THE EFFECTIVENESS OF ROLE-PLAY INTEGRATED MULTISENSORY LEARNING TO ENHANCE STUDENTS' CONFIDENCE AND SPEAKING SKILL

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Abstract: Lack of self-confidence and speaking abilities can hinder student learning. Students without self-confidence struggle to express their views and opinions, resulting in poor speaking skills. This study examines whether Role-play Integrated Multisensory Learning (RIML) boosts students' self-confidence and speaking skills. This quantitative experimental study uses an explanatory model and non-equivalent control group design. This study included 30 control and 30 experimental students. Grade 1 elementary school 93 Kendari State Elementary School children were purposively sampled for the study. This study collected data using observation. In this study, students' confidence and speaking skills in five were measured in four ways. This study analyzed data using normality and homogeneity tests. Additionally, SPSS with an independent sample t-test was used to assess the data. Participants' self-confidence and speaking skills improved significantly after the Role-play Integrated Multisensory Learning (RIML) intervention. The experimental group had a high average score of 5,9.0, rising to 91.3 on student confidence and 83.2 on student speaking skills. Additionally, the significance value for each variable is 0.000 <0.05. The findings in this study indicate an improvement in elementary school students' confidence and speaking abilities after receiving an intervention in the form of Role-play Integrated Multisensory Learning (RIML).RIML learning uses all senses in roleplay learning to assist students in understanding the context of learning and practicing speaking skills to gain confidence. Future studies may integrate multisensory features into other learning approaches to stimulate students with varied learning styles.

Keywords: Role-play, Multisensory Learning, Students' Confidence, Speaking Skill

INTRODUCTION

Student self-confidence is one of the important factors in personal, academic, and social development and learning success (Suryatin & Sugiman, 2019). Self-confidence will make it easier for students to achieve academic achievement and socialize well (Nadiah, Arina, & Ikhrom, 2019). Students with high self-confidence will be more courageous to try new things and accept challenges, such as speaking in front of the class (Akbari & Sahibzada, 2020). This self-confidence also helps students to build good relationships with friends, family, and the surrounding environment (Allo & Priawan, 2019). This has also been expressed by the Minister of Education, Culture, Research and Technology (Mendikbudristek) Nadiem Makarim at the National Children's Day event in 2022, saying that self-confidence is important for students. Students with self-confidence will be better prepared to face life's challenges and succeed (Source: https://www.kemdikbud.go.id). Therefore, teachers must encourage and support students to develop self-confidence by giving appreciation and trust and creating a positive learning environment (Ulum, Yafie, Wahyuningtyas, & Rofiki, 2021). Student self-confidence can be trained by developing speaking skills through discussion forums and interactions in the learning process (Fauzi, 2020).

Speaking ability is one of the skills every student must have because by having good speaking skills, students will better understand the subject matter delivered by the teacher (Lindgren, 2022). Speaking skills also help students build good social relationships with friends and the environment and help them convey their ideas and opinions clearly and effectively (Nguyen Minh & Nguyen Duy, 2021). This speaking skill is a fundamental aspect that significantly impacts students' development (Saldaria, Ariawan, & Cahyani, 2019). This skill long-term impacts students' success in education and daily lives (Kustiawan & Yafie, 2021). In elementary school students, speaking development is still in a developmental stage where children must learn to train their courage when speaking in public (Ristianisa & Suhardi, 2020). Students who cannot speak will find it difficult to express their opinions (Kuraesin, Rahman, Sopandi, & Sujana, 2020). Therefore, paying special attention to developing students' speaking skills is important.

The issue of improving students' speaking skills in primary schools has received increasing attention in the last 25 years. However, there is still a lack of research on public speaking competence for primary school students (Herbein et al., 2018). Applying some design concepts in higher education has shown good results in improving students' proficiency in public speaking (Yarmi, 2019). Despite variations between countries and curricula, speaking skills are essential to develop in students in grades three to six (Muraveva & Yafie, 2018). In a one-minute presentation, students must demonstrate a certain level of skill in managing nonverbal behaviors such as eye contact, gestures,

facial expressions, and posture (referred to as the visual dimension of nonverbal behavior) (Yafie, Nirmala et al., 2020). In addition, they should be able to communicate fluently and at an appropriate pace (the auditory dimension of nonverbal behavior). In addition, students should demonstrate competence in using appropriate grammar and vocabulary (referred to as language skills), as well as utilizing basic structural elements and considering the characteristics of their audience (referred to as organizational skills) (Kaur & Abdul Aziz, 2020).

