

Improving Students' Speaking Skills Through the Use of the Roleplaying Learning Model in Elementary School Students

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Abstract

Indonesian is a subject that plays an important role in developing students' language skills, including listening, speaking, reading, and writing. This study aims to improve students' speaking skills through the use of the *Role Playing* learning model in grade IV students at SDN 42 Limpomajang, Palopo City. This type of research is class action research (PTK). The subjects in this study are grade IV students totaling 10 students. The research instruments used were speech skills performance tests, observation of learning implementation, and observation of student activities. The data analysis technique used is descriptive quantitative. The results of the study showed that the average test score on students' speaking skills increased through the use of the *role playing* learning model in grade IV of SDN 42 Limpomajang, Palopo City, where the increase that occurred from cycle I to cycle II was 20%. This is evidenced by the results of the research where the first cycle obtained 60% of student learning outcomes and the second cycle obtained 80% of the learning outcomes. The learning implementation process showed an increase where the average value of the percentage of learning implementation was 91.25% (Very Good) in the first cycle to 100% (Very Good), which was accompanied by an increase in student activities to reach the very active category.

Keywords

PTK; Role Playing Method'; Reading Skills.



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INTRODUCTION

Indonesian is a subject that plays an important role in developing students' language skills, including listening, speaking, reading, and writing. Mastery of language skills is the basis for students to communicate effectively and support successful learning in various subjects. Therefore, Indonesian language learning must be held at every level of education. The competency standards for Indonesian subjects include mastery of knowledge, language skills,

and a positive attitude towards Indonesian language and literature (Mailida, Wandini, & Rahma, 2023).

One of the language skills that needs to be developed since elementary school is speaking skills. Speaking skills are the ability to convey ideas, ideas, and feelings orally clearly, effectively, and in accordance with the purpose of communication. Mastery of speaking skills helps students communicate, express opinions, and actively participate in the learning process (Tarigan, Cipta, & Rokmanah, 2023).

The results of initial observations in grade IV of SDN 42 Limpomajang, Palopo City, show that students' speaking skills are still low. Of the 10 students, only 6 students (60%) have achieved the Learning Goal Achievement Criteria (KKTP), while 4 students (40%) have not achieved completeness. Low speaking skills are influenced by shyness, lack of confidence, and limited opportunities for students to speak during learning. Although teachers have used lecture, discussion, and question and answer methods, learning is still dominated by some students so that most students tend to be passive in expressing opinions.

This condition shows the need for a learning model that is able to provide opportunities for all students to actively participate. One alternative that can be applied is the *RolePlaying learning model*. According to Rambe and Apriani (Lubis & Nasution, 2024), *Role Playing* actively involves students in the learning process so that they gain understanding through hands-on experience. In addition, Mardianto et al. (Lubis & Nasution, 2024) explained that this model provides opportunities for students to act out a real situation so that they are able to practice communication and problem-solving skills. Bahtiar and Suryarini (Lubis & Nasution, 2024) also stated that *Role Playing* can increase interest in learning because students are actively involved in conversations and role-playing activities.

The effectiveness of the *RolePlaying* model has been proven in several previous studies. Lubis and Nasution (2024) found that the application of *Role Playing* has a significant effect on improving the speaking skills of elementary school students. Chadijah (2023) also reported that the model makes it easier for students to understand the material while increasing their courage in expressing opinions through discussion activities. Similar results were obtained by Rizal (2025) which shows that the application of *Role Playing* is able to increase students' activeness, confidence, and ability to express ideas orally.

However, research on the application of the *RolePlaying* model to improve speaking skills in fourth grade students of SDN 42 Limpomajang, Palopo City has never been conducted. Therefore, this study aims to analyze the improvement of speaking skills and the implementation of learning through the application of the *RolePlaying* learning model in Indonesian language subjects in grade IV of SDN 42 Limpomajang, Palopo City.

