

## **The Effect of Using Active Learning Type Rotating Roles on The Speaking Skills of Class VIII Students at MTsS Lubuk Kilangan Padang**

Nur Rahmi<sup>1</sup> Neli Putri<sup>2</sup> Meliza Budiarti<sup>3</sup>

**1, Department of Arabic Language Education, Faculty of Tarbiyah and Teacher Training at Uin Imam Bonjol Padang**

[\\*nurahmipdg@gmail.com](mailto:*nurahmipdg@gmail.com)

<sup>2 3</sup> UIN imam Bonjol Padang

### **ABSTRACT**

*This paper is entitled the effect of using active learning type rotating roles on the speaking skills of class VIII students at MTsS Lubuk Kilangan Padang. Written by Nur Rahmi, Department of Arabic Language Education, Faculty of Tarbiyah and Teacher Training at UIN Imam Bonjol Padang. In this era, teachers still do not use various and fun learning methods. Therefore, it is required for teachers to apply learning materials with various methods, especially speaking skills. The main problem in this paper is the influence of the use of active learning type rotating roles on the speaking skills of class VIII student at MTsS lubuk Kilangan Pdang. The purpose of this discussion is to determine the ability of speaking skills after using active learning type rotating roles in learning speaking skills. And to find out the effectiveness after using rotating roles type active learning in learning speaking skills for class VIII student at MTsS Lubuk Kilangan Padang.*

*The approach used in this discussion is a quantitative approach. The research design is a quasi-experimental design in the form of a nonequivalent control design. And the data collection method used interviews, questions, and documentation. The form of data analysis that has been used by the author is the normality test, homogeneity test and T-test using SPSS 21. The results of this discussion are the students' ability in learning speaking skills of class VIII MTsS Lubuk Kilang Padang students, before using the rotating roles method with the results of the pre test score in the control class 45.28 (accepted). And on the effectiveness of using the rotating roles method, it is known that there are differences in the value of speaking skills before and after. The value after using the rotating roles method is 71.55 (good). Judging from the graph table, the value before and after using the rotating roles method in the experimental class has increased from an acceptable value to a good value. This means that the use of active learning types of rotating roles has an effect on the speaking skills of class VIII students at MTsS Lubuk Kilangan Padang.*

**Kata Kunci :** *Active Learning 1, Rotating Roles 2, مهارة الكلام 3*

### **A. INTRODUCTION**

Students means individuals who are different from each other, they have their own uniqueness that is different from others. Therefore, learning must pay attention to the individual differences of the students, so that learning can change the condition of the students from those who are ignorant and then a sign, and from those who do not understand in order to understand something, and from those who behave badly for good behaviour. Now, with less interest from teachers. It can be seen from the attention of some teachers that they tend to pay attention to the class as a whole, rather than to individuals or groups of students, so that individual differences have less interest in learning. Education that does not pay attention to the individual differences of students

and is based on the wishes of the teacher, such conditions generally occur in traditional education. The result of this type of learning is that there is a real gap between the smart and the less intelligent students in achieving the learning goals. Teachers must understand and have adequate skills in developing diverse educational models that are effective, creative and enjoyable. For example by learning while playing together.

If students understood through the game, it is expected that the concept will be understood better. Because learning this way is natural. That is, according to the basic instincts of students who have the game at their core, especially at the secondary level. The results of an interview on Thursday, January 6, 2022 with one of the teachers in the field of learning Arabic language studies, Mr. Ridha Sharif S.Pd. The information obtained indicates that the teacher still applies the audio-oral method in delivering the material. The teacher uses paper media that contain words or sentences. However, efforts to use the methods used were not able to improve student learning outcomes. Teachers delivered lessons well, but students were not fully engaged in learning activities. This indicates that the students are talking among themselves, imagining, etc. Even a lack of interest in the process of learning the skill of speaking.

