

The Influence of The Role-Playing Learning Model and Vocabulary Mastery on English Speaking Proficiency

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Abstract

Since speaking ability is an indicator of success in learning English, speaking ability must be mastered well. Teachers must be able to determine the right learning model and stimulate their students' speaking ability. Role-play learning model is one of the relevant alternatives. The purpose of the study is to show how role play affects English vocabulary acquisition, how vocabulary acquisition affects English speaking ability, and how role play and vocabulary acquisition affect English speaking ability. This study used a quantitative approach with the type of experimental research through a one group pretest-posttest design. The instruments used are role playing learning model questionnaire, speaking ability questionnaire, and vocabulary mastery test questions. According to the results of simple regression and multiple linear regression analyses, the research shows that role playing affects English vocabulary acquisition, vocabulary acquisition affects English speaking ability, and role playing and vocabulary acquisition do not affect English speaking ability.

Keywords: Role Playing Model; Speaking Ability; Vocabulary.

A. Introduction

English is studied in many countries worldwide due to its status as an international language. In Indonesia, English is also widely popular and is taught from elementary school to university levels. Moreover, it is deemed essential in certain fields where proficiency in English is required at a specific level.

English must be learned and

utilized as a language habit as it serves as a communication tool in everyday life. However, for Indonesians whose first and second languages are regional dialects and Bahasa Indonesia, respectively, acquiring proficiency in English poses a considerable challenge. Throughout various levels of education, educators encounter difficulties in teaching English to students. The instructional

process of English is riddled with numerous issues experienced by students, thereby hindering the development of their English language proficiency (Susanthi, 2021:66).

English language learning is akin to learning the Indonesian language, where each language necessitates four language skills: reading, writing, speaking, and listening (Susanthi, 2021:66). These four language abilities are interrelated, with each skill influencing and complementing the others.

Factors beyond language skills, such as vocabulary mastery, are linked to each of the language aspects mentioned above. Reading, writing, listening, and even speaking skills of students are influenced by the extent of their vocabulary. The greater the diversity of vocabulary mastered by students, the more facilitated their learning of the English language becomes (Susanthi, 2021:67).

Language serves the purpose of communication, so students must learn to speak proficiently in English (Susanthi, 2021:68). Proficiency in speaking is considered an indicator of

success in learning English (Huda, 2015:17). Oral English or speaking skills hold greater significance in social interactions, as this aspect is more dominant and observable. Oral English or speaking skills are particularly essential in social interactions within the community, serving as a means of communication between individuals and their surrounding environment. However, to effectively conduct English speaking instruction, students must possess an adequate vocabulary to support fluency in spoken English. Additionally, the chosen instructional model by the teacher is a crucial factor in supporting the success of English language learning. Mastery of content and instructional models are inseparable, as content without an appropriate model may become uninteresting, tedious, and lose its appeal, potentially making it challenging for learners to absorb the material (Indrianie, 2015:126).

One model that can be utilized in the educational process in the classroom is the role-playing learning model. This model captures students' attention by providing them with the

opportunity to assume roles as characters in historical events or narratives (Kristin, 2018:172). The Role Playing method stimulates students to actively participate in learning, not only by acquiring ideas but also by integrating their knowledge into behavior, classifying problems, considering alternatives, and seeking creative solutions (Huda, 2015:18). To develop students' English speaking skills, teachers must be able to choose an appropriate instructional model that stimulates students' speaking skills. The role-playing learning model is one of the many relevant alternatives for instructional model selection. Based on observations and interviews with teachers and students in schools, it was found that teachers tend to dominate learning activities in the classroom. Teachers often explain English language lesson materials using lecture methods and subsequently assign tasks to students.

Based on students' feedback during English language learning, speaking skills receive insufficient attention from teachers. Students are often tasked with memorizing

dialogues without comprehending the meaning and purpose behind them. They are not accustomed to engaging in dialogue in everyday contexts and are primarily occupied with accumulating weekly assignments. According to a preliminary study conducted randomly among several students, all respondents were unable to answer simple English questions posed by the researcher. Consequently, it can be asserted that students' English speaking skills are relatively low. Therefore, the implementation of the role-playing learning model in English language instruction is deemed necessary, considering its potential impact on vocabulary mastery and English speaking skills. The research objectives include: 1) to demonstrate the influence of role-playing on the mastery of English vocabulary, 2) to demonstrate the influence of role-playing on the English speaking ability of students in Grade X at MA Muallimien Darul Ittihad Geger, and 3) to establish the combined influence of role-playing and vocabulary mastery on English speaking proficiency.

