figure 2. Students are practicing dialogues according to their assigned roles under the guidance of the teacher.

Finally, Figure 3 depicts students performing their role play scenes in front of the class, accompanied by simple musical elements, demonstrating their speaking skills, creativity, and teamwork.



Figure 3. Students perform role play scenes accompanied by simple musical elements in front of the class.

### **Results**

The study found that using the Role Playing method was highly effective for teaching Indonesian, particularly in improving students' speaking skills and increasing their learning motivation. This effectiveness is reflected in the difference in posttest scores between the experimental class and the control class. The posttest results for the speaking skills of fifth-grade students in the Sintuk Toboh Gadang District are presented in Table 1.

Table 1. Calculation of Posttest Data for Early Reading

Sample Class	N	$\bar{X}$	Xmax	Xmin
Experimental	30	67	100	55
Control	11	52	70	30

Looking at the table above, we can see that the average speaking score of students in the experimental class ( $\bar{X} = 67$ ) is higher than that of the control class ( $\bar{X} = 52$ ). This shows that students' speaking abilities improved after learning through the Role Playing method, especially when supported by musical drama. Therefore, it can be concluded that using the Role Playing method with musical drama effectively enhances students' speaking skills.

### **Normality Test**

The normality test results for both the experimental and control classes in the pretest phase are presented in Table 2.

Table 2. Results of Normality Test for Experimental and Control Classes (Pretest)

<i>Tests of Normality</i>						
	<b>Kolmogorov-Smirnov<sup>a</sup></b>			<b>Shapiro-Wilk</b>		
	<b>Statistic</b>	<b>df</b>	<b>Sig.</b>	<b>Statistic</b>	<b>df</b>	<b>Sig.</b>
<b>Experimental</b>	.175	11	.200*	.943	11	.553
<b>Control</b>	.161	11	.200*	.932	11	.427

The normality test results for the posttest phase are shown in Table 3.

Table 3. Results of Normality Test for Experimental and Control Classes (Posttest)

<i>Tests of Normality</i>						
	<b>Kolmogorov-Smirnov<sup>a</sup></b>			<b>Shapiro-Wilk</b>		
	<b>Statistic</b>	<b>df</b>	<b>Sig.</b>	<b>Statistic</b>	<b>df</b>	<b>Sig.</b>
<b>Experimental</b>	.297	11	.008	.867	11	.070
<b>Control</b>	.175	11	.200*	.920	11	.318

Looking at the normality test results in the tables above, the Shapiro-Wilk significance value for the pretest of speaking skills was 0.553 for the experimental class and 0.427 for the control class. For the posttest, the values were 0.070 for the experimental class and 0.318 for the control class. Since all of these values are above 0.05, we can conclude that the data are normally distributed.

### ***Homogeneity Test***

The homogeneity test results for the experimental and control classes in the pretest phase are presented in Table 4.

Table 4. Results of Homogeneity Test for Experimental and Control Classes (Pretest)

<i>Tests of Homogeneity of Variances</i>					
<b>Variable</b>	<b>Levene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>	
<b>Speaking skills and learning motivation</b>	Based on Mean	1.850	1	39	
	Based on Median	1.333	1	39	
	Based on Median and with adjusted df	1.333	1	34.129	
	Based on Trimmed Mean	1.859	1	39	

The homogeneity test results for the posttest phase are shown in Table 5.

Table 5. Results of Homogeneity Test for Experimental and Control Classes (Posttest)

<i>Tests of Homogeneity of Variances</i>					
<b>Variable</b>	<b>Levene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>	
<b>Speaking skills and learning motivation</b>	Based on Mean	.575	1	39	
	Based on Median	.591	1	39	

	Based on Median and with adjusted df	.591	1	38.181
	Based on Trimmed Mean	.739	1	39

From the homogeneity test results shown in the tables above, the significance value for the pretest of speaking skills was 0.182, and for the posttest it was 0.453. Since both values are greater than 0.05, it can be concluded that the data variances are homogeneous.