This is a situation that causes the students lack of proficiency in the learning speaking skill and makes its results far from the goal. Zain al-Arifin said in his book that “speech is the language of speech and saying.” And every speech has a composition, which is the combination of words, utterances, or vocabulary. It helps him to express what he wants to say in situations of speech. Speech is one of the basic skills that represent one of the goals of linguistic study. Speech skill is distinguished by the level of difficulty because it is not only students who do not dare to speak, but the learning environment and the teacher are also influential. Based on these Problems, it is appropriate for the teacher to create creativity in order to improve the quality of students, for example on the choice of method or useful method to promote active students. Active students, is a method of teaching and learning to improve students' activity, and therefore active education is a learning process with the aim of enabling students to be able to learn using different appropriate learning methods actively. There are different types of active learning:

- 1) True or False (صح أم خطأ)
- 2) Guided Teaching (التدريس الموجه)
- 3) Card Sort (البحث عن أصدقاء)
- 4) The Power of Two (قوة اثنين)
- 5) Rotating Roles (الأدوار المتناوبة)<sup>1</sup>

---

<sup>1</sup> Wirawati, Denik, Strategi Pembelajaran Aktif Learning, diakses dari [http://seminar.uad.ac.id/index.php/saga/article/download/945/376#:~:text=models\).%20..metode%20active%20learning%2C%20yaitu%3B%20a.True%20or%20False%20,pada tanggal 04-02-22, 11.45](http://seminar.uad.ac.id/index.php/saga/article/download/945/376#:~:text=models).%20..metode%20active%20learning%2C%20yaitu%3B%20a.True%20or%20False%20,pada tanggal 04-02-22, 11.45)

From the previous active education departments, the researcher chose the type of alternating roles because of this method, which is through providing the opportunity for each student to practice the skill by way of alternating roles about real life situations. Through this method, directions will be given or input at the end of each group performance to try to improve what is lacking or inappropriate to upgrade the learning process later. And he can train students' courage to express their opinions. You find a researcher from previous studies, namely, conducting research by Sister Normalinda Herdana Nagsieh on the topic of applying active education, the type of alternating roles, on effectiveness and the results of students' learning of living organisms in the seventh grade classification at the Muslim Women's Government Secondary School, NU Blancaria. This is a letter written in October 2018, at the Palangkaraya State Islamic Institute of Religion, College of Education and Educational Sciences, Department of Mathematics and Natural Sciences, Biology Teaching Programme. This research demonstrates that the alternating role method of learning can improve student learning outcomes. This study uses a quantitative approach. The difference with my research is in the variable  $y$  which is speech skill. Srles Bendingen, Applying the technique of teaching alternating roles to dramatic main subjects to improve dramatic playing skills for class kelas XI AKL 2 SMK Negeri 1 Sidikalang in the year 2018-2019. The results of the study showed that the use of alternating role learning techniques was able to improve the dramatic play skills of students of Class

Valentina Rezky Vibrianti, Efficacy of Alternating Roles and Role-playing Methods in Learning Dramatic Performances of 11th Grade Students at Sang Timur High School, Yogyakarta, for the academic year 2019-2020. Indonesian Literature Education Study Program, Department of Language and Arts Education, College of Teacher Training and Education, Sanata Dharma University, Yogyakarta in 2019-2020, the result is that the two methods can upgrade the learning of dramatic performances. The difference with my research is in any variable, which is speaking skill. Wellman Agis Hidayat, The effectiveness of using the method of teaching rotating roles on the ability of students in speaking skill, a quasi-experimental study in the eighth grade of the integrated intermediate school beginning in Chengkora, West Bandung. It is currently effective. Therefore, the results of this study were suggested by the Arabic language teacher as an alternative to learning the speaking skill. The difference with my research is in the change of effectiveness, so it becomes an application.

The main issue in this research is what is the effect of active learning of the type of Rotating Roles on the speaking skill of the eighth grade students at the MTsS Lubuk Kilangan Padang? The researcher determined the following, the ability of speaking skill in the Arabic language among the eighth grade students at the MTsS Lubuk Kilangan Padang after using active learning type Rotating Roles and after it. The aim of this research is to find out the ability of speaking skill after using the Rotating Roles type of active learning in teaching speech to the eighth grade students at the MTsS Lubuk

Kilangan Padang. To find out the effectiveness after using the type of Rotating Roles in learning to speak among the eighth grade students at the MTsS Lubuk Kilangan Padang.

## **B. RESEARCH METHOD**

In this scientific thesis, the researcher conducted research in MTsS Lubuk Kilangan Padang. The type of research that the researcher uses is field research. This research is an experimental research on the “Rotating Roles Method” (x) speaking skill (y) among students at the MTsS Lubuk Kilangan Padang. The approach to this research was the quantitative approach. The research design is Quasi Experimental Design with a Nonequivalent Control Group Design.