Low student self-confidence will lead to problems such as low academic achievement, poor social skills, and negative behavior (Yafie, Nirmala et al., 2020). Based on data from Anggeraini & Farozin (2019), 59 percent of students with low self-confidence tend to be reluctant to communicate with their peers, causing their communication skills to be worse. Another study by (Rais & Marjohan, 2020). Low self-confidence in students negatively impacts their courage to ask questions and express their opinions. They are afraid to accept new challenges and take the initiative given by the teacher. Students with low speaking skills will find it difficult to understand the subject matter the teacher conveys orally and in writing (Landrum, 2020). Students' difficulties in communicating will prevent them from adapting to their environment and cause withdrawal or avoidance behavior caused by frustration or embarrassment. Research shows that only 35% of students have good money speaking skills, while 65% have moderate or low speaking skills (Wei et al., 2021).

Students' speaking skills often have many barriers, such as psychological, physiological, and attitudinal problems (Sinaga & Oktaviani, 2020). Barriers related to psychological problems cause students to experience excessive anxiety and not dare to speak in public (Yafie, Giavarini, & Maulidia, 2020). The inability to speak well can lead to a lack of self-confidence, making students avoid challenging learning experiences such as participating in class discussions (Yafie, Giavarini, & Qaddoura, 2020). Research data shows that students who lack confidence have low levels of participation when communicating with others. Handayani et al. (2021), on grade IV students of Bulungcangkring Elementary School in Kudus Regency, Central Java, showed that 65% of students with moderate or low self-confidence had difficulty adapting and communicating with the surrounding environment. Another study conducted by Puji Asmaul Chusna & Ana Dwi Muji Utami (2020) on grade V students of SDN 1 Ciamis, Ciamis District, Ciamis Regency, West Java, showed that only 30% of students could express their opinions in front of the teacher and had good self-confidence. The results of the study indicate that students' self-confidence is still low, which can make them more vulnerable to experiencing various problems in academic, social, and emotional aspects.

Ernawati (2023) found that implementing role play in the classroom improved speaking skills and student engagement. Bhatti 2021 also found a significant difference in pre-test and post-test

results, indicating the effectiveness of role play in improving speaking skills. Lilis (2015) supported these findings, showing that role play significantly improved students' speaking ability. Volpe & Gori (2019) argue that multisensory technologies canning processes by aligning with pedagogical approaches and addressing the needs of teachers and students. Overall, these papers highlight the potential of multisensory learning approaches in elementary education. Therefore, educators must increase students' confidence using innovative and interesting learning media. One of the lessons that can train students' confidence and speaking skills is by applying the Role-play Integrated Multisensory Learning (RIML) method in learning.

Role-play Integrated Multisensory Learning (RIML) is a learning method that combines role-play with multisensory. This method can be used to improve students' confidence and communication skills through the steps of (1) choosing a topic that is relevant to the students, (2) providing a clear explanation of the role to be played by the students, (3) using various senses and props to help children live the character being played; (4) providing opportunities for students to practice before performing in public to help increase student confidence; (5) providing positive responses to students so that they are more motivated and confident. This RIML method can improve students' confidence and speaking skills with several role-playing topics with the theme of historical figures or fictional characters, as a character in a story, or as an expert in a field such as a doctor, teacher, or police officer. Learning speaking skills can be integrated with learning other subjects using the Role-play Integrated Multisensory Learning method. For example, teachers can ask students to tell stories about their work in art lessons or read news texts in Indonesian lessons.

Therefore, this study aims to determine the effectiveness of Role-play Integrated Multisensory Learning in improving elementary school students' self-confidence and speaking ability at 93 Kendari State Elementary School. This learning tool is expected to make students actively involved in a more relaxed learning situation to receive learning well so that students have good self-confidence and speaking skills.

METHODS

This research uses experimental research. This experimental research determines the effectiveness of Role-play Integrated Multisensory Learning in enhancing Students' Self-Confidence and Speaking Skills. The method used is explanatory research with a non-equivalent control group design involving control and experimental classes. The control class will be given Roleplay-based learning only, while the experimental class will be given Roleplay learning with Multisensory Learning.