Role-Playing Model

Role-playing is a method or technique to dramatize how a particular person acts in distinct roles (Kartini, 2007:2). The role-playing method can generate greater student interest in learning (Tuken, 2016:125). Students become more diligent and enthusiastic in the teaching and learning process when cooperative learning of the role-playing type is employed and role-playing instruments are optimized. Ultimately, student learning outcomes will improve (Tuken, 2016:125). Learning using the role-playing instructional model requires students to portray a character and simulate it in front of the class based on a predetermined storyline. Consequently, students will meticulously prepare to perform their roles effectively and accurately. The selection of the role-playing instructional model is based on the characteristics of the material and the competencies to be achieved in the learning process. The role-playing instructional model is relevant in enhancing students' communication skills through speaking abilities. The

role-playing model is an innovative instructional model that involves students directly enacting problems and focusing on human relationship issues (Tarigan, 2016:103). It is also known that this instructional model is suitable for students to interact with aspects of speaking, express feelings through actions such as facial expressions, thus developing students' speaking and communication skills (Priatna and Setyarini, 2019:151). Speaking is a complex communication skill that emphasizes not only the accuracy of pronouncing words and voice but also facial expressions and body language, which can influence the communication process. Speaking skills cannot be taught by merely explaining the theory of speaking; rather, students must practice in front of the class to assess the development of their speaking skills.

Engaging in role-playing is a method or approach to dramatize how a specific individual behaves in positions that distinguish each role (Kartini, 2007:2). The role-playing method has the potential to enhance students' interest in learning during the

learning process (Kartini, 2007:2). The selection of the role-playing model as an English language communication instructional model is expected to contribute to an increase in students' interest and motivation to learn. Students' performances in front of their peers and teachers influence their mental state and courage to present effectively in public. Students prepare themselves as thoroughly as possible to enact the assigned roles during the learning process. The role-playing model provides opportunities for students to actively participate in the learning process, with instruction occurring directly in front of the class. Students do not have additional time or opportunities if they make mistakes in front of the class, motivating them to prepare thoroughly and be more diligent in their studies.

The stages of the Role-Playing instructional model, according to Sina (2011:3), encompass the following steps: (1) Motivating the group, (2) Selecting the actors, (3) Designing the observer, (4) Designing the role stages, (5) Role performance, (6) Discussion and evaluation, (7) Role play, (8) Discussion and evaluation II,

(9) Sharing experiences and drawing generalizations.

English Vocabulary

One strategy that can be employed to enhance language proficiency is through vocabulary mastery (Sari and Sari, 2018:43). Vocabulary refers to a set of words recognized by students in a language (Fitriyani and Nulanda, 2017:170). Mastery of vocabulary is a fundamental requirement in developing English language communication skills, both in oral and written communication. A sufficiently extensive vocabulary can support the development of students' communication skills. While having an extensive vocabulary alone does not guarantee effective and fluent communication, mastering vocabulary gradually through training and systematic organization enables to generate effective communication sentences. Proficiency in Indonesian vocabulary differs from proficiency in English vocabulary.

Mastering Indonesian vocabulary becomes easier because in daily life, students are accustomed to hearing

and communicating in Indonesian. However, mastering English vocabulary poses a distinct challenge for both teachers and students since the learned vocabulary is unfamiliar in the students' ears and daily lives. Without familiarity with vocabulary, students encounter obstacles in learning English (Fitriyani and Nulanda, 2017:168). Understanding English words and finding equivalents in Indonesian is already difficult, let alone comprehending sentences, paragraphs, and discourses in English. Thus, it can be concluded that mastering vocabulary serves as a bridge in learning the English language.