The population used in this research is the students in the eighth grade of the MTsS Lubuk Kilangan Padang. The sample used is the two classes in the eighth grade, which consist of the experimental class (the eighth grade "A") and the control class (the eighth grade "B"). The experimental class consists of 33 students, and the control class consists of 33 students.

Collecting data through a survey and interview with one of the professors teaching the Arabic language and also with some students. The test is oral, with dialogue related to the materials. As for the written news, it consists of 25 questions on current, daily, and identities subjects. Then the methods of analyzing the data. The researcher used the SPSS 21 program. The test is normal (Uji Normalitas) and the test is homogeneity (Uji Homogenitas). In this research, the researcher uses the symbol uji -t, and the SPSS 21 program helps.

## **C. FINDINGS AND DISCUSSIONS**

The Arabic speaking skill ability of eighth grade students in MTsS Lubuk Kilangan Padang before and after using rotating role-type active learning. Before using the rotating role-type active teaching method in the experimental classroom, the researcher conducted the pre-test in the experimental and control classroom.

**Table 1**

**The result of the pre-test in the experimental class and the control class:**

No.	Interval Value	Control Class	Experimental Class
1	1-40	1	11
2	41-55	8	17
3	56-75	21	5
4	76-86	3	-
5	86-100	-	-

From the above table, the result of the pre-test of the eighth grade of MTsS Lubuk Kilangan Padang appeared different or different. The result of the pre-test in the control class was (76-85) 3 students with a rating of “Very Good”, out of (56-75) 21 students with a rating of “Good”, and out of (41-55) 8 students with a rating of “Acceptable”. Likewise, the result of (1-40) 1 application is rated “weak.” As for the pre-test in the experimental class, the result of (56-75) was 5 students with a rating of “good,” and from (41-55) I found 17 students with a rating of “acceptable,” as well as the result of (1-40) 11 students with a rating of “weak.” . The items in the pre-test are “the clock, our diary, and hobbies.”

**Table 2**

**The result of the post-test in the experimental class and the control class:**

No.	Interval Value	Control Class	Experimental Class
1	1-40	-	-
2	41-55	-	1
3	56-75	26	10
4	76-86	5	20
5	86-100	2	2
N		33	33
KKM		80	80
Max		90	90
Min		60	58
Katuntasan		4	7
Average		70,55	71,55

From the table above, the result of the 8th grade post-test at MTsS Lubuk Kilangan Padang appeared different or different. The subjects in the post-test were “The Watch, Our Diaries, and Hobbies.” The result of the post-test in the control class was as follows: (86-100) 2 students rated “Excellent,” and (76-85) 5 students rated “Very Good.” As for the result of (56-75), 26 students received a rating of “Acceptable.” The highest value was 90, the lowest value was 56, and the average value was 70. The result of the post-test in the experimental class after using the Rotating Roles method was that 2 students obtained a rating of (86-100). “Excellent”, 10 students (76-85) rated “Very Good”, 20 students (56-75) rated “Good”, and 1 student (41-55) rated “Acceptable”. The highest value is 90, and the lowest value 50 and the average value is 78. The researcher looked at the percentage indicating that the students’ ability to teach good speaking skills increased in the experimental class.

As well as the effectiveness of using rotating role-type active learning for the speaking skill of eighth-grade students in MTsS Lubuk Kilangan Padang. Based on the

previous table, it is clear that the process of teaching the Arabic language, especially the speaking skill, in the eighth grade differed from the previous one. I looked at the value. The equivalent value in the experimental class before using the active teaching method, the Rotating Roles type, was 45.27, but after using the active teaching method, the Rotating Roles type. The result of the students increased, which is 71.55. This means that using the rotating role type of active teaching method has an impact in teaching speaking skills. Tests of the analysis condition, which is normal or normal test (Uji Normalitas). There is a normal or normal test result:

**Table 3**  
**Normal or pre-normalitas tests in the experimental class and the control class**  
**Tests of Normality**

	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Hasil Belajar Siswa	Pre Test	.124	33	.200*	.945	33	.094
	Eksperimen						
	Pre Test Kontrol	.095	33	.200*	.976	33	.647

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the data in the pre-test in the experimental and control class, the researcher used IBM SPSS 21 as a follow-up test. Based on Kolmogorov Smimov's calculation, the normal value is 200 in the experimental class and 200 in the control class. Based on this value, the data in the two classes are normal.