Table 1. Research Design Non-Equivalent Control Group Design Study

Group	Pre-test	Training	Post-test
Experiment Group (Roleplay dengan Multisensory Learning)	O1	X	O2
Control Group (Roleplay)	O3	-	O4

This study involved 30 students in control and 30 in experimental classes. The research sample was selected using purposive sampling with the criteria of grade 1 elementary school students at 93 Kendari State Elementary School. Data collection in this study was carried out using questionnaires and observation checklists. The instruments used in this study are the Students' Confidence instrument, as many as four aspects, and the Speaking Skill instrument, as many as five. Role-play Integrated Multisensory Learning was conducted for three weeks. This study's pretest and posttest used Multisensory Learning, which utilizes all the students' senses, namely visual, auditory, kinesthetic, tactile, and Gustatory and Olfactory. Testing the Effectiveness of Role-play Integrated Multisensory Learning on Students' Confidence and Speaking Skills includes the normality test using the Kolmogorov Smirnov Statistic and the homogeneity test using the Levene Statistic. Furthermore, the data obtained were analyzed using Statistical Package for the Social Sciences SPSS software with an independent sample t-test. The hypotheses of this study are 1) there is an effect on Multisensory Learning Integrated Role Playing to increase Self-Confidence and 2) there is an effect of Multisensory Learning Integrated Role Playing to improve Students' Speaking Skills.

RESULTS AND DISCUSSIONS

Results

Descriptive Statistic

Table 2. Results of Pretest-Posttest Students' Confidence in the Control Group

No	Students' Confidence	n	Control (Roleplay)				Gain
			Pretest		Postest		
			Mean	Stdev	Mean	Stdev	
1	Self confidence	30	57,0	8,7	76,0	10,3	19,0
2	Never give up		66,0	8,2	81,0	10,9	15,0
3	Hope		64,0	13,1	80,0	11,2	16,0
4	Social Relations		53,0	11,0	72,0	12,3	19,0
	Total		60,0	10,3	77,3	11,2	17,3

Based on the results of data exposure in Table 2 it shows an increase in the value of the Students' Confidence variable. It can be seen from the average pretest score of 60.0 rose to 77.3. Students' Confidence increased by 17.3 points after students took part in learning with the Role-play Integrated Multisensory learning method. This finding shows a significant increase in Students' Confidence after students take part in learning with the conventional Roleplay method.

Table 3. Results of Pretest-Posttest Students' Confidence in the Experiment Group

No	Students' Confidence	Experiment (Roleplay + Multisensory)					
		n	Pretest		Postest		Gain
			Mean	Stdev	Mean	Stdev	
1	Self confidence	30	61,0	7,4	89,4	9,2	28,4
2	Never give up		62,0	9,7	95,2	10,1	33,2
3	Hope		54,0	13,1	94,1	8,9	40,1
4	Social Relations		59,0	10,2	86,5	9,2	27,5
	Total		60,0	10,3	59,0	10,1	91,3

Based on the results of data exposure in Table 3, it shows an increase in the value of the Students' Confidence variable in the experimental group. It can be seen from the average pretest score of 59.0 rose to 91.3. Students' Confidence increased by 32.3 points after students took part in learning with the Role-play Integrated Multisensory learning method. This finding shows a significant increase in Students' Confidence after participating in Multisensory Integrated Role-play learning.
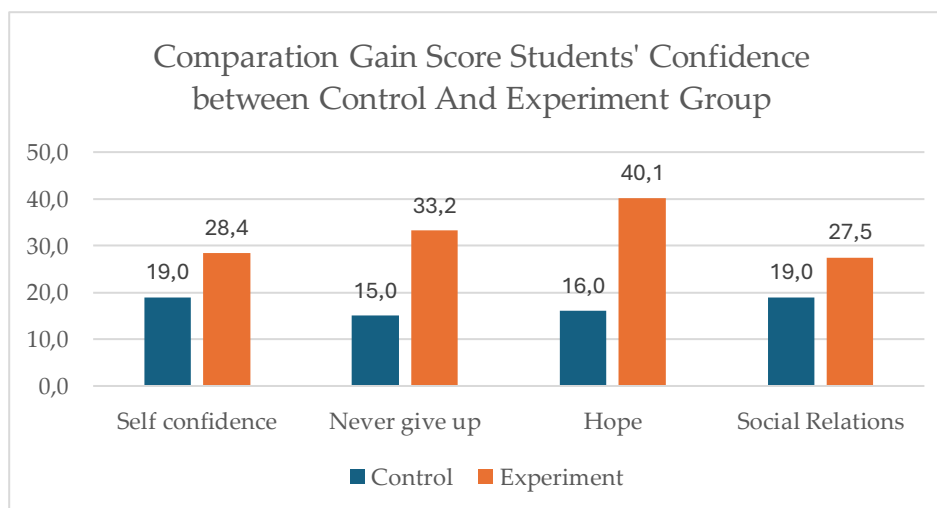

Figure 1. Students' Confidence Gain Comparison

Based on Figure 1, it can be seen that there is an increase in the Students' Confidence variable. This is because the experimental group was given a Multisensory Integrated Role-play learning intervention, so aspects of self-confidence, never give up, hope, and social relations tend to increase significantly compared to the control group.