METHODS

This study uses Classroom Action Research (PTK) which aims to improve and improve the quality of learning through actions that are carried out systematically in the classroom. This research was designed descriptively and implemented in the form of a cycle of activities,

consisting of four stages, namely planning, action, observation, and reflection, which are described as follows:

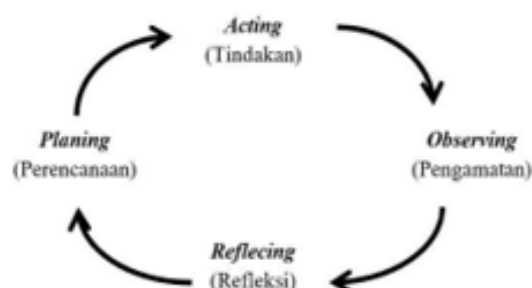


Figure 1. Classroom Action Research Cycle

Source: Kurt Lewin Sanjaya W (Hermini, 2025)

The research was carried out at SDN 42 Limpomajang, Palopo City in the 2025/2026 school year. The subjects of the study were 10 grade IV students, consisting of 5 male students and 5 female students with varying levels of speaking skills. The research was carried out in several cycles. Each cycle consists of a planning stage, namely the preparation of learning tools, observation sheets, and speaking skill assessment instruments; implementation of actions, namely the application of *the Role Playing learning model* according to the teaching module; observation, which is observation of the implementation of learning and student activities during the learning process; and reflection, which is the evaluation of the results of actions to determine improvements in the next cycle. The cycle continues if the success indicators have not been achieved.

Data collection techniques include observation, performance tests, and documentation. Observations were used to obtain data on the implementation of learning and student activities during the implementation of *the RolePlaying model* (Id et al., 2025). The performance test is used to measure students' speaking skills through role-playing practices (Mamkua & Irawan, 2025). Documentation is used to complement research data in the form of photos of activities, student practice results, and other supporting documents (Id et al., 2025).

The research instrument consists of observation sheets on the implementation of learning, observation sheets on student activities, performance tests, and documentation. Observation sheets are used to assess the implementation of learning and student involvement during the learning process. The performance test is used to assess students' speaking skills through role-playing activities according to the indicators that have been set (Rusilowati, 2013). Documentation is used as supporting data that strengthens the results of observations and tests.

The research data was analyzed using quantitative descriptive analysis. Analysis was carried out on the results of observation and performance tests by calculating the average score and percentage of learning completeness in each cycle to determine the improvement of students' speaking skills through the application of *the RolePlaying learning model*.

1. Observation data on learning implementation

The data on the implementation of learning was obtained from the results of observations

that have been carried out. The analysis of learning implementation data aims to describe the implementation of learning by using *the roleplaying* learning model in grade IV of SDN 42 Limpomajang, Palopo City.

Table 1. Learning Implementation Categories

Nope.	Success Rate	Predicate
1	81-100	Very good
2	61-80	Good
3	41-60	Enough
4	21-40	Less
5	0-20	Very Kurag

Source: Purwanto (Lukman, 2023).

2. Analysis of Student Learning Activity Data

In determining criteria regarding research results, a grouping consisting of 5 criteria can be carried out, including very active, active, moderately active, less active, and inactive. The data that can be obtained is data on student activities in the classroom as long as educators carry out the learning process through the use of *the RolePlaying method* of activities.

Table 2. Categories of Student Learning Activities

Percentage	Category
86-100%	Highly Active
74-85%	Active
56-73%	Quite active
<70%	Less active

Source: Purpitasari (2024).

3. Analysis of Job Performance Test Data Assessment

Student learning data is obtained from performance tests given to students and then individually assessed. Awarded at the end of each action cycle. The individual learning outcomes of students are said to be complete if they achieve a score of 73 with a good category according to the KKTP that has been determined at the school where the research is conducted.

Table 3. Categories Learning Outcomes

No	Shoes	Category
1	10-50	Low
2	51-72	Medium
3	73-85	Height
4	86-100	Very high

Source: Maulinda (2021)

4. Success Indicators

The success indicator in this study is if 80% or 8 out of 10 students have achieved the Learning Goal Achievement Criteria (KKTP) score, which is 73-85 with a good category in students' speaking skills.

FINDINGS AND DISCUSSION

Findings

Table 4. Percentage of achievement of speaking skills average

Classes	Students who have already appeared to speak		Students who are not yet skilled in speaking	
	Quantity	Percentage%	Quantity	Percentage%
IV	6	60%	4	40%

Source: Primary data after processing (2026)

During the learning process activities, researchers or colleagues make observations. From the beginning to the end of the learning activities, based on the results of observations that have been carried out at the observation stage, the researcher observes the learning outcomes of students using observation sheets made during learning activities. At this stage, the results obtained at the observation stage are collected and analyzed. Observational data was used to consider whether the learning activities implemented could improve students' speaking skills. The results of data analysis are carried out at this stage which is a reference for planning the next cycle. If the test is unsuccessful, proceed to cycle II. The results of the observation of the learning process observed in the learning of students' speaking skills in cycle I can be seen as follows.

1. Observation Results of the Implementation of Cycle I Learning

The results of observations on the implementation of student learning activities in the first cycle, both in the first, second, and third meetings, can be seen in table 4 below.

