The Effect of Storytelling Learning Using Role Playing Model Assisted by Audiovisual Media on Students Written and Storytelling Skills of Students Grade V Elementary School in Pringsurat Sub-District Temanggung District

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ABSTRACT

The Role Playing learning approach aims to make learning more meaningful for students. The Role Playing learning approach, combined with multimedia resources, stands out as a chosen and viable strategy for overcoming emerging challenges. In this study, experimental research with a quantitative approach was applied to assess the impact of using storytelling learning models paired with various media on storytelling skills and writing stories in a fifth-grade elementary school class.

Based on the assessment process that has been carried out, the results in this study are an assessment of typical differences in comprehension tests between experimental and control groups supporting the acceptance of H1 versus H0. With a bidirectional significance probability value of 0.005, H1 is accepted, and H0 is rejected because 0.000 is less than 0.05. Therefore, this study ensures that the Role Playing learning model has a significant influence on students' storytelling skills. Similarly, the evaluation of typical differences in comprehension tests between the experimental group and the control group also favored the acceptance of H1 over H0. With a bidirectional significance probability value of 0.005, H1 is accepted, and H0 is rejected because 0.000 is less than 0.05. In summary, role playing has a significant influence on students' storytelling skills. Assessment of typical differences in comprehension tests between the experimental group and the control group led to acceptance of H1 versus H0. With a bidirectional significance probability value of 0.005, H1 is accepted, and H0 is rejected because 0.000 is less than 0.05. In conclusion, Role Playing significantly affects students' ability to tell stories and write stories.

Keywords: role playing, storytelling skills, story writing skills, audio-visual media.

INTRODUCTION

Basic education can be explained as the process of fostering basic skills in each student. The growth of each learner is positively influenced by their internal comfort and a supportive environment for their optimal development. As outlined in Article 3 of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, the general education system has the ability to shape and influence the noble character and culture of the nation. Education is essential to promote and enhance people's ability to engage (Al-Nuaimi & Al-Ghamdi, 2022). The aim is to convey essential life skills, instill commitment to God Almighty, develop qualities of integrity, strength, knowledge, competence, creativity, independence, and encourage democratic values and social responsibility among

students. According to (Willeck & Mendelberg, 2022), education provides the mediation necessary for the human being to become whole, personally and socially. Higher education courses and programmes are adopted and combined with different delivery modalities to provide more accessible and flexible programmes and provide relevant and personalised content. (Miranda et al., 2021) According to (C. K. Lim et al., 2022), education is the main means to achieve sustainability goals, and the application of sustainability is the main thing in academia.

According to (May et al., 2020), education plays an important role in preparing young people to enter the labor market, vocational education and training is a core factor in smoothing the transition from school to the workforce. In order for education to keep running, educational institutions must quickly adapt to circumstances (Teräs et al., 2020). Training is an important component of the public improvement process that determines changes in the character of individual life in various aspects. According to (Muñoz, 2022), coaching is a process that prioritizes learning over teaching and aims to awaken one's potential in order to achieve optimal performance according to their abilities. Training has a significant impact on the outcome of events and the improvement of Human Resources. Individual talents and abilities in life management can be improved through training. Everyone has different abilities, and education is meant to help them thrive. A more transparent term for relationship-related education is relational education (Fraser-Pearce, 2022). This education can be obtained through official, informal, or non-formal instruction. According to (Halaweh, 2023), educators should focus more on developing their students' skills in presentation and defense, evaluating information, correcting information and referring to work, and developing new creative ideas as will be discussed in the next section. The school is a formal instructional organization whose mission is to guide students not only in the intellectual aspect, but also in the emotional and psychomotor part. It is contained in this necessary structure and is considered one of the basic needs of society. Education, as a way to disseminate knowledge, facilitate learning, and inspire innovation, is essential for the development of individuals and society. (Guo et al., 2019)

The educational process is an ongoing journey that relies on effective collaboration between educators and students, with the aim of achieving learning goals. According to (Alenezi et al., 2023), although teachers must rethink what it means to provide learning experiences, higher education institutions must adapt their educational technology solutions to student demands. It is difficult to achieve critical education for global citizenship if teachers do not achieve an equivalent level of understanding (Figueroa & Leyton, 2022). The achievement of these goals becomes a critical variable that determines educational and learning outcomes. Learning is a key movement throughout the overall instructional cycle of the school. Successfully achieving educational goals depends largely on the ongoing impact of the educational experience. While learning can be explained as a lasting change in an individual's behavior as a result of experience, it includes cognitive abilities and outlook with the aim of achieving educational goals (Syaiful Bahri Djamarah and Aswan, 2006). Effective learning arises when there is a strong relationship between teacher and student, and the specified goals are achieved within the set time frame.