Table 4. Results of Pretest-Posttest Speaking Skill in the Control Group

No	Speaking Skill	Control (Roleplay)					
		n	Pretest		Postest		Gain
			Mean	Stdev	Mean	Stdev	
1	Pronunciation	30	52,0	8,8	72,0	7,9	20,0
2	Intonation		59,0	7,2	73,0	7,2	14,0
3	Fluency		56,0	9,3	76,3	8,6	20,3
4	Expression		49,0	7,7	68,2	5,9	19,2
5	Content Accuracy in Conversation		48,0	6,9	70,1	7,2	22,1
	Total		52,8	8,0	71,9	7,4	19,1

The results of data exposure in Table 4 show an increase in the value of the Speaking Skill variable in the control group. This can be seen from the average pretest score of 52.8, which increased to 71.9. Speaking skills increased by 19.1 points after students followed Roleplay learning. This finding shows a significant increase in Speaking Skills after students take part in learning with the conventional Roleplay method.

Table 5. Pretest-Posttest Results of Speaking Ability of Experimental Group

No	Speaking Skill	Experiment (Roleplay + Multisensory)					
		n	Pretest		Postest		Gain
			Mean	Stdev	Mean	Stdev	
1	Pronunciation	30	47,0	7,5	87,3	9,2	40,3
2	Intonation		55,0	7,1	86,8	9,3	31,8
3	Fluency		49,0	6,9	89,2	8,3	40,2
4	Expression		52,0	8,3	78,2	7,9	26,2
5	Content Accuracy in Conversation		46,0	7,9	74,3	8,1	28,3
	Total		49,8	7,5	83,2	8,6	33,4

The results of data exposure in Table 5 show an increase in the value of the Speaking Skill variable in the experimental group. It can be seen from the average pretest score of 49.8 rose to 83.2. Speaking Skills increased by 33.4 points after students followed the Multisensory Integrated Role-play learning method. The findings showed a significant increase in Speaking Skills after students participated in Multisensory Integrated Role-play learning.
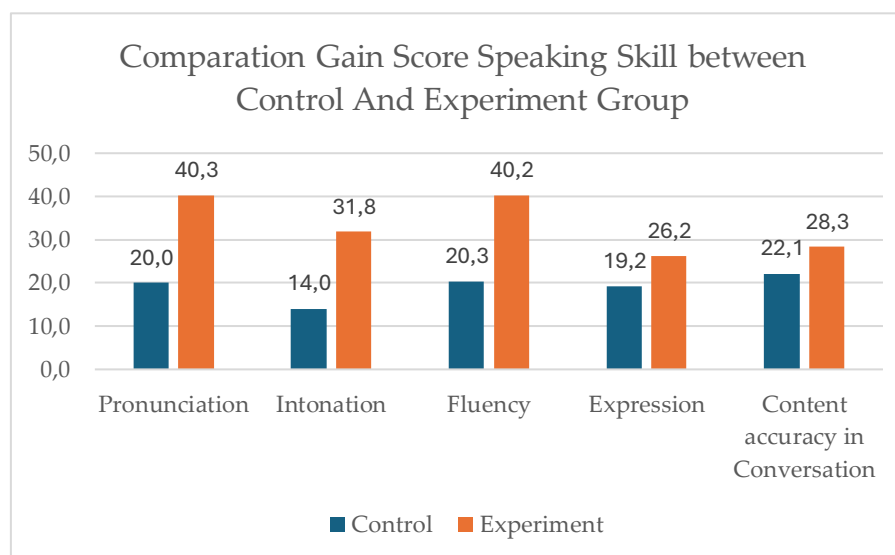
Figure 2. Speaking Skill Gain Comparison

Normality Test

The normality test aims to determine whether the distribution of the independent and dependent variables is normal or abnormal. The Kolmogorov-Smirnov test is used to check for normality, and if the significance level is above 5% (or 0.05), the data is normally distributed. If the significance level is less than 5%, or 0.05, the data is considered not normally distributed.