Speaking Proficiency

In Indonesia, students have been learning English from elementary to upper education levels. However, the majority of students, in fact, are not proficient and fluent in speaking English (Basri, 2019:1419). English is an international language, making it crucial for students to learn from primary school to college. Being a language not used in everyday communication poses challenges for

students in learning English, especially in the skill of speaking. Speaking proficiently and accurately ensures that the intended message is effectively conveyed to the listener (Naiborhu, 2019:8). Speaking skills involve delivering oral language directly to the listener, and the precision in speaking determines the clarity of the message conveyed. English language learning has not been effective in teaching speaking skills, resulting in low English speaking proficiency among students. The improvement of speaking skills in English has not been optimal; therefore, teachers must continue efforts to address this issue (Naiborhu, 2019:9).

In the speaking skill, five focused elements are pronunciation, structure, vocabulary, fluency, and comprehension (Sari, 2018:50). To enhance students' English speaking skills, the learning process provides ample opportunities for students to practice speaking. Currently, English language instruction is still dominated by teachers, resulting in students playing a less active role, particularly in speaking proficiency within the

classroom. Therefore, teachers need to innovate by selecting instructional models that align with the developmental needs of students' learning competencies. It is expected that through role-playing methods, students will be able to improve their speaking abilities by practicing communication within their environment (Naiborhu, 2019:9). Moreover, factors influencing the low speaking proficiency of students in English include: insufficient knowledge of English, a lack of English communication education in students' daily lives, students' limited engagement in English-speaking activities, poor task quality, and inappropriate teaching methods applied by teachers (Naiborhu, 2019:9). Speaking skills are closely related to reading, listening, and writing skills. Therefore, the improvement of speaking skills must be accompanied by the development of other English language skills. Students' difficulties in speaking English are caused by a lack of vocabulary, derived from reading, writing, and listening activities. Although English language

instruction focuses on one aspect of language skills, various language activities are still incorporated into its practice.

English speaking instruction is not limited to memorization-based knowledge (grammatically) but would be more effective when mutual interaction is fostered among students in English language learning (Simbolon, 2014:226). Essentially, speaking is a communication process in which messages are transmitted from one person to another (Simbolon, 2014:226). To communicate and speak in English daily, a vocabulary or word arsenal is necessary (Sari and Lestari, 2019:447). The role-play technique enables students to enhance their speaking skills in various situations, indirectly improving their mastery of English vocabulary (Lindawati and Sengkey, 2017:2). Through role-playing instruction, it is expected that students can enhance their English speaking skills. In the role-playing learning process, oral communication occurs among students, necessitating thorough preparation in English oral communication vocabulary. Role-

playing provides an opportunity for students to be more active in learning and independent in enhancing their English vocabulary.

B. Research Method

Approach is a form of effort in determining a method that is in line with the research objectives. The research approach in this study is quantitative research. Quantitative research has fixed, clear, and easily executable research stages. Quantitative research is a popular research approach that emerged before other research approaches. The characteristics of quantitative research include data collected in numerical form and the use of statistical analysis techniques derived from the research sample. Research approaches have various types, and in this case, the researcher chose the experimental research type. The research design serves as an illustration of research activities in obtaining results and conclusions. This research uses a pre-experimental design. It is called a pre-experimental design because there are still external variables that influence the realization

of the dependent variable (Sugiyono, 2014:74). The pre-experimental design consists of 1) One-Shot Case Study Design, 2) One-Group Pretest-Posttest, and 3) Intact Group Comparison. Among these three types of pre-experimental designs, the researcher used the one-group pre-test-post-test design. The pretest serves to determine the students' abilities before receiving treatment, and the post-test functions as an evaluation of their abilities after receiving treatment.

The population of this research consists of 30 students from class X at MA Muallimien Darul Ittihad Geger Bangkalan. The sampling method used in this study is a saturated sample. A saturated sample is a technique for determining a sample when the entire population is taken as the sample (Sugiyono, 2014:85).

The development of instruments is based on the variables under investigation, followed by determining or identifying indicators for each research variable. The data collection methods in this study include questionnaires and tests. The

data collection process for the role-playing instructional model used a questionnaire at the end of the lesson. For the collection of vocabulary and speaking skills data, the test method was employed. The vocabulary mastery test is different from the reading ability test, but both are administered at the end of the lesson. The data analysis stages in this research consist of:

1. Instrument Validity Test

The instrument developed as a data collection tool must undergo the validity test stage. The validity test is the first stage of statistical analysis in conducting quantitative research. The validity test is applied to data collection instruments, including questionnaires and test questions. The research data collection instruments consist of role-playing questionnaire sheets, vocabulary mastery test questions, and speaking proficiency test questions, which were tested first before use. Then, the trial data results are entered into the columns provided in the SPSS 2.1 application. Subsequently, the trial data is analyzed using Pearson correlation to

determine the validity of each questionnaire statement or test question item. A questionnaire statement or test item is considered valid if the correlation analysis result (r) is greater than 0.361 for a sample size of 30 students at a 5% significance level.