**Table 4**  
**Normal or normalitas posttests in the experimental class and the control class:**  
**Tests of Normality**

	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statisti c	Df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Post Test Kontrol	.163	33	.026	.961	33	.273
	Post Test						
	Eksperimen	.121	33	.200*	.976	33	.666

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the data in the post-test in the experimental and control chapter, the researcher used 21 IBM SPSS post-test. Based on Smimov-Kolmogorov's calculation, the normal value is 200 in the experimental class and 0.26 in the control class. Based on this value, the data in the two classes are normal. And tests of homogeneity or homogenetas (*Uji Homogenitas*), the researcher used a type of it, which is the Levene test on the computer titled IBM SPSS 21. As for the measurement to be used, it is if the Sig Leven is more than 0.05, then the evidence becomes homogeneous. Here is the result of the Levene test:

**Table 5**

**Homogeneity test result in the pre-test:**

**Test of Homogeneity of Variances**

Students Learning Outcomes

Levene Statistic	df1	df2	Sig.
.004	1	64	.948

**Table 6**

**The result of the homogeneity test in the posttest :**

**Test of Homogeneity of Variances**

Students Learning Outcomes

Levene Statistic	df1	df2	Sig.
1.395	1	64	.242

From the previous table, the use of active learning type Rotating Roles on the speaking skill of eighth grade students in MTsS Lubuk Kilangan Padang looked at the difference between the results of the learning process before and after using it. When the result of the pre-test in the experimental grade was 45.27, this is what makes the students weak in their speaking skills. So that the students find it difficult to speak and understand the Arabic language well. By using the Rotating Roles type of active teaching method, the experimental students' results increase by 71.55. This is the reason why the students have the ability in terms of speaking skill. To use this as evidence that the Rotating Roles type of active teaching method may affect the speaking skill of the eighth grade students in the MTsS Lubuk Kilangan Padang.

The hypothesis in this research is divided into two hypotheses: a null hypothesis (Ho) and an alternative hypothesis (Ha). This analysis is based on the conclusion of the

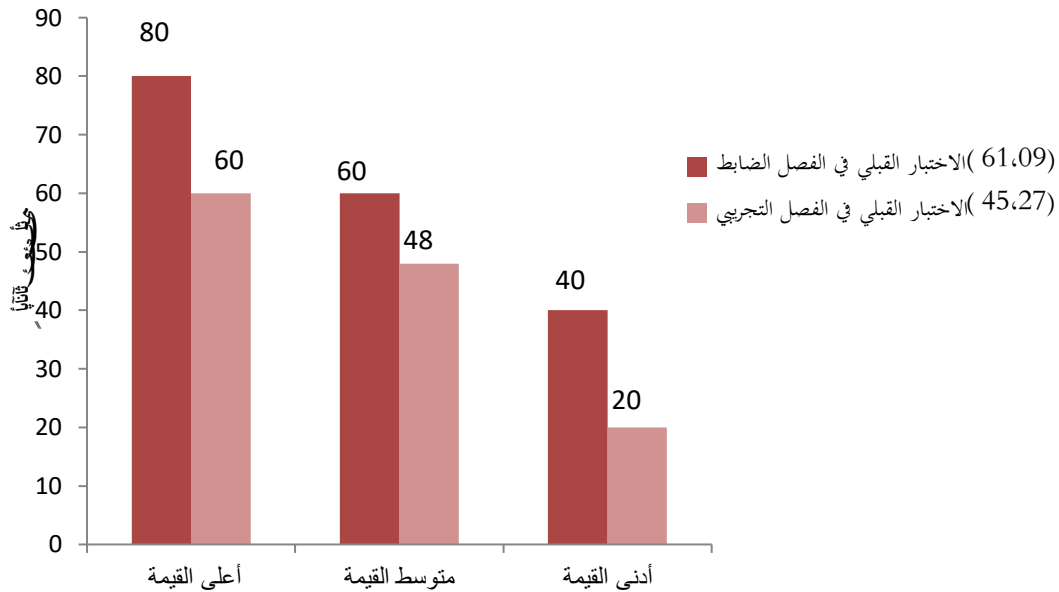
“t” test, which is, if the T of the account is higher than the T of the table, then the morphological hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted, meaning that the sum of two groups indicates a real difference. And if the T of the account is lower than the T of the table, then the hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected, meaning that the difference between two groups does not indicate a real difference.

