

# CHAPTER I

## INTRODUCTION

### A. Background

Education plays a crucial role in shaping high-quality human resources who are competitive and adaptable to the demands of a rapidly changing world. Contemporary educational research emphasizes that education is not merely a process of knowledge transmission, but also a means of developing higher-order thinking skills, creativity, and adaptability needed in the 21st century (Darling-Hammond et al., 2020). Through a systematic and well-planned educational process, students are expected not only to acquire knowledge but also to develop skills, attitudes, creativity, and critical thinking abilities. The success of education is largely determined by the quality of classroom learning, particularly how teachers design and implement instructional strategies and learning models that suit students' characteristics. According to OECD (2021), effective learning environments are those that actively engage students and provide meaningful learning experiences that directly contribute to improved learning outcomes.

In the school learning context, learning outcomes are a primary indicator of the success of the instructional process. Learning outcomes reflect the extent to which students have mastered predetermined competencies in the cognitive,

affective, and psychomotor domains. Sudjana explains that learning outcomes represent behavioral changes in terms of knowledge, attitudes, and skills as a result of the learning process. This perspective is reinforced by Hattie (2020), who asserts that learning outcomes are closely linked to instructional quality and student engagement in classroom activities. Therefore, improving students' learning outcomes should be a major concern for teachers in every learning activity.

Learning outcomes are formulated achievements that describe the competencies expected to be acquired by learners after completing the learning process, encompassing knowledge, skills, and attitudes. According to Bloom et al. (1956), learning outcomes should reflect different levels of cognitive, affective, and psychomotor domains, ensuring comprehensive student development. Furthermore, Biggs and Tang (2011) emphasize that clearly stated learning outcomes function as the foundation for constructive alignment, where learning objectives, teaching activities, and assessment methods are systematically aligned.

The formulation of learning outcomes is essential because it serves as a guide and benchmark for measuring the success of learning, while also ensuring consistency between instructional goals, learning processes, and evaluation. Anderson and Krathwohl (2001) argue that well-defined

learning outcomes help educators design learning experiences that promote higher-order thinking skills. With clearly defined learning outcomes, the learning process can be planned in a more systematic, structured, and goal-oriented manner, focusing on the achievement of competencies that are relevant to learners' needs and contextual demands.

One of the subjects that plays a strategic role in education is English. English is an international language widely used in education, science, technology, and global communication. Mastery of English at the junior high school level is essential as a foundation for developing students' language competence at higher levels of education. Richards (2021) emphasizes that effective English language learning should provide students with opportunities to actively use the language in meaningful communicative contexts. However, in reality, English language learning in schools still faces various challenges that negatively affect students' learning outcomes.

Creativity is an essential skill that needs to be developed among junior high school students. According to Guilford (1950), creativity is closely related to divergent thinking, which refers to the ability to generate multiple alternative ideas and solutions. At this stage, students experience dynamic cognitive and emotional development, providing significant potential for the growth of creative abilities. Munandar (2009) states that creativity is influenced

by the interaction between individuals and their environment; therefore, school-based learning plays a crucial role in stimulating students' creative thinking skills.

The development of creativity at the junior high school level is particularly important because learning begins to demand students to think critically and independently. A learning environment that supports creativity, as proposed by Torrance (1974), can encourage students to become more active and innovative. Therefore, creativity-oriented learning is expected to enhance learning outcomes and prepare students to face academic and social challenges.

Low English learning outcomes may be influenced by both internal and external factors. Internal factors include motivation, interest, and student creativity, while external factors include the learning environment, facilities, and the learning model applied by the teacher. Research by Alrabai (2020) shows that conventional teacher-centered learning models tend to reduce student motivation and participation. Similarly, Sanjaya explains that teacher-centered learning positions students merely as recipients of information, resulting in underdeveloped thinking skills and creativity.

One alternative learning model that is considered capable of increasing student engagement is the role-playing learning model. Role playing emphasizes students' direct involvement in learning activities by acting out specific roles

related to the learning material. Joyce, Weil, and Calhoun argue that role playing is an effective instructional model for developing communication skills, cooperation, empathy, and creativity through experiential learning. Recent studies indicate that experiential and interactive learning models such as role playing significantly enhance students' language proficiency and confidence (Larsen-Freeman & Anderson, 2020). In English language learning, role playing is particularly relevant because it provides students with opportunities to practice speaking skills in real-life-like situations.

Several empirical studies have demonstrated the positive impact of role playing on English learning outcomes. A study conducted by Hidayat, Nurhadi, and Lestari (2021) found that the use of role-playing learning models significantly improved students' English learning outcomes because