
The Effect of Role-Playing Learning Models on The Javanese Krama Inggil Speaking Skills

Gilang Achmad Marzuki^{1*}, Cony Dian Sumadi²

¹Universitas Trunojoyo Madura, Jawa Timur, Indonesia

mujtahidin@trunojoyo.ac.id

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Abstract

This study aims to determine the effect of role-playing learning models on the Javanese Krama Inggil speaking skills of fourth-grade students at SDN Sendangrejo I Lamongan. The research used a quantitative approach with a one-group pretest-posttest design. There were 10 students in study. Data collection techniques included observation, learning implementation (performance), and learning outcome tests (pretest & posttest). The aspects of speaking skills assessed included language, pronunciation, intonation, and word choice (diction). The results showed an increase in the average score from 57,5 on the pretest to 92,5 on the posttest. A statistical test using a paired sample t-test showed that the role-playing learning model had a significant effect on improving students speaking skills. Thus, this model is effective for improving Javanese Krama Inggil speaking skills at the elementary school level.

Keywords : Role-playing, Speaking skills, Krama Inggil Javanese Language



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1. Introduction

Language is not only a tool for communication but also a reflection of culture and identity. In multilingual societies such as Indonesia, regional languages play a vital role in maintaining cultural heritage. Javanese, one of Indonesia's largest regional languages, embodies philosophical and ethical values that shape social interactions. However, in recent decades, modernization and linguistic shift have threatened the survival of regional languages. Many children prefer to use Bahasa Indonesia or foreign languages, neglecting the Javanese language in everyday communication. This phenomenon has serious implications for cultural continuity. According to the Indonesian Ministry of Education and Culture (2024), at least 11 regional languages have become extinct, and dozens are endangered. This decline often begins in the family domain, where parents fail to introduce their native language to their children. Consequently, schools are expected to play a crucial role in revitalizing regional languages through local content curricula.

Javanese language instruction at the elementary level aims to preserve linguistic diversity while promoting respect and social harmony. A key component of Javanese language learning is mastering unggah-ungguh basa—speech level etiquette that teaches students how to use language according to social hierarchy and context. The Krama Inggil level, in particular, represents the most polite form and is essential in expressing respect toward elders, teachers, and community leaders. However, observations at SDN Sendangrejo I Lamongan revealed that students' ability to speak Javanese Krama Inggil remains low. Teachers reported that students often mix Javanese and Indonesian, lack vocabulary mastery, and exhibit low confidence in oral communication. Traditional teacher-centered instruction, dominated by lecturing, limits student participation and fails to foster speaking fluency.

To overcome these challenges, it is necessary to adopt an interactive and student-centered model that allows students to practice real communication. The role-playing model (also known as *Bermain Peran*) is a suitable strategy that

emphasizes experiential learning through dramatization. By simulating real-life situations, students can practice appropriate speech levels, improve pronunciation, and build confidence. Therefore, this study aims to examine the implementation and effectiveness of the role-playing learning model in enhancing students' Javanese Krama Inggil speaking skills.

The role-playing learning model is based on experiential and cooperative learning theories. Joyce and Weil (2011) describe it as a simulation-based approach that allows students to explore real social situations by acting out roles. This model engages both cognitive and affective domains, enabling students to learn through experience, empathy, and expression. According to Sunardi (2023), role-playing helps students internalize social values, enhances verbal interaction, and promotes teamwork. The teacher acts as a facilitator who designs scenarios relevant to the learning objectives. Students are divided into groups and assigned roles aligned with real-life contexts—such as family conversations, classroom dialogues, or community interactions. The steps of the role-playing model include: 1) Preparing scenarios and assigning roles, 2) Explaining objectives and expected outcomes, 3) Practicing and performing role-plays. Observing and analyzing the performance, 4) Conducting reflection and evaluation. This process allows students to develop linguistic accuracy, social awareness, and confidence simultaneously.

Speaking is one of the four essential language skills that determine communicative competence. According to Brown (2015), speaking is a productive skill involving the ability to articulate thoughts, feelings, and ideas through verbal symbols. It is not merely the production of sounds, but also the organization of ideas into coherent and meaningful expressions. In language learning, speaking occupies a central position because it reflects a learner's active mastery of the target language. Nunan (2016) defines speaking as "the process of constructing and sharing meaning through verbal and non-verbal symbols in various contexts." This implies that speaking skills require linguistic accuracy, fluency, and sociolinguistic appropriateness.

The development of speaking skills is influenced by several factors: Pronunciation, Intonation, Diction and Sentence Coherence. In the context of Javanese Krama Inggil, speaking skills extend beyond linguistic competence to include social awareness and moral values. Learners must know when and how to use polite forms appropriately, considering the listener's social status and relationship. This aligns with the concept of unggah-ungguh basa Jawa, which governs manners in speech and behavior.

Hughes (2011) explains that effective speaking activities should provide learners with opportunities to use the language for real communication. Therefore, communicative and interactive models are recommended in teaching speaking. Role-playing is one such model that allows students to simulate authentic communicative situations, helping them practice pronunciation, intonation, and diction in a meaningful context. When students perform roles such as being a teacher, parent, or shopkeeper, they naturally use expressions appropriate for each setting. This experiential process improves not only their linguistic output but also their sociocultural understanding. Hence, role-playing is regarded as a strategic approach to developing both fluency and politeness in speech.