The educational journey develops through a harmonious relationship between process and strategy. Optimal learning outcomes depend on carefully selecting the right learning system. Educators should be careful in selecting appropriate systems for implementation. Consideration of learning objectives is crucial in the implementation of learning experiences, because all

educational activities are towards achieving these goals. As expressed by Octavia (2020), it is important to have the right tools to choose and apply teaching methods within an effective learning framework. This approach ensures that students are engaged in a diverse learning environment, avoiding monotonous teaching scenarios. The ability to choose the most appropriate skill technique is a skill that educators should develop to effectively design plans for the achievement of learning objectives.

The destiny of a nation is not solely shaped by its view of education. In addition, the progress of a nation is not entirely determined by the quality of its human resources. To stay in tune with the times, qualified human resources must have the ability to lead in the ongoing wave of innovation. By utilizing the competence and talent of its human resources, a nation can deliberately and consistently foster a competitive attitude, especially in the realm of education and training.

In Article II, Article 3 of Regulation Number 20 of 2003 concerning the National Education System (Sisdiknas), it is emphasized that "general education has the capacity to nurture individuals and shape the progress of a noble nation, with the aim of instilling in students a sense of responsibility and devotion to God Almighty". The aim is to develop individuals who are of good character, strong, knowledgeable, skilled, creative, independent, and who receive democratic citizenship and responsible.

LITERATURE REVIEW

Ismail, Asep Yusuf (2012) with the title "Application of Role Playing Method to Improve Speaking Skills of Elementary School Students in Elementary School". Journal of Didactive Methodology, Vol. 6. No. 2 of 2012. With the results of the study that: (1) the use of the Role Playing method in the learning process Indonesian in speaking skills has been able to change the initial state of students' understanding of Indonesian learning itself. This is because the Role Playing method has been able to attract students' learning interest to be directly involved in the learning process; (2) the selection of the Role Playing method has been able to foster cooperation among students both that occurs outside the learning process such as; lent her friends the costumes needed, invite friends to memorize scripts or practice acting, (3) with the application of the Role Playing method in the learning process Indonesian in speaking skills is proven to have shown good results. Based on the relevant research mentioned above, findings from all three studies suggest that the use of this technique strategy can improve student learning outcomes, particularly in subjects Indonesian with similar media. However, it should be noted that a specific focus on Indonesian subjects with a focus on speaking skills is important.

Nurjannah (2016) conducted a study entitled "Improving Indonesian Learning Outcomes through Role Playing Method in Grade III Students of SDN 232 Galesong, Galesong District, Takalar Regency". The findings showed that the average learning outcome reached a score of 54, falling into the satisfactory category. However, some students score below the Minimum Completeness Criteria (KKM) standard of 70. In Cycle II, there is an increase in learning outcomes Indonesian.

Nurahma (2012) "Improving Indonesian Learning Outcomes through the Role Playing method in grade V students of SD Inpres Bontoramba Gowa Regency", the results showed that the improvement of learning outcomes Indonesian grade V students of SD Inpres Bontoramba Gowa Regency, in the first cycle did not meet the Minimum Completeness Criteria (KKM). By paying attention to the reflection in cycle I, improvements were made and cycle II there was an increase in learning outcomes Indonesian grade V students of SD Inpres Bontoramba, Gowa Regency after applying the Role Playing method in Cycle II, the

average grade 88 means that they have met the Minimum Completeness Criteria (KKM).

MATERIALS & METHODS

The type of research used experimental research. Experimental research, according to Sugiyono, is a quantitative research method used to investigate the influence of the independent variable (treatment) on the dependent variable (result) in a controlled environment (Sugiyono, 2017). Meanwhile, according to Suryana (2015:39), experimental research is a type of research with the same problem characteristics as comparative causal research, but in experimental research, the researcher manipulates or controls at least one independent variable. According to Nazir (2011:63), experimental research is research carried out by manipulating the research object and providing control. This study adopted a quasi-experimental design with a non-equivalent control group design (Sugiyono, 2017). The formula for the effect of the treatment is calculated as follows: (O2-O1) - (O4-O3). This study involved a control group and an experimental group. Both groups underwent pretests to determine their initial state.

Data collection techniques using questionnaires and tests. Questionnaires are used to measure reading interest, while tests measure students' reading storytelling skills. The test is given to students to measure the level of storytelling ability of grade V elementary school students.

STATISTICAL ANALYSIS

The data analysis technique used in this study was to convert quantitative data into qualitative data. Validity and reliability test data use the following formula.