Table 5. Observation Results of the Implementation of Cycle I Learning

Meetings	Aspac Teramati	Percentage (%)	Category
1	11	91	Excellent
2	11	91	Excellent
3	10	83	Excellent
4	12	100	Excellent
Average	11	91,25%	Excellent

Source: Primary data after processing (2026)

Based on Table 5, the results of observation of the implementation of learning from Cycle I are carried out in the learning process. There were 11 aspects implemented at the first meeting, with a percentage of 91% (very good), the number of aspects implemented at the second meeting was 11 aspects with a percentage of 91% (very good), the number of aspects implemented at the third meeting was 10 aspects with a percentage of 83% (very good), while the number of aspects implemented at the fourth meeting was 12 aspects with a percentage of 100% (very good). The average number of aspects of the implementation of learning activities observed from the results of observation of the implementation of defense activities is 11 aspects with a percentage of 91.25% included in the criteria of very good

2. Results of Observation of Student Activities in Cycle I I

Table 6. Results of observation of student activities in cycle II

Meetings	Aspac Teramati	Percentage (%)	Category
1	11	91	Very active
2	11	91	Active
3	10	83	Very active
4	11	91	Very active
Average	10,75	89%	Very active

Source: Primary data after processing (2026).

Based on table 6, it shows the results of observation of the first cycle of student activities taking place during the process of learning activities. The number of aspects observed at the first meeting was 11 aspects with a percentage of 91% (very active), the number of aspects observed at the second meeting was 11 aspects with a percentage of 91% (very active), at the third meeting the number of aspects observed was 10 aspects with a percentage of 83% (active). Meanwhile, the number of aspects observed at the fourth meeting was 11 aspects with a percentage of 91% (very active).

3. Improving Speaking Skills in Cycle I

Speaking skills tests are carried out individually through the performance of drama dialogues that have been prepared to measure students' speaking ability. The results of the first cycle test are presented in Appendix 7 page 73. Based on the data, the highest score of students is 34 and the lowest score is 6. In the linguistic aspect, the average score of vocabulary and diction as well as sentence structure was 3.6, intonation 3.2, and pronunciation 3.1 respectively. In the non-linguistic aspect, the average gesture and mimicry score was 2.4, voice volume was 2.7, fluency was 2.9,

mastery of topics was 2.8, and the speaker's attitude was 2.5. Overall, the average score of students' speaking skills in the first cycle was 74.4 with classical completeness of 60% or 6 out of 10 students having achieved completeness.

Table 7. Success Score of Speaking Skills Cycle I

Score obtained	Category	Frequency	Percentage (%)
86-100	Excellent	4	40
73-85	Good	2	20
51-72	Enough	3	30
10-50	Less	1	10
Quantity		10	100

Source: Primary Data After Processing 2026

Based on table 7 shows that 4 students obtained the very good category, 2 students in the good category, 3 students in the fair category, and 1 student in the poor category in speaking skills. These results show that the application of drama dialogue through *the RolePlaying model* is able to improve students' speaking skills. Students in the excellent category have mastered almost all assessment indicators, both linguistic aspects (vocabulary and diction, sentence structure, intonation, and pronunciation) and non-linguistic aspects (gestures and mimics, volume of voice, fluency, mastery of the topic, and attitude of the speaker) when presenting dialogues in front of the class.

Students in the good category have met most of the indicators, but still need improvements in intonation, pronunciation, gestures, voice volume, fluency, and speaking attitude. Meanwhile, students in the category are fairly new to mastering several basic indicators so they still need guidance, especially in the aspects of intonation, pronunciation, gestures, voice volume, fluency, topic mastery, and speaking attitude. The students in the less category still have difficulty mastering most of the linguistic and non-linguistic indicators and have not understood dialogue optimally even though they have received guidance from teachers.

Table 8. Final Completion Score of Speaking Skills Cycle I

No	Value acquisition	Frequency	Percentage (%)
1	Score $\geq$ 73	6	60
2	Score $\leq$ 73	4	40
Quantity		10	100

Source: Primary data after processing (2026)

Based on table 8, it shows that students who get a score above 73 or complete as many as 6 students or 60%, while students who get a score of less than 73 or incomplete are 4 students or 40%. The level of achievement of completeness has not been carried out properly, so it is continued to cycle II.