2. Instrument Reliability Test

Reliability testing assesses the consistency of the data collection tool in gathering research data. Reliability means that the data collection tool can produce the same or relatively similar data when used repeatedly. The data used for the instrument's reliability test include trial data from the role-playing questionnaire sheets, vocabulary mastery test questions, and learning outcome test questions. This data is analyzed for reliability using the SPSS 21 application to determine the alpha correlation coefficient. If the alpha correlation coefficient (r) is greater than 0.361 for a sample size of 30 students at a 5% significance level, the instrument is considered reliable.

3. Research Data Analysis

a. Normality Test

The normality test aims to examine the normality of the research data. To conduct the normality test, the researcher inputs the research data for both independent and dependent variables into the SPSS 21 application table. Before performing the normality test, the researcher searches for the residual values available in the SPSS 21 application and then analyzes normality using the Kolmogorov-Smirnov test. If the significance value is greater than 0.05, then the research data is considered to have a normal distribution.

b. Linearity Test

The second prerequisite test is the linearity test of the research data. The linearity test aims to determine the linearity of the relationship between the two research variables. To conduct the linearity test, the researcher inputs the research data for both variables into the SPSS 21 application and then performs linearity analysis using the application's features. If the significance value is greater than

0.05, then the research data is considered to have a normal distribution.

After declaring that the research data for both variables (independent and dependent) is normal and linear, the researchers performed a simple regression analysis to achieve the first research objective, with the following steps:

- a. Inputting the data for the independent variable (role-playing) and one dependent variable (vocabulary mastery) into the SPSS 21 application table.
- b. Conducting a t-test analysis aimed at determining whether there is an influence of one independent variable on one dependent variable.
- c. To ascertain the influence of one independent variable on one dependent variable, the researcher compares the significance value and the results of the t-test.
- d. If the significance value is below 0.05 or the calculated t-value is greater than 2.042 for a sample size of 30 students with a

significance level of alpha 5%, it can be stated that there is an influence of one independent variable on one dependent variable, and vice versa.

The stages of proving the second research objective include:

- a. Inputting the data for the independent variable (role-playing) and one dependent variable (speaking proficiency) into the SPSS 21 application table.
- b. Performing a t-test analysis aimed at determining whether there is an influence of one independent variable on one dependent variable.
- c. To ascertain the influence of one independent variable on one dependent variable, the researcher compares the significance value and the results of the t-test.
- d. If the significance value is below 0.05 or the calculated t-value is greater than 2.042 for a sample size of 30 students with a significance level of alpha 5%, it can be stated that there is an influence of one independent

variable on one dependent variable, and vice versa

The stages of proving the second research objective include:

- a. Inputting the data for the independent variable (role-playing) and one dependent variable (speaking proficiency) into the SPSS 21 application table.
- b. Performing a t-test analysis aimed at determining whether there is an influence of one independent variable on one dependent variable.
- c. To ascertain the influence of one independent variable on one dependent variable, the researcher compares the significance value and the results of the t-test.
- d. If the significance value is below 0.05 or the calculated t-value is greater than 2.042 for a sample size of 30 students with a significance level of alpha 5%, it can be stated that there is an influence of one independent variable on one dependent variable, and vice versa.

The process of proving the third

research objective, using multiple regression analysis with the SPSS 21 application, involves the following steps:

- a. Inputting data for two independent variables (role-playing and vocabulary mastery) and one dependent variable (speaking proficiency) into the SPSS 21 application table.
- b. Conducting t-test analysis to examine the impact of each independent variable on the dependent variable.
- c. To determine whether there is an influence of one independent variable on one dependent variable, the researcher compares the significance value and the results of the t-test.
- d. If the significance value is below 0.05 or the calculated t-value is greater than 2.042 for a sample size of 30 students with a significance level of alpha 5%, it can be stated that there is an influence of one independent variable on one dependent variable, and vice versa.
- e. Performing an F-test to determine whether there is an

influence of both independent variables simultaneously on one dependent variable.