Validity Formula

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Information:
r xy = Validity of the questions
N = Number of students
X = Total number of correct scores
Y = Total score

Reliability Formula

$$r_{11} = \left(\frac{n}{(n-1)}\right)\left(1 - \frac{\sum \sigma_{t^2}}{\sigma_{t^2}}\right)$$

Information:

R 11 : Reliability is sought

$\Sigma \sigma_t{}^2$: The total variance of the score of each item

$\sigma_t{}^2$: Total variance

RESULT

The results of this research were conducted at SDN Pringsurat Region, Pringsurat, Temanggung Regency during the 2022/2023 Academic Year, with SDN 1 Pringsurat as the experimental class and SDN 3 Tuksongo as the control class. Forty-seven students from Class V were selected as participants. Pre-learning evaluation is carried out before the intervention, and post-learning evaluation is carried out after implementing Role Playing learning strategies with the support of various media.

Validity

The validity test was conducted to ensure that the components of the questionnaire accurately represented the intended variables. SPSS 20.0 software was used for this purpose. The SPSS output, specifically the Total Statistics table, was examined for validity. Criteria were established to determine the extent of the relationship between the independent and dependent variables:

If the calculated R is > than the tabulated R (two-sided test with a significance of 0.05), the instrument or questionnaire item is considered significantly related to the overall statistical construct (considered valid).

If the calculated R is < than the tabulated R (two-sided test with a significance of 0.05), the instrument or questionnaire item is not significantly related to the overall statistical construct (considered invalid).

Table IV.1 Description of Validity Analysis of Role Play Learning Model

Item No.	Comparing the r Value and Sig. (2-tailed)			
	rcount	rtabel	Sig. (2-tailed)	Description
1.	0,753	0,553	0,003 < 0,05	Valid
2.	0,658	0,553	0,015 < 0,05	Valid
3.	0,736	0,553	0,005 < 0,05	Valid
4.	0,736	0,553	0,004 < 0,05	Valid
5.	0,580	0,553	0,038 < 0,05	Valid
6.	0,754	0,553	0,003 < 0,05	Valid
7.	0,658	0,553	0,015 < 0,05	Valid
8.	0,736	0,553	0,004 < 0,05	Valid

Source: SPSS 2023

Table IV.2 Description Validity Analysis of Storytelling Skills

Item No.	Comparing the r Value and Sig. (2-tailed)			
	rcount	rtabel	Sig. (2-tailed)	Description
1.	0,597	0,553	0,031 < 0,05	Valid
2.	0,746	0,553	0,003 < 0,05	Valid
3.	0,777	0,553	0,002 < 0,05	Valid
4.	0,851	0,553	0 < 0,05	Valid
5.	0,597	0,553	0,031 < 0,05	Valid
6.	0,687	0,553	0,009 < 0,05	Valid
7.	0,777	0,553	0,002 < 0,05	Valid

Source: SPSS 2023

Table IV.3 Description of Validity Analysis of Story Writing

Item No.	Comparing the r Value and Sig. (2-tailed)			
	rcount	rtabel	Sig. (2-tailed)	Description
1.	0,764	0,553	0,002 < 0,05	Valid
2.	0,594	0,553	0,032 < 0,05	Valid
3.	0,594	0,553	0,032 < 0,05	Valid
4.	0,766	0,553	0,002 < 0,05	Valid
5.	0,858	0,553	0 < 0,05	Valid
6.	0,764	0,553	0,002 < 0,05	Valid
7.	0,724	0,553	0,005 < 0,05	Valid

Source: SPSS 2023

Reliability

The reliability test assesses whether the measurement instrument used is stable and consistent in repeated measurements. A measurement is considered reliable if it consistently produces the same results without variation. The validity and reliability of the questionnaire were carried out simultaneously using SPSS version 23 and the Cronbach's Alpha method. Reliability results are presented based on the instrument results as follows:

Table IV.4 Reliability Index Calcification Table

Reliability Index	Description
0,00 - 0,20	Less Reliable
> 0,20 - 0,40	Slightly Reliable
> 0,40 - 0,60	Moderately Reliable
> 0,60 - 0,80	Reliable
> 0,80 - 1,00	Very Reliable

Source: (Sugiyono, 2017)

Table IV.5 Description of Reability Analysis of Variables Y1, Y1 and Y2

Variables	Cronbach's Alpha	N of Items	Index Reliability	Description
X	0,851	8	> 0,80 - 1,00	Very Reliable
Y1	0,840	7	> 0,80 - 1,00	Very Reliable
Y2	0,846	7	> 0,80 - 1,00	Very Reliable