### *Hypothesis Testing*

After the data met the assumptions of normality and homogeneity, hypothesis testing was conducted. In this study, both the t-test and F-test were employed to analyze the impact of the Role Playing method with musical drama. The ANOVA results obtained from the posttest scores of the sample classes are presented in Table 6:

Table 6. Results of ANOVA Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1.840	1	1.840	11.558	.002 <sup>b</sup>
Residual	6.209	39	.159		
Total	8.049	40			

<sup>a</sup> Dependent Variable: Speaking skills and learning motivation

<sup>b</sup> Predictors: (Constant), Role Playing Method

The regression coefficients for the Role Playing method are shown in Table 7.

Table 7. Regression Coefficients of the Role Playing Method

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
(Constant)	2.207	.283		7.795
Role Playing Method	-.015	.004	-.478	3.400

<sup>a</sup> Dependent Variable: Speaking skills and learning motivation

Looking at the tables above, it's clear that using the Role Playing method with musical drama had a noticeable impact on students' speaking skills and motivation to learn at the elementary schools in Sintuk Toboh Gadang District. This is backed up by the t-test result for speaking skills ( $7.795 > 2.021$ ). So, the alternative hypothesis ( $H_a$ ) is accepted, meaning this teaching approach really helps improve both the speaking abilities and learning motivation of fifth-grade students..

### *Validity Test of the Learning Motivation Questionnaire*

Validity is a measure that indicates how accurately a research instrument captures what it is designed to measure. In other words, an instrument is considered valid if it can provide accurate data and truly reflect the variables under study. Ensuring the validity of a questionnaire is essential because it guarantees that the results of the research are reliable and meaningful. There are two common ways to assess the

validity of a questionnaire. The first method is based on the significance value (Sig.) of each item; if the value is less than 0.05, the item is considered valid. The second method involves comparing the calculated correlation value (r-count) with the critical correlation value (r-table). If the r-count is greater than the r-table and the correlation is positive, the item is declared valid. Essentially, a valid item is one that shows a significant positive relationship with the overall construct it is intended to measure. In this study, the validity test of the learning motivation questionnaire was carried out with responses from 30 participants ( $n = 30$ ). The results showed that all items had significance values below 0.05 and r-count values higher than the r-table (0.361). Based on these results, it can be concluded that all items in the questionnaire are valid and can reliably measure students' learning motivation..

### ***Reliability Test of the Learning Motivation Questionnaire***

The case processing summary for the reliability test of the learning motivation questionnaire is presented in Table 8.

Table 8. Case Processing Summary

	N	%
<b>Valid</b>	30	100.0
<b>Excluded<sup>a</sup></b>	0	0.0
<b>Total</b>	30	100.0

The reliability statistics generated through Cronbach's Alpha are shown in Table 9.

Table 9. Reliability Statistics

<b>Cronbach's Alpha</b>	<b>N of Items</b>
<b>0.884</b>	20

The results of the reliability test using Cronbach's Alpha show a coefficient of 0.884, which is considered a very strong level of reliability. Since this value exceeds the minimum threshold of 0.6 and even surpasses the commonly accepted "good reliability" benchmark of 0.8 the learning motivation questionnaire can be considered both stable and internally consistent. This means that the items included in the instrument function cohesively to measure students' motivation in a dependable way. Additionally, the high Alpha value indicates that respondents interpreted the items consistently, reflecting that the questionnaire statements were clear, well-constructed, and aligned with the construct being measured. Overall, these findings demonstrate that the learning motivation questionnaire is suitable for use in further statistical analyses, such as hypothesis testing, correlation assessments, and regression modeling. The robustness of the reliability coefficient also increases confidence in the validity of the conclusions drawn from the students' responses, ensuring that the instrument provides quality data that accurately represent students' actual learning motivation levels.

## ***Discussion***

The speaking ability and learning motivation of the students were first examined through the administration of a pre-test. This stage was considered essential as a starting point before moving forward to the subsequent phases of the study. The findings from Grade V students at SDN 07 and SDN 10 in Sintuk Toboh Gadang District revealed that a considerable number of learners still demonstrated limitations in their speaking performance and displayed relatively low levels of motivation, particularly in the area of oral communication. Such conditions provided a clearer picture of the initial state of the participants and became the baseline for assessing the effectiveness of the treatment to be applied.