- f. To determine the influence, the researcher compares the significance value or the calculated F-value.
- g. If the significance value is below 0.05 or the calculated F-value is greater than 3.316 for a sample size of 30 students with a significance level of alpha 5%, it can be stated that there is an influence of two independent variables on one dependent variable, and vice versa.

C. Results and Discussion

English is an international language, so many students aspire to be proficient in English. They should also be able to speak fluently above average as an achievement and a source of pride for students. English is widely needed and utilized in various levels of education and even in various types of professional occupations. Schools incorporate English into the educational curriculum, starting from elementary school to higher education. Learning

English poses a unique challenge for students who do not use English as a means of communication in their daily lives. Thus far, English language instruction has relied on conventional teaching methods, involving lectures and concluding with written or practical assignments. Conventional teaching models tend to render students more passive, emphasizing memorization of conversations rather than a deep understanding of their meanings.

The role-playing instructional model is considered a solution to enhance the quality of English language learning. The role-playing model involves students enacting various roles in English dialogue, allowing them to understand the use of expressions in conversations across

different contextual situations. Through role-playing, students can comprehend the application of expressions in various contextual situations. In order to delve into their roles, students are required to enhance their mastery and expand their vocabulary. Data analysis employed the paired samples t-test on pretest and post-test data for students' vocabulary mastery. The analysis results of pretest and post-test vocabulary mastery data using SPSS paired samples t-test are presented in Table 1, indicating that the two-tailed significance value is 0.000, which is less than 0.05. Based on this analysis, it is evident that the hypothesis is accepted, signifying the influence of the role-playing instructional model on students' vocabulary mastery.

Tabel 1. Paired Samples Test

	Paired Differences	Idak hanya diharapkan mamput	Df	Sig. (2-tailed)
	95% Confidence Interval of the Difference			
	Upper			
Pair 1 Vocabulary Pretest Vocabulary Posttest	-30.51092	-18.194	29	.000

The role-playing instructional model is not only expected to improve students' vocabulary mastery but also

enhance their speaking skills. The role-playing model allows students to engage in learning activities through

role-playing, akin to participating in acting scenarios. Role-playing, similar to acting in a film, involves oral communication, namely speaking or dialoguing with other students playing different roles. To address the research question, the researcher conducted paired samples t-test analysis using SPSS 21 by analyzing pretest and post-test data on speaking proficiency. The analysis results of pretest and post-test data on students' speaking proficiency using SPSS paired samples t-test technique indicate that the two-tailed significance value is 0.000, which is less than 0.05. Based on this analysis, it can be stated that the hypothesis is accepted, signifying the influence of the role-playing instructional model

on English speaking proficiency.

Based on the analysis of the influence of the role-playing model on vocabulary mastery and the impact of the role-playing model on speaking proficiency, the researchers assumed that the role-playing model and vocabulary mastery simultaneously have a significant effect on English speaking proficiency. To substantiate this statement, the researchers conducted a multiple linear regression analysis, aiming to determine the influence of two independent variables on one dependent variable.

The researchers conducted a multiple linear regression analysis on the data related to role-playing, vocabulary mastery, and students' speaking proficiency.

Table 2. Paired Samples Test

		Paired Differences	t	Df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	Pretest Kosa Kata Posttest Kosa Kata	-4.48763	-53.310	29	.000

The results of the analysis of role-playing, vocabulary mastery, and students' speaking proficiency data using the SPSS multiple linear regression technique showed that the

two-tailed significance value was 0.769, which is greater than 0.05. Based on these analysis results, it can be stated that the hypothesis is rejected, indicating that there is no

simultaneous influence of the role-playing instructional model and vocabulary mastery on English

speaking proficiency.

Tabel 3. ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.490	2	.245	.266	.769 ^b
Residual	24.877	27	.921		
Total	25.367	29			

D. Conclusion

Based on the statistical analysis results using SPSS 21, the following conclusions were drawn:

There is an influence of role-playing on the mastery of English vocabulary

There is an influence of role-playing on English speaking proficiency.

There is no influence of the role-playing instructional model and vocabulary mastery on English speaking proficiency.

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