Source: SPSS 2023

Descriptive Statistics
Pree Test Data

The results are shown in the following table:

Table IV.6 Pre Test Score Results

NO	SDN 1 PRINGSURAT PRE-TEST				SDN 3 TUKSONGO PRE-TEST			
	X	Y1	Y2	AMOUNT	X	Y1	Y2	AMOUNT
1	30	27	27	84	27	24	24	75
2	31	25	26	82	28	22	23	73
3	29	26	25	80	26	23	22	71
4	34	29	29	92	31	26	26	83
5	31	25	25	81	28	22	22	72
6	29	25	25	79	26	22	22	70
7	37	32	32	101	34	29	29	92
8	29	25	25	79	26	22	22	70
9	29	26	26	81	26	23	23	72
10	33	28	29	90	30	25	26	81
11	29	25	25	79	26	22	22	70
12	31	26	28	85	28	23	25	76
13	30	25	25	80	27	22	22	71
14	30	27	27	84	27	24	24	75
15	31	26	25	82	28	23	22	73
16	29	25	26	80	26	22	23	71
17	34	29	28	91	31	26	25	82
18	30	25	25	80	27	22	22	71
19	29	25	25	79	26	22	22	70
20	37	32	32	101	34	28	29	91
21	29	25	25	79				
22	29	26	26	81				
23	33	29	28	90				
24	29	25	25	79				
25	31	28	26	85				
26	30	25	25	80				
27	29	27	25	81				
Total	832	718	715	2265	562	472	475	1509
Mean	30,81	26,59	26,48	83,89	28,10	23,60	23,75	75,45
Maximum	37	32	32	101	34	29	29	92
Minimum	29	25	25	79	26	22	22	70

Before the treatment began, students were given a pre-practice test of ten questions to measure their initial ability. Scoring was done on a scale of 100. Subsequently, the data was interpreted into score categories

using existing guidelines. The method used by the National Department of Education is shown in table below:

Table IV.8 Completeness

Mastery Level (%)	Category Story writing
0 – 39	Very less
40 – 59	Less
60 – 74	Enough
75 – 84	Good
85 – 100	Excellent

SDN 1 Pringsurat's score as the experimental class was 83.89, categorized as good, and SDN 3 Taksonongo's score as the control class was 75.45, categorized as good.

Post Test Data

After the initial ability of the students was known, the role-playing learning model assisted by audiovisual media was used to teach the students. After the model was used, students were tested to find out their ability to tell and write as many stories as possible in a series of questions.

Table IV.9 Post Test Score Results

NO	SDN 1 PRINGSURAT POST-TEST				SDN 3 TUKSONGO POST-TEST			
	X	Y1	Y2	AMOUNT	X	Y1	Y2	AMOUNT
1	33	30	30	93	30	27	27	84
2	34	28	29	91	31	25	26	82
3	32	29	28	89	29	26	25	80
4	37	32	32	101	34	29	29	92
5	33	28	28	89	31	25	25	81
6	32	28	28	88	29	25	25	79
7	40	35	35	110	37	32	32	101
8	32	28	28	88	29	25	25	79
9	32	29	29	90	29	26	26	81
10	36	31	32	99	33	28	29	90
11	32	28	28	88	29	25	25	79
12	34	29	31	94	31	26	28	85
13	33	28	28	89	30	25	25	80
14	33	30	30	93	30	27	27	84
15	34	29	28	91	31	26	25	82
16	32	28	29	89	29	25	26	80
17	37	32	32	101	34	29	28	91
18	33	28	28	89	30	25	25	80
19	32	28	28	88	29	25	25	79
20	40	35	35	110	37	32	32	101
21	32	28	28	88				
22	32	29	29	90				

Furthermore, the data was interpreted into value categories using existing guidelines.

The method used by the Department of National Education is shown in table below:

Table IV.10 Completeness

Mastery Level (%)	Category Story writing
0 – 39	Very less
40 – 59	Less
60 – 74	Enough
75 – 84	Good
85 – 100	Excellent

Based on the table above, the total score of SDN 1 Pringsurat as the experimental class is 92.89 with a very good category. Meanwhile, the score at SDN 3 Tuksonongo as the control class was 84.50 with a very good category.

Frequency Distribution

This study has three variables, namely the Role Play Learning Model, Storytelling Skills and Story Writing. The basis for the interpretation of the intem score in the research variables is described in the table.