The evaluation criteria in the pre-test included several important dimensions, namely fluency, intonation, pronunciation, facial expression, and emotional involvement. In terms of fluency, many students were not yet able to express their ideas in a logical and continuous flow; instead, their speech was often fragmented and hesitant. Regarding intonation, it was observed that students tended to use a flat, monotonous tone that lacked emphasis and variety, thus making their speech less engaging and more difficult for listeners to follow. For example, interrogative sentences, declarative statements, and emotional expressions were delivered in almost the same tone, leaving the audience unable to distinguish one intention from another. In pronunciation, a considerable number of students experienced difficulties in articulating certain sounds accurately; some sounds were replaced with incorrect ones, while others were omitted altogether. In terms of facial expression, students' faces appeared rather stiff and unexpressive, making it hard for their emotions or the intended meaning of their words to be conveyed. Finally, in the aspect of emotional involvement, many students seemed to be merely reading aloud or memorizing lines without truly grasping or internalizing the meaning of what they were saying, which resulted in speech that sounded mechanical rather than genuine.

These observations became an important reference point for the researcher in determining the subsequent steps. They also emphasized the necessity of implementing a learning strategy that could address these deficiencies. In this context, the *Role Playing* method supported by musical drama was chosen, as it was expected to help students engage more actively, practice speaking in a more natural setting, and at the same time build confidence in communication. To ensure the results could be compared fairly, a specific treatment was provided to the experimental class before the post-test stage was carried out. After implementing the method, a post-test was conducted to measure the students' progress. The results showed a clear improvement in speaking performance compared to the pre-test. Students in the experimental class achieved an average score of 67, while the control class averaged 52. Notably, the experimental class improved from an average of 48 in the pre-test to 67 in the post-test. This substantial increase not only demonstrates the positive impact of the method but also suggests that students benefited from the engaging learning environment created through the activity.

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The increase in scores clearly illustrates that *Role Playing* supported by musical drama was able to foster a more enjoyable, engaging, and interactive classroom environment. Unlike conventional learning that may feel rigid or repetitive, this method allowed students to immerse themselves in specific roles, thereby encouraging them to speak more spontaneously and continuously without hesitation. In terms of fluency, students learned to build sentences naturally within the flow of a conversation or scene. With respect to intonation and pronunciation, role-playing provided opportunities for them to experiment with various tones of voice according to the emotions or character they portrayed. They practiced using angry, joyful, or sad tones, which made their speech sound livelier and more meaningful, while their pronunciation became clearer to ensure that both peers and the audience understood the message.

Facial expressions also developed significantly, as students were encouraged to align their expressions with the emotions of the characters they acted out. This not only enriched their verbal communication but also trained their non-verbal skills, making the delivery more convincing. From the aspect of emotional involvement, they were required to truly “enter” the character, understand the dialogue, and deliver it with authentic feelings. Consequently, their speaking was no longer limited to memorization or recitation but transformed into an expressive act that combined words, tone, and emotion in harmony. Such improvements illustrate the holistic benefits of this method in enhancing not only linguistic competence but also creativity and emotional intelligence. The data analysis backs up these findings with clear evidence. The normality test for the post-test speaking scores showed values of 0.070 for the experimental class and 0.318 for the control class both above 0.05 so the data were normally distributed. The homogeneity test also confirmed that the scores were consistent across the groups. Overall, there was a noticeable difference between the pre-test and post-test scores, with the experimental class showing the greatest improvement. This means that using the Role Playing method with musical drama was effective in helping fifth-grade students at the elementary schools in Sintuk Toboh Gadang District improve their speaking skills.

#### **4. Conclusion**

The results of this study show that using the Role Playing method together with musical drama creates a lively and engaging classroom environment. Learning becomes more active, creative, and fun, while also helping students build confidence, courage, and expressiveness in their interactions. Even more importantly, this approach has a clear positive impact on both speaking skills and learning motivation. The comparison shows that students in the experimental class made greater progress in speaking than those in the control class, who continued with conventional teaching methods. In light of these results, several suggestions can be highlighted. For students, it is essential to continue practicing their speaking skills, as this ability serves as a key foundation for both academic growth and social interaction. For schools, it is recommended to provide more opportunities and facilities that nurture students’ confidence in communication. Activities such as

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storytelling, debates, speeches, podcasts, and public speaking programs can serve as enjoyable alternatives to support speaking practice. Through such efforts, the implementation of Role Playing with musical drama can be maximized to bring greater benefits to students' learning experiences.

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