Javanese Krama Inggil and Language Politeness Javanese is a hierarchical language characterized by its speech levels, known as ngoko, krama madya, and krama inggil. These levels indicate the degree of politeness and social distance between speakers and listeners. Ngoko is used for informal interactions among peers or close relationships, while Krama Inggil is reserved for formal situations or when addressing elders and respected individuals. The Krama Inggil level functions as a linguistic reflection of Javanese values, emphasizing respect (*ajining dhiru ana ing lathi*– “one's dignity lies in their words”). Mastery of Krama Inggil, therefore, is not only about vocabulary but also about understanding cultural norms and social ethics.

Students often struggle to use Krama Inggil appropriately due to limited exposure in daily life. Research by Arfianingrum (2020) indicates that the decline

in Krama usage among young learners stems from reduced intergenerational transmission and the dominance of Indonesian in formal education. This creates an urgency for schools to design effective learning strategies that can revitalize Javanese language proficiency among children. The implementation of role-playing in Javanese language learning offers a contextual and enjoyable method to practice Krama Inggil. Through dramatization, students are placed in familiar scenarios, such as greeting teachers, visiting relatives, or participating in ceremonies. These activities allow them to apply vocabulary and sentence structures naturally. As students engage in role-play, they internalize the norms of politeness embedded in Krama Inggil. They also learn pragmatic aspects of communication—when to use honorific terms, how to address elders, and how to adjust speech levels according to context. Therefore, learning Krama Inggil through role-playing not only enhances linguistic skills but also preserves cultural identity and moral education.

2. Method

This research employed a quantitative approach using the one-group pretest–posttest design, which belongs to the pre-experimental research model. This design was chosen because it allows the researcher to determine the effectiveness of the role-playing learning model in improving students’ Javanese Krama Inggil speaking skills by comparing their performance before and after treatment. According to Sugiyono (2019), this design is suitable for small-scale classroom studies that focus on instructional innovation. The comparison between O_1 and O_2 reveals whether a significant change occurred due to the treatment.

Table 1. One-Group Pre-test Post-test Design

Group	Pre-test	Treatment	Post-test
Experimental	O1	X	O2

Explanation:

- O1 : Pre-test (student speaking score before the role-playing treatment)
- O2 : Post-test (student speaking score after the role-playing treatment)
- eX : Implementation of the role-playing learning model

This study was conducted at SDN Sendangrejo I Lamongan, located in Lamongan Regency, East Java, Indonesia. The school implements local content learning of Javanese as part of its curriculum. The participants consisted of 10 fourth-grade students (5 boys and 5 girls), aged 9–10 years. The class was selected purposively because the students had previously shown difficulties in using Javanese Krama Inggil fluently. The researcher collaborated with the classroom teacher during lesson planning, implementation, and evaluation to ensure validity and classroom practicality. The treatment was conducted over three learning sessions, each lasting 90 minutes.

The implementation of the study followed these steps: 1) Preparation Stage: Conducted pre-observation to assess students' initial speaking ability. Designed lesson plans (RPP) based on the role-playing model. Prepared speaking assessment rubrics and observation sheets. 2) Implementation Stage: Conducted pretest to measure baseline speaking skills. Applied the role-playing model in teaching Javanese Krama Inggil. Conducted posttest to evaluate improvement after the treatment. 3) Evaluation Stage: Analyzed students' performance using the speaking rubric. Conducted statistical analysis to compare pretest and posttest results.

The data were collected using three instruments: 1) Observation Sheet used to monitor teacher and student activities during the learning process. 2) Speaking Performance Test used in both pretest and posttest to assess students' speaking abilities. 3) Scoring Rubric evaluated four key indicators of speaking: Pronunciation (correct articulation and clarity), Intonation (appropriate rhythm and stress), Diction (word choice and accuracy), Sentence Coherence (logical and structured expression). Each indicator was scored using a 4-point scale: 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent. The maximum possible score was 100, calculated as:

$$\text{Total score} = \frac{\text{Sum of Indicator Scores}}{\text{Maximum Score}} \times 100$$

Instrument validation was conducted through expert judgment by two lecturers from Universitas Trunojoyo Madura and the Javanese language teacher

at SDN Sendangrejo I Lamongan. They reviewed the instruments for content validity, clarity, and relevance. Reliability was measured using the inter-rater reliability technique. Two raters independently scored students' speaking performances. The correlation coefficient between the two sets of scores was $r = 0.87$, indicating high reliability according to Arikunto (2015).

The data were analyzed in two stages descriptive Statistics used to calculate mean, percentage, and improvement rate from pretest to posttest. Inferential Statistics used the paired sample t-test to test the hypothesis. The hypothesis testing was formulated as follows H_0 (Null Hypothesis): There is no significant difference between pretest and posttest results. H_1 (Alternative Hypothesis): There is a significant difference between pretest and posttest results after the implementation of the role-playing model. A significance level (α) of 0.05 was used to determine whether the model had a statistically significant effect.