Table IV.11 Pre-Test Frequency Distribution

| Role Playing (Pre-Test)		Storytelling Skill (Pre-Test)	Story Writing (Pre-Test)	Role Playing (Post-Test)	Storytelling Skills (Post-Test)	Story Writing (Post-Test)
N	Valid	47	47	47	47	47	47
	Missing	0	0	0	0	0	0
Mean		29,66	25,32	25,32	32,64	28,34	28,34
Std. Error of Mean		,406	,374	,369	,405	,378	,373
Median		29,35a	25,20a	25,18a	32,33a	28,20a	28,18a
Mode		29	25	25	32	28	28
Std. Deviation		2,784	2,563	2,529	2,777	2,590	2,556
Variance		7,751	6,570	6,396	7,714	6,708	6,534
Skewness		,810	,655	,693	,837	,650	,687
Std. Error of Skewness		,347	,347	,347	,347	,347	,347
Kurtosis		,499	,302	,473	,560	,208	,371
Std. Error of Kurtosis		,681	,681	,681	,681	,681	,681
Range		11	10	10	11	10	10
Minimum		26	22	22	29	25	25
Maximum		37	32	32	40	35	35
Sum		1394	1190	1190	1534	1332	1332
Percentiles	25	27,69b	23,25b	23,50b	30,69b	26,25b	26,50b
	50	29,35	25,20	25,18	32,33	28,20	28,18
	75	30,96	26,75	26,61	33,88	29,75	29,61

a. Calculated from grouped data.
b. Percentiles are calculated from grouped data.

From the results of the Frequency Distribution table of students' questionnaires about the role-playing learning model assisted by audiovisual media above, it can be seen that:

Pree-Test

Sample size 47, role playing variable mean 29.66, median 29.35, std deviation 2.784,

range 11, minimum26, maximum37, and sum 1394. Sample size 47, storytelling skill variable mean 25.32, median 25.20, std deviation 2.563, range 10, minimum 22, maximum 32, and sum 1190. Number of samples 47, story writing variable mean 25.32, median 25.18, std deviation 2.529, range 10, minimum 22, maximum 32, and sum 1190.

Histogram
Dependent Variable: Role Playing (Pre-Test)
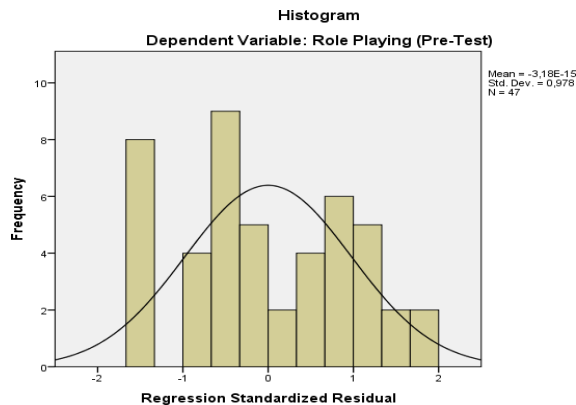
Sample size 47, role playing variable mean 32.64, median 32.33, std deviation 2.777, range 11, minimum 29, maximum 40, and sum 1534. Sample size 47, storytelling skill variable mean 28.34, median 28.20, std deviation 2.590, range 10,

minimum 25, maximum 35, and sum 1332. Number of samples 47, story writing variable mean 28.34, median 28.18, std deviation 2.556, range 10, minimum 25, maximum 35, and sum 1332.

Histogram
Dependent Variable: Role Playing (Post-Test)
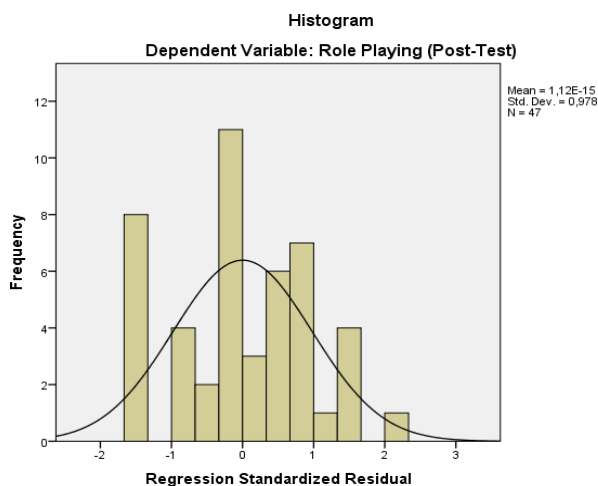
Classical Assumption Test/Preconditions
Normality Test

This is done to assess whether the regression model includes independent and dependent variables with normal or non-normal distributions. If there are elements with a non-normal distribution, it may jeopardize the validity of the regression model results. The One-Sample Kolmogorov-Smirnov test can be used to assess the normality of the data. Here is the active procedure for the normality test:

In general, research data is considered to have a normal distribution if the significance value (Sig.) is greater than 0.05.