Table 6. Normality Test Results of Students' Confidence

No	Students' Confidence	Control			Experiment		
		Kolmogorov Smirnov	Asymp. Sig	Explanation	Kolmogorov Smirnov	Asymp. Sig	Explanation
1	Self confidence	0,225	0,093	Normal	0,289	0,222	Normal
2	Never give up	0,346	0,079	Normal	0,325	0,166	Normal
3	Hope	0,302	0,101	Normal	0,303	0,213	Normal
4	Social Relations	0,347	0,086	Normal	0,294	0,196	Normal

Based on the normality test results in Table 6 above, the test results for all dimensions of Students' Confidence obtained a significance value of> 0.05. This shows that all variables in Students' Confidence can be said to be normally distributed.

Table 7. Normality Test Results Speaking Skill

No	Speaking Skill	Control			Experiment		
		Kolmogorov Smirnov	Asymp. Sig	Explanation	Kolmogorov Smirnov	Asymp. Sig	Explanation
1	Pronunciation	0,301	0,093	Normal	0,289	0,315	Normal
2	Intonation	0,339	0,079	Normal	0,325	0,245	Normal
3	Fluency	0,319	0,101	Normal	0,303	0,314	Normal
4	Expression	0,312	0,086	Normal	0,294	0,282	Normal
5	Content Accuracy in Conversation	0,305	0,091	Normal	0,301	0,282	Normal

Based on the results of the normality test in Table 7 above, the normality test of all dimensions of Speaking Skill obtained a significance value of> 0.05. This shows that all variables in Speaking Skills can be said to be normally distributed.

Homogeneity Test

A homogeneity test was conducted to ensure whether the population variance matches the test criteria. If the p-value is greater than 0.05, it can be concluded that the variance of the group is constant (homogeneous). Levene's statistical test was applied to the Students' Confidence and Speaking Skill variables to determine their similarities.

Table 8. Homogeneity Test Results in Students' Confidence

No	Students' Confidence	Levene Statistic	Asymp. Sig	Explanation
1	Self confidence	0,350	0,644	Homogenous
2	Never give up	0,443	0,548	Homogenous
3	Hope	0,414	0,452	Homogenous
4	Social Relations	0,417	0,456	Homogenous

Based on the statistical Levene's test results on the Students' Confidence variable in Table 8, a significance value of > 0.05 was obtained. Therefore, it can be said that there is no difference in variance among the samples within the group. This indicates that the sample variations within the group are equal (homogeneous).

Table 9. Homogeneity Test Results for Speaking Skill

No	Speaking Skill	Levene Statistic	Asymp. Sig	Explanation
1	Pronunciation	0,260	0,736	Homogenous
2	Intonation	0,353	0,640	Homogenous
3	Fluency	0,324	0,544	Homogenous
4	Expression	0,327	0,548	Homogenous
5	Content Accuracy in Conversation	0,391	0,592	Homogenous

Based on Levene's statistical test results on the Speaking Skill variable in Table 9, a significance value of > 0.05 was obtained. Therefore, it can be said that there is no difference in variance among the samples within the group. This indicates that the sample variations within the group are equal (homogeneous).

Hypothesis Test

This research examines the Effectiveness of Integrated Multisensory Role-play Learning in both the control and experimental groups. This testing is conducted to determine whether there is an impact on the variables of Students' Confidence and Speaking Skills when provided to the control and experimental groups with an intervention in the form of the Integrated Multisensory Role-play Learning method.

Table 10. Hypothesis Testing Results for Students' Confidence

No	Students' Confidence	t-statistic	t-table	Sig	Explanation
1	Self confidence	2,669	2,000	0,00	Significant
2	Never give up	2,884	2,000	0,00	Significant
3	Hope	2,885	2,000	0,00	Significant
4	Social Relations	2,777	2,000	0,00	Significant
	Overall	2,962	2,000	0,00	Significant

Based on the data presented in Table 10 above, overall, the dimension of the Students' Confidence variable in the paired-sample t-test shows a t-value of 2.962 > 2.000 and a significance value of 0.000 < 0.05. This finding indicates a significant improvement in Students' Confidence after participating in Integrated Multisensory Role-play Learning.