3. Result and Discussion

Overview of the findings this section presents the outcomes of the implementation of the role-playing learning model in improving students' Javanese Krama Inggil speaking skills. The data were collected through pretest and posttest assessments, as well as classroom observations the students' mean score increased from 57.5 in the pretest to 92.5 in the posttest. This indicates that the application of the role-playing model had a strong positive impact on speaking performance.

Table 2. Student Average Scores Before and After Treatment

Assesment	Mean Score	Interpretation
Pretest	57,5	Fair
Posttest	92,5	Excellent
Gain Score	+ 35.0	Significant Improvement

To gain a deeper understanding, students' progress was analyzed according to the four indicators of speaking skill.

Table 3. Improvement per Indicator of Speaking Skill

Indicator	Pretest Mean	Posttest Mean	Improvement (%)	Interpretation
Pronunciation	58	93	35	Very Good
Intonation	56	90	34	Very Good
Diction	57	92	35	Very Good
Sentence Coherence	59	95	36	Excellent

The results reveal a consistent improvement across all indicators. The most notable increase occurred in sentence coherence (36%), indicating that students became more fluent and structured in expressing ideas. Pronunciation and diction also showed strong gains, reflecting the effectiveness of repeated practice in meaningful contexts. During role-playing sessions, students practiced dialogues that required respectful speech, such as greeting teachers or speaking with parents. They were observed using correct Krama Inggil forms, such as *matur nuwun* (thank you), *nyuwun pangapunten* (apologies), and *kula badhé tindak sekedhap* (I will leave for a while). These findings align with research by Putri, Pradana, and Chasanatun (2022), who found that role-playing fosters self-expression, empathy, and verbal fluency in Javanese learning contexts.

The implementation of the role-playing model also improved classroom dynamics. Teacher and student activities were observed using a structured observation sheet. **Teacher Activities:** The teacher successfully guided role preparation, scenario explanation, and evaluation. Each session followed the planned stages of the role-playing model. The average score for teacher performance was 95% (Very Good). **Student Activities:** Students actively participated in all phases—preparation, acting, discussion, and reflection. The average activity score was 93% (Very Good). The high level of engagement during role-play created a joyful and participatory learning atmosphere. Students became more confident, cooperative, and enthusiastic. These behavioral changes align with the constructivist learning theory, which emphasizes that learners build understanding through active involvement rather than passive listening.

The paired sample t-test was conducted to determine whether the improvement from pretest to posttest was statistically significant.

Table 4. Paired Sample t-Test Results

Variable	Mean Difference	t-value	df	Sig. (2-tailed)	Conclusion
Pretest-Posttest	-35.0	-10.64	9	0.000	Significant

At a significance level of 0.05, the p-value (0.000) < 0.05, indicating a significant difference between pretest and posttest results. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. This confirms that the role-playing learning model significantly improved students’ Javanese Krama Inggil speaking skills. The finding supports previous studies by Yusnarti and Suryaningsih (2021) and Sunardi (2023), both of which highlight the positive correlation between role-playing and language performance.

The results of this study demonstrate that the role-playing learning model is effective in developing students’ Javanese Krama Inggil speaking competence. The improvement is attributed to three main aspects: Experiential Learning– Students practiced authentic dialogues, enhancing their pronunciation and intonation through real communication experiences. Social Interaction– The group-based nature of role-playing encouraged cooperation, empathy, and contextual language use. Cultural Reinforcement– By performing social scenarios involving elders and teachers, students learned appropriate speech levels and cultural values. This aligns with Vygotsky’s sociocultural theory, which emphasizes that learning occurs through social interaction and cultural mediation. In role-playing, students internalize the linguistic and ethical norms of the Javanese community. Furthermore, the active engagement during role-play increased students’ motivation and self confidence. Many students who were initially shy began speaking more fluently by the end of the sessions. The use of creative scripts and costumes also added enjoyment, reducing anxiety and promoting emotional connection to the language. In summary, the role-playing

learning model not only improved linguistic accuracy but also strengthened moral values embedded in Javanese culture.

4. Conclusion

This study concludes that the role-playing learning model significantly improves students' Javanese Krama Inggil speaking skills. The quantitative results demonstrate a substantial increase in students' average scores from 57.5 (pretest) to 92.5 (posttest), with a mean difference of 35 points confirmed as statistically significant ($p < 0.05$). Qualitatively, students showed clear progress in pronunciation, intonation, diction, and sentence coherence, as observed during classroom activities. Role-playing encouraged students to express ideas fluently, communicate politely, and apply Javanese Krama Inggil appropriately in real-life contexts. The implementation of the role-playing model transformed the classroom into a lively and interactive environment. Students were more enthusiastic, confident, and willing to participate in communication activities. The teacher's role shifted from a lecturer to a facilitator, guiding students through meaningful learning experiences that connected linguistic and cultural aspects. In conclusion, the role-playing model is an effective pedagogical strategy for teaching Javanese language, especially in promoting speaking fluency and reinforcing cultural values. It can serve as an alternative to conventional methods that often rely on rote memorization and passive learning.

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