4. Observation Results of the Implementation of Cycle II Learning

Table 9. Results of observation of the implementation of learning cycle II

Meetings	Aspac Teramati	Percentage (%)	Category
1	12	100	Excellent
2	12	100	Excellent
3	12	100	Excellent
4	12	100	Excellent
Average	12	100%	Excellent

Source: Primary data after processing (2026)

Based on table 9, the results of observation of the implementation of the second cycle of learning take place in the learning process. The number of aspects observed at the first meeting was 12 with a percentage of 100% (very good), at the second meeting the number of aspects observed was 12 with a percentage of 100% (very good), at the third meeting the number of aspects observed was 12 with a percentage of 100% (very good), and at the fourth meeting the number of aspects observed was 12 with a percentage of 100% (very good). The average number of observation results of learning implementation for the observed aspects was 12 with a percentage of 100% which was in the very good criteria. third with a percentage of 100% (very good).

5. Results of Observation of Student Activities in Cycle II

Table 10. Results of observation of student activities in cycle II

Meetings	Aspac Teramati	Percentage (%)	Category
1	12	100	Very active
2	12	100	Very active
3	12	100	Very active
4	12	100	Excellent
Average	12	100%	Very active

Source: Primary data after processing (2026)

Based on table 10, the results of observations on the implementation of cycle II learning occurred during learning. At the first meeting, 12 aspects were observed with a percentage of 100% that were categorized (very good), at the second meeting there were 12 aspects observed with a percentage of 100% that were included in the category (very good), at the third meeting there were 12 aspects observed with a percentage of 100% that were included in the category (very good), at the fourth meeting the number of aspects observed was 12 with a percentage of 100% that were included in the category (very good). The average number of students for the observed aspects of student activity observation is 12 and the percentage is 100% included in the very active category.

6. Improving Speech Skills Cycle II

The speaking skills test in cycle II was carried out through the performance of drama dialogues by each student. Based on the data in Appendix 8, the highest score obtained by students is 36, while the lowest score is 6. In the linguistic aspect, the average score of vocabulary and diction as well as sentence structure was 3.6, intonation 3.4, and pronunciation 3.3 respectively. In the non-linguistic aspect, the average score of gestures and mimicry was 3.2, voice volume was 3.3, fluency was 3.3, mastery of topics was 3.5, and the speaker's attitude was 3.1. The average score of students' speaking skills in cycle II reached 87.5 with classical completeness of 80% or 8 out of 10 students had achieved completeness.

Table 11. Success Score of Speaking Skills Cycle II

Score obtained	Category	Frequency	Percentage (%)
86-100	Excellent	7	70
73-85	Good	1	10
51-72	Enough	1	10
10-50	Less	1	10
Quantity		10	100

Source: Primary data after processing (2026)

Table 11 shows that out of 10 students, 7 students obtained the very good category, 1 student in the good category, 1 student in the fair category, and 1 student in the poor category in speaking skills. The results show that most students have been able to perform drama dialogues well according to the aspects of linguistic assessment (vocabulary and diction, sentence structure, intonation, and pronunciation) as well as non-linguistic aspects (gestures and mimics, volume of voice, fluency, mastery of the topic, and attitude of the speaker). Students in the excellent category have mastered almost all assessment indicators. Good category students only need a slight improvement in the aspects of intonation, pronunciation, gestures, voice volume, and attitude of the speaker. Meanwhile, students in the sufficient category still need practice and guidance to improve their speaking skills. The students in the less category still have difficulties in understanding dialogue and meeting linguistic and non-linguistic indicators even though they have received guidance from teachers.

Table 12. The final completion value of reading skills cycle II

No	Value acquisition	Frequency	Percentage (%)
1	Score ≥ 73	8	80
2	Score ≤ 73	2	20
	Quantity	10	100

Source: Primary data after processing (2026)

Table 12 shows that as many as 8 students (80%) obtained a score of ≥ 73 or have reached completion, while 2 students (20%) have not completed. These results show an improvement in speaking skills and have met the success indicators of the research, which is at least 80% of students achieve completeness. Thus, the class action research was declared successful so that it did not need to be continued to the next cycle. This can be seen from the success rate of students' speaking skills which reaches 80%, so that the success indicators that have been set can be achieved. Thus, the application of *the roleplaying* learning model is able to improve students' speaking skills well

Table 13. Comparison of reading skills results of students in cycle I and cycle II

Cycles	Conclusion	Incomplete	Percentage (%)	Criteria
I	6	4	60	Less
II	8	2	80	Excellent

Source: Primary data after processing (2026)

Based on the data in Table 13 and data in appendices 7 and 8 pages 73-74, the results of the research in cycle I and cycle II can be seen that there has been an improvement in speaking skills through *the role playing learning model* and drama dialogue texts. Where in the first cycle there were 6 students or 60% who got a score that was on good criteria and students who achieved a KKTP score of 60%. Meanwhile, in the second cycle, it increased to 8 students with a percentage of 80% who got a score that was on the very good criteria and students who achieved a KKTP score of 80%.