**Table 7**  
**The result of the hypothesis test calculation :**  
**Paired Samples Test**

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PRE TEST - POST TEST	-26.273	8.390	1.461	-29.248	-23.298	-17.989	32	.000

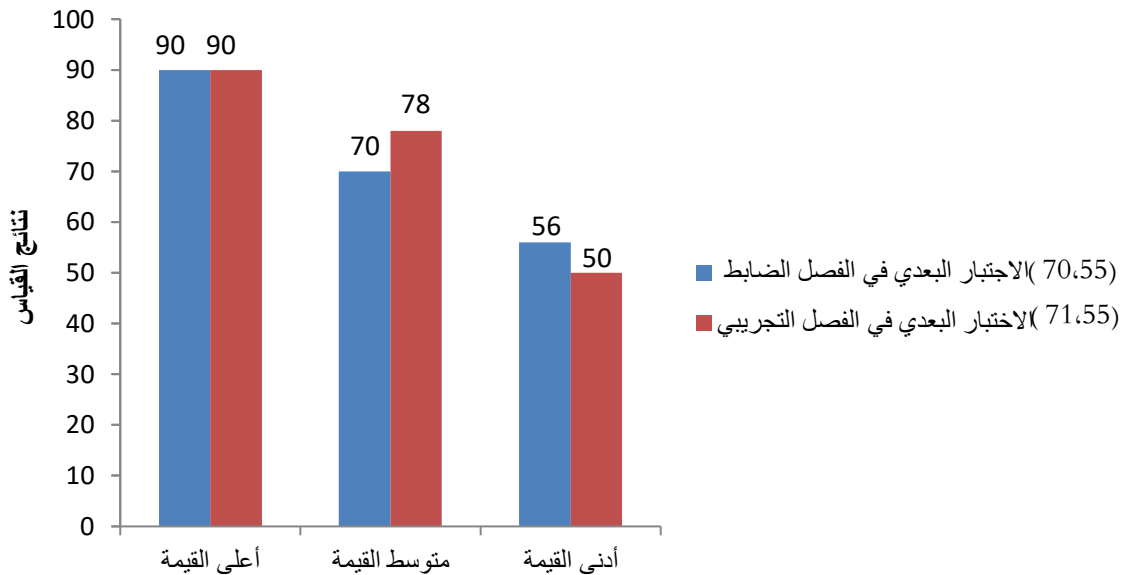
From the previous table, (Sig (-tailed) is 0.00 and less than 0.05. The researcher concluded that the hypothesis (Ho) is rejected and the physical hypothesis (Ha) is acceptable. The difference between two groups indicated a real difference after using the Rotating activity method in the experimental class. Active Learning Rotating Roles may affect the speaking skill of eighth grade students at MTsS Lubuk Kilangan Padang.

**Table 8**  
**Diagram of the pre-test in the control and experimental classes :**



**Table 9**

**Post-test graph in the control and experimental classes :**



And discussing the results of the research, the researcher believes that the students cannot speak Arabic. And also, most of the students are afraid to speak the Arabic language. Some of them do not care about learning the skill of speaking. It makes students less interested in learning the speaking skill. From the previous result, as for the ability of the pre-test in the control class of 33 students, one of the successful and 32 unsuccessful students of the minimum standard 80 (KKM), the highest value is 80 and the lowest value is 40 with an average value of 60. And the results of the pre-test in the

experimental class of 33 students There are those who have not passed the 80 Minimum Standard (KKM). The highest value is 60 and the lowest value is 20, with an average value of 48.

As well as the capacity of the post-test in the control class of 33 students, there were 4 successful students and 29 unsuccessful students from the cut-off criterion of 80 (KKM). The highest value is 90, the lowest value is 56, and the average value is 70. And the results of the post-test in the experimental class of 33 students. There are 7 successful students, and 25 unsuccessful students from the threshold criterion of 80 (KKM). The highest value is 90, the lowest is 50, and the average value is 70. Therefore, the Rotating Roles type of active learning method is effective for the speaking skill of students in the MTsS Lubuk Kilangan Padang.