Table 11. Hypothesis Testing Results for Speaking Skill

No	Speaking Skill	t-statistic	t-table	Sig	Explanation
1	Pronunciation	2,792	2,000	0,00	Significant
2	Intonation	2,999	2,000	0,00	Significant
3	Fluency	2,992	2,000	0,00	Significant
4	Expression	2,876	2,000	0,00	Significant
5	Content Accuracy in Conversation	3,053	2,000	0,00	Significant
	Overall	3,421	2,000	0,00	Significant

Based on the data presented in Table 11 above, overall, the dimension of the Speaking Skill variable in the paired-sample t-test shows a t-value of 3.421 > 2.000 and a significance value of 0.000 < 0.05. This finding indicates a significant improvement in Speaking Skills after students participated in Integrated Multisensory Role-play Learning.

Discussion

The Effect of Role-play Integrated Multisensory Learning on Students' Confidence

Based on the research findings, it is evident that there was an increase in students' confidence variable after the intervention through Role-play Learning by 17.3 points. Meanwhile, the intervention conducted using Role-play Integrated Multisensory Learning showed an increase of 32.3 points. This is further supported by a t-value of 2.962 > 2.000 and a significance value of 0.000 < 0.05. These findings indicate a significant improvement in Students' Confidence after participating in Integrated Multisensory Role-play Learning. Kurniawati (2013) supports this research's findings, demonstrating that role-play techniques increased self-confidence in speaking practice. Similarly, Wiyono (2018) found that role-playing techniques effectively increased self-confidence in students. Additionally, Banach et al. (2020) discussed how role-plays in social work classes helped students develop more confidence and capability in their skills.

Implementing Role-play Integrated Multisensory Learning (RIML) in elementary school students is crucial because this method can potentially boost the confidence of elementary school students. In RIML, students actively engage in role-playing that involves direct interaction with the learning material. When students take on various roles and participate in situations that represent the learning content, they not only hear or read information but also see, speak, and even experience it firsthand. Through this type of learning, students gain a deeper understanding of the topic, which makes them feel more confident in explaining, discussing, or conveying information to others. Consequently, students' speaking and communication abilities will improve. By implementing the RIML method in education, elementary school students will likely feel more confident facing

academic challenges and other social situations. This can provide a strong foundation for their holistic self-development in the future.

The Effect of Role-play Integrated Multisensory Learning on Speaking Skill

Based on the research results in the control group using Role-play learning, speaking skills in elementary school students improved by 19.1 points. Meanwhile, speaking skills increased by 33.4 points after implementing Role-play Integrated Multisensory Learning. This is also supported by the overall dimension of the Speaking Skill variable in the paired-sample t-test, which shows a t-value of $3.421 > 2.000$ and a significance value of $0.000 < 0.05$. These findings indicate a significant improvement in Students' Confidence after participating in Integrated Multisensory Role-play Learning. Iriance (2018) supports this research's findings and found that role-play techniques improved students' speaking abilities, grammar, pronunciation, and vocabulary. Ernawati (2023) also found that implementing role-play activities in the classroom improved students' speaking skills, as evidenced by increased enthusiasm and orderly behavior during learning activities. Arum Putri Rahayu (2022) also showed that the role-play method increased students' speaking skills, particularly in spelling, fluency, pronunciation, vocabulary, and comprehension. Mariani et al. (2020) conducted action research and found that role-play techniques successfully improved students' speaking skills, addressing vocabulary, self-confidence, and pronunciation issues. Overall, these papers support the effectiveness of multisensory learning integrated role-play in enhancing speaking skills in elementary school students.

Role-play Integrated Multisensory Learning (RIML) encourages students to actively learn. Students are required to speak and interact during the learning process. This allows students to use language practically and practice their speaking skills. In role-play, students need to communicate effectively to play their roles. Regular speaking practice can enhance students' communication abilities. RIML integrates various senses in learning, including the sense of hearing. This can help students listen to and understand language better. Thus, RIML can support the development of students' speaking abilities. Continuously practicing RIML can help students refine their language skills so that through this learning practice, students' language proficiency improves and can also boost their self-confidence.

CONCLUSION

The findings in this study indicate an improvement in elementary school students' confidence and speaking abilities after receiving an intervention in the form of Role-play Integrated Multisensory

Learning (RIML). These findings are supported by the high average post-test scores of students who used RIML, which were 32.3 for confidence and 33.4 for speaking abilities. This is further supported by the significance of both variables, confidence and speaking abilities, with a value of $0.000 < 0.05$. RIML helps students understand the learning context by engaging all their senses in the role-play learning process, allowing students to practice their speaking abilities, which can boost their confidence. This teaching method is expected to be one of the alternatives educators can use to integrate role-play and multisensory learning. Further research is expected to explore other teaching methods by adding elements of multisensory application so that students with different learning styles can be maximally stimulated.

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