Discussion

Based on the results of the study, the application of the *RolePlaying* learning model has been proven to improve the speaking skills of fourth grade students of SDN 42 Limpomajang, Palopo City. The implementation of learning in the first cycle reached 91.25% with the very good category and 89% with the very active category. However, there are still obstacles, such as students are not used to the *RolePlaying model*, lack of confidence, and are still passive during learning. After improvements were made in the second cycle through the provision of drama video examples, increased guidance, and learning motivation, the implementation of learning increased to 100% and student activities reached 100% with the very active category. This condition shows that *the RolePlaying* model is able to create active, interactive, and student-centered learning.

Improving the learning process has an impact on the results of students' speaking skills. Based on linguistic indicators (vocabulary and diction, sentence structure, intonation, and pronunciation) and non-linguistic (gestures and mimics, volume of voice, fluency, mastery of the topic, and attitude of the speaker) according to Septariantio et al. (2024), the average score of students increased from 73.33 in the pre-cycle to 74.4 in the first cycle and 87.5 in the second cycle. Classical completeness increased from 60% in the pre-cycle to 80% in the second cycle so that it met the research success indicator, which is at least 80% of students achieved the KKTP.

In the pre-cycle, students' speaking skills are still low. A total of 6 students (60%) have achieved KKTP, while 4 students (40%) have not completed it. Low speaking skills are influenced by shyness, lack of confidence, and learning methods that have not given students the opportunity to practice speaking actively. As a result, students tend to be passive and have difficulty expressing opinions.

In the first cycle, the implementation of *Role Playing* began to show improvement, but it was not optimal. The average score of students reached 74.4 with classical completeness of 60%. Some obstacles are still found, such as students who are not used to playing roles, lack of confidence, and examples of role play given by teachers are not optimal. The results of the reflection show the need for improvement in cycle II. Improvements in cycle II were made through providing drama examples using videos, increasing teacher guidance, and providing motivation. As a result, the average score increased to 87.5 with classical completeness of 80%. Students appear more active, confident, able to work together, and dare to convey dialogue, so that learning takes place more conducive and student-centered.

The findings of this study are supported by *the theory of Active Learning* according to Hosnan (Syarifuddin, 2016) which emphasizes the active involvement of students in the learning process. Through *Role Playing*, students not only listen, but also speak, move, and practice the material directly so that learning becomes more meaningful. The results of the study are also in line with the theory of self-confidence according to Lauter (Hamama & Kusumaningratri, 2021) which states that confident individuals dare to express their opinions and are confident in their abilities. The application of *Role Playing* provides students with the opportunity to perform in front of the class so that courage, articulation, and confidence increase, especially in cycle II.

In addition, these findings support Vygotsky's (John, 2010) theory of social development which emphasizes the importance of social interaction in learning. Through role-playing activities, students learn to work together, discuss, and help each other so that their speaking skills develop optimally.

The results of this study are in line with Rizal's (2025) research which shows that the *RolePlaying* model is able to improve students' speaking skills, activeness, and confidence. Similar findings were also put forward by Lubis and Nasution (2024) who stated that *the RolePlaying* method has a significant effect on students' speaking skills. In addition, research

by Puspitasari (2024) shows that the *RolePlaying* model improves learning activities as well as speaking skills through role-playing activities.

Based on the results of previous research and research, it can be concluded that the *RolePlaying* learning model is effective in improving the speaking skills of grade IV students of SDN 42 Limpomajang, Palopo City. This model provides a meaningful learning experience, increases activeness and confidence, and helps students develop their speaking skills optimally.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the application of *the RolPlaying learning mode* with drama dialogue texts is able to improve the speaking skills of fourth grade students of SDN 42 Limpomajang, Palopo City. The increase was shown by the completeness of student learning which increased from 60% (6 students) with an average score of 74.4 in the first cycle to 80% (8 students) with an average score of 87.5 in the second cycle, so that it has met the indicators of research success. The implementation of learning through the application of *the RolePlaying* model is also very good. The percentage of learning implementation increased from 91.25% in the first cycle to 100% in the second cycle and was followed by an increase in student activity to the very active category. This condition shows that learning is carried out optimally and supports the improvement of students' speaking skills.

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