#### **D. CONCLUSIONS**

The ability to teach speaking skills among eighth-grade students at MTsS Lubuk Kilangan Padang before and after using the rotating role-type active learning method. The result increased after using the rotating-role type active learning method, and the result in the experimental grade was 45.27, so the result after it was 71.55. This means that using the rotating role type of active teaching method has an impact in teaching speaking skills.

The effectiveness of using the Rotating Roles method was evident. There was a difference in the results of speaking skills before and after. The result after using the Rotating Roles method was 71.55 with a rating of “good.” I looked at a graph. The result before and after using the Rotating Roles method in the experimental class increased from an “acceptable” rating to “good.” This means that the use of active learning, such as rotating roles, on speaking skills has an impact on the speaking skills of eighth grade students at MTsS Lubuk Kilangan Padang.

#### **E. REFERENCES**

- العارفين، زين .(2015). اللغة العربية طرائق وأساليب تدريسها .بادانج :مطبعة حيفة.
- نسوتيون، لوكوت. (2008) القواعد الصرفية.بادانج : IAIN-IB Press.
- الحليم حنفي، عبد .(2019). إستراتيجي التعليم النشط في تعليم اللغة العربية، :.عمان.
- Aswan. )2016(. *Strategi Pembelajaran Berbasis PAIKEM*. Yogyakarta:Aswaja Pressindo.
- Febrianti, Valentina Rizki. )2020(. *Keefektifan Metode Rotating Roles dan Metode Role Playing dalam Pembelajaran Pementasan Drama Siswa Kelas XI SMA Sang Timur Yogyakarta Tahun Ajaran 2019/2020, Skripsi*. Yogyakarta: Program Studi Pendidikan Bahasa dan Sastra Indonesia, Jurusan Pendidikan Bahasa dan Seni,

***Proceedings of the 3<sup>rd</sup> UIN Imam Bonjol International Conference on Islamic Education***

“Embracing Islamic Education Based Local Wisdom of Malay World on Society 5.0”

Padang, 14 - 15 October 2022

ISSN XXX-XXX-XXXX-XX-X

---

*Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma .(*  
*[http://repository.usd.ac.id/37121/2/141224050\\_full.pdf](http://repository.usd.ac.id/37121/2/141224050_full.pdf))*

Wahab Rosyidi Abdul. )2008(. *active learning dalam pembelajaran bahasa arab.*  
*Yogyakarta:UIN Malang Press.*

Noormalinda Herdaningsih. )2018(. *Penerapan Active Learning Tipe Rotating Roles Terhadap Keaktifan dan Hasil Belajar Peserta Didik Materi Klasifikasi Mahkluk Hidup KelasVII MTs Muslimat NU Palangkaraya, (*  
*<http://digilib.iainpalangkaraya.ac.id/1576/1/Skripsi%20Noormalinda%20Herdaningsih%20-%201301140357.pdf>), 04-02-22, 11.45*

L Silberman Melvin. )2019(. *Active Learning 1001 Cara Belajar Siswa Aktif. Bandung: Nuansa Cendikia.*

Sinar. )2018(. *Metode Active Learning. Yogyakarta:Deepublish.*

Subana, Rhardi Moersetyo, Sudrajat. )2015(. *Statistik Pendidikan. Bandung: Pustaka Setia*

Sugiono. )2016(. *Metode Penelitian Kombinasi. Bandung: Alfabet*

Dermawan Wibisono. )2014(. *active learning with case method. Yogyakarta: Andi Offset.*

Siti Mukrimah Sifa. )2014(. *53 Metode Belajar Pembelajaran. Bandung: Bumi Siliwangi.*

Arikunto Suharsimi. )2016(. *Prosedur Penelitian: suatu Pendekatan Praktek. Jakarta: PT. Rineka Cipta.*

Fitri Tanung Ellisa dkk. )2019(. *Pembelajaran Aktive Learning Pada Pendidikan Islam. Yogyakarta: Bildung.*

Halim Hanafi Abdul. )2007(. *Metodologi Penelitian Bahasa, Batusangkar.STAIN Press.*

Kasmadi. )2013(. *Panduan Modern Penelitian Kuantitatif. Bandung: Alfabeta.*