Conversely, a significance value (Sig.) of less than 0.05 indicates that the research data does not have a normal distribution.

Table IV.9 Pre-Test Normality Test with Kolmogorof-Smirnov
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		47
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	,90098751
Most Extreme Differences	Absolute	,111
	Positive	,111
	Negative	-,076
Test Statistic		,111
Asymp. Sig. (2-tailed)		,191[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The significance value of the Kolmogorov-Smirnov section in the data table above is 0.191. Since this value is greater than 0.05, it can be concluded that the data for this variable is normally distributed.

Tabel IV.10 Uji Normalitas Post-Tset dengan Kolmogorof-Smirnov

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		47
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	,85107466
Most Extreme Differences	Absolute	,108
	Positive	,108
	Negative	-,105
Test Statistic		,108
Asymp. Sig. (2-tailed)		,200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The Kolmogorov-Smirnov section in the data table above shows a significance value of 0.200. Given that this value is higher than 0.05, it can be concluded that the data for this variable follows a normal distribution.

Homogeneity Test

Homogeneity test is a statistical method used to show that at least two groups of sample data from the same population show similar variability. In regression analysis, the homogeneity test is important because it checks whether the regression error for each group depends on the dependent variable. Therefore, the homogeneity test assesses whether changes in several sets of research data are very similar. In summary, homogeneity indicates that the datasets under consideration have similar characteristics. The interpretations for the independent variables in the homogeneity test are:

1. significance value of less than 0.05 indicates that the variances of at least two populations of data are not similar.
2. significance value of more than 0.05 indicates that the variances of at least two populations of data are similar.

Table IV.11 Homogeneity Test Results
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pre-Test	Based on Mean	,297	1	45	,589
	Based on Median	,355	1	45	,554
	Based on Median and with adjusted df	,355	1	44,581	,554
	Based on trimmed mean	,300	1	45	,587
Post-Test	Based on Mean	,749	1	45	,391
	Based on Median	,813	1	45	,372
	Based on Median and with adjusted df	,813	1	44,946	,372
	Based on trimmed mean	,740	1	45	,394

By looking at the table above, it can be concluded that the dataset under consideration is generally homogeneous, as the significance values (sig.) in both pre-test scenarios (0.589 > 0.05 and 0.391 > 0.05) indicate so.

Hypothesis Test

The Paired Samples T-test was used for hypothesis testing. The purpose of hypothesis testing is to determine whether the mean story composition test scores differ between the experimental group using the narrative composition approach and the control group using the standard method. If the significance of the t test exceeds 0.05, the hypothesis is accepted; if the significance of the t test is less than 0.05, the hypothesis is rejected.

Table IV.12 Paired Sample T-Test
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Role Playing (Pre-Test)	29,66	47	2,784	,406
	Role Playing (Post-Test)	32,64	47	2,777	,405
Pair 2	Keteramplan Bercerita (Pre-Test)	25,32	47	2,563	,374
	Keterampilan Bercerita (Post-Test)	28,34	47	2,590	,378
Pair 3	Keterampilan Menulis Cerita (Pre-Test)	25,32	47	2,529	,369
	Keterampilan Menulis Cerita (Post-Test)	28,34	47	2,556	,373

Based on the table, we can clearly see the difference between the pre-test and post-test.

The Effect of Role Playing Learning Model assisted by Audio Visual Media on Storytelling Skills of Grade V Students of SDN 1 Pringsurat

The first hypothesis of this research is how the Role Playing Learning Model assisted by Audio Visual Media has an impact on the storytelling ability of students of SDN 1 Pringsurat.

Ha = Students of SDN 1 Pringsurat have a storytelling ability that is significantly influenced by the role-playing learning model assisted by audio-visual media.

$H0$ = The storytelling skills of students of SDN 1 Pringsurat were not affected by the role-playing learning model assisted by audio-visual media.

Table IV.13 Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Keteramplan Bercerita (Eksprimen) - Role Playing (Eksprimen)	-4,340	1,006	,147	-4,636	-4,045	29,579	46	,000
Pair 2	Keterampilan Menulis Cerita (Eksprimen) -	-4,340	,984	,144	-4,629	-4,051	30,236	46	,000

After calculating the average difference of comprehension tests between the experimental group and the control group, it is known that H0 is accepted if the value is more than 0.05. In addition, the two-tailed significance probability value is 0.005, so H1 is accepted and H0 is rejected because 0.000 is less than 0.05. The conclusion is that role play has an impact on students' ability to tell stories.

The Effect of Role Playing Learning Model (Role Playing) Assisted by Audio Visual Media on Writing stories of fifth grade students of SDN Pringsurat

The effect of role playing learning model assisted by audio-visual media on story writing at SDN Pringsurat is the first hypothesis of this study.

Ha = SDN Pringsurat's story writing was strongly influenced by the role-playing learning model assisted by audio-visual media.

$H0$ = Story writing at SDN Pringsurat was not influenced by the role playing learning model with the help of audio-visual media.

Table IV. 14 Paired Sampled Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Keteramplan Bercerita (Eksprimen) - Role Playing (Eksprimen)	-4,340	1,006	,147	-4,636	-4,045	29,579	46	,000
Pair 2	Keterampilan Menulis Cerita (Eksprimen) - Role Playing (Eksprimen)	-4,340	,984	,144	-4,629	-4,051	30,236	46	,000

The calculation of the mean difference of the comprehension test between the experimental group and the control group shows that H0 is accepted if the value is > 0.05, and the two-tailed significance probability value is 0.005. Thus, H1 is accepted and H0 is rejected because 0.000 < 0.05. Thus, roles have an effect on students' ability to write stories.

The Effect of Role Playing Learning Model (Role Playing) Assisted by Audio

Visual Media on Storytelling Skills Writing stories SDN Pringsurat

The effect of the role playing learning model assisted by audio-visual media on the ability to tell and write stories at SDN Pringsurat is the third hypothesis of this study.

Ha = The story-telling and story-writing skills of SDN Pringsurat were strongly influenced by the role-playing learning model assisted by audio-visual media.

$H0$ = The story-telling and story-writing skills of SDN Pringsurat were not significantly affected by the role playing learning model assisted by audio- visual media.

Table IV. 15 Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Role Playing (Eksprimen) - Keteramplan Bercerita (Eksprimen)	4,340	1,006	,147	4,045	4,636	29,579	46	,000
Pair 2	Role Playing (Eksprimen) - Keterampilan Menulis Cerita (Eksprimen)	4,340	,984	,144	4,051	4,629	30,236	46	,000

In the calculation of the mean difference of the comprehension test between the experimental group and the control group, it was found that H0 is accepted if the value is more than 0.05. In addition, the two-tailed significance probability value is 0.005, so H1 is accepted and H0 is rejected because 0.000 is less than 0.05. In conclusion, role play has an impact on students' ability to tell and write stories.

Table IV.16 Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Keterampilan Bercerita (Eksprimen) - Role Playing (Eksprimen)	-4,340	1,006	,147	-4,636	-4,045	29,579	46	,000
Pair 2	Keterampilan Menulis Cerita (Eksprimen) - Role Playing (Eksprimen)	-4,340	,984	,144	-4,629	-4,051	30,236	46	,000

DISCUSSION

The main objective of this study was to investigate the effect of Role Playing learning model assisted by Audiovisual media on narrative skills of grade 5 students at SDN 1 Pringsurat, Temanggung Regency. SDN 1 Pringsurat served as the experimental class, while SDN 3 Tuksongo served as the control group.

Initially, Indonesian language education at SDN 1 Pringsurat was considered inadequate, characterized by a lack of support from teachers, a monotonous teaching style, absence of group activities, and reliance on models and media. In addition, students showed disinterest, low engagement, difficulty in understanding the teacher's explanations, and inability to provide perspective, resulting in decreased story quality.

To overcome these problems, researchers introduced the Role Playing learning model, visualizing its potential to more effectively engage students in the learning process. The integration of various media, which is considered an advantage for students, is an integral part of the implementation of the Role Playing learning approach. According to (Khairani et al., 2023), students' creativity and interest in learning can be stimulated through the role playing method. Role playing can increase students' interest in learning because role playing is directly related to daily life so that students do not easily feel bored during learning activities, can help students' social emotional development such as building friend relationships and students can control their emotions. (Yunifia & Wardhani, 2023)

In this study, the researchers conducted a single educational intervention along with two assessments: a pretest conducted before the intervention and a post-test conducted after the treatment. The initial step in using this learning model with media generally involves creating a scenario for students to act out. This activity takes place on the day before the actual intervention. The school day began with the students greeting the researcher, praying, reflecting on their experiences, singing songs to boost their spirits, and expressing readiness to participate in the activities. The researcher then explained the objectives of the upcoming session.

After the introductory activities, the core exercises began. Before the intervention, the researcher used this learning model aided by common media to conduct a pretest. Students completed the exam and collected their answers. Next, students were invited to watch a video relevant to the topic. To ensure a shared viewing experience, students were encouraged to form large groups. Despite the availability of personal computers for video playback, students showed enthusiasm in watching together. This excitement extended beyond the classroom, with students from other classes coming to witness the use of media for better learning-a change from the traditional practice where video screenings are rarely used for educational purposes.

After quietly watching the instructional video, students asked for a replay, but due to time constraints, the researcher quickly allowed them to ask questions about anything that was unclear in the movie. The researcher promptly answered their questions.

The next step involves organizing two large groups, consisting of 6 and 7 students respectively. Each group was given a different problem title, and students were asked to name their group. The primary group was named Rainbow Group, and the secondary group was named Dove Group. The researcher randomly selected a group to present their scenario first. Students enthusiastically agreed, and the Dove Group was quickly chosen. The researchers then encouraged the Dove Group to present their scenario, and the Rainbow Group was asked to watch without approaching. The process was then reversed, with the Dove Group focusing on the Rainbow Group's performance as they acted.

Once the problem was solved, each group was invited to express what they expected from the activity. Next, the researcher asked the students to put everything back on the table. Afterward, each student was given a post-test survey, drawing information from the scenario presented. After working through the questions, the researcher discusses the answers with the students, and they present their results.

The students then worked together to summarize the stories they developed during the session. The researcher conducted additional questions and answers related to the material learned to measure the impact of understanding the material. Before leaving, the researcher encouraged the students and advised them to be careful. The learning session ended with expressions of gratitude and goodbyes from the students. Students greeted the instructor before leaving for their respective homes.

After returning, the researcher graded the student worksheets. In this study, questions were asked after learning using the standard methodology before the exam, and questions were asked using this strategy aided by various media after the exam. The purpose of these two approaches was to explore the implications of this learning with various media on retelling and story writing skills differently.

Before the intervention, the average pre-test score was 53.07, which was below the Minimum Completion Criteria (KKM). After assessing students' comprehension skills, a simulation learning model supported by various media was used. Furthermore, students showed very positive experimental results.

In anticipation, the utilization of the Role Playing approach with the support of various media will improve the teacher's ability. It is also expected that students will become more involved and excited in learning, understand the teacher's explanation more effectively, and be more courageous in expressing their opinions.

Therefore, the practice of writing stories is expected to become more useful.

Therefore, based on the hypothesis test on the post-test data, it is presented as follows:

"The Effect of Role Playing Learning Model Assisted by Audio Visual Media on Storytelling Skills of Students of SDN 1 Pringsurat"

After evaluating the standard deviation in the comprehension test between the experimental group and the control group, it can be concluded that H0 is accepted if the value exceeds 0.05. In addition, with a two-way significance probability value of 0.005, H1 is accepted, and H0 is rejected because 0.000 is less than 0.05. Thus, Role Playing has a visible impact on students' narrative skills.

"The Effect of Role Playing Learning Model with Audio Visual Media Assistance on the Written Storytelling Skills of SDN 1 Pringsurat"

Analysis of variance in the mean scores of the comprehension test between the experimental and control groups showed that H0 was accepted if the value passed 0.05. With a two-way significance probability value of 0.005, H1 is accepted, and H0 is rejected because 0.000 is less than 0.05. In the end, the Role Playing approach has an impact on students' storytelling skills.

"The Effect of Role Playing Learning Model Assisted by Audio Visual Media on Storytelling Skills and Learning Outcomes of Students of SDN 1 Pringsurat"

Comparison of the mean scores of the comprehension test between the experimental and control groups suggests that H0 is accepted if the value is greater than 0.05. Similarly, with a two-way significance probability value of 0.005, H1 is accepted, and H0 is rejected as 0.000 is less than 0.05. In conclusion, Role Playing significantly affects students' ability to tell and organize stories.

CONCLUSION

Based on the review process, the following conclusions can be drawn:

1. The assessment of typical differences in the comprehension test between the experimental and control groups supports the acceptance of H1 over H0. With a two-way significance probability value of 0.005, H1 is accepted, and H0 is rejected as 0.000 is less than 0.05. Therefore, this study confirmed that the *Role Playing* learning model has a significant impact on students' storytelling ability.

2. Similarly, the evaluation of typical differences in the comprehension test between the experimental and control groups also supports the acceptance of H1 over H0. With a two-way significance probability value of 0.005, H1 is accepted, and H0 is rejected because 0.000 is less than 0.05. In summary, *Role Playing* has a significant effect on students' storytelling skills.

3. The assessment of typical differences in the comprehension test between the experimental group and the control group leads to the acceptance of H1 over H0. With a two-way significance probability value of 0.005, H1 is accepted, and H0 is rejected because 0.000 is less than 0.05. In conclusion, *Role Playing* significantly affects students' ability in story telling and story writing.

Declaration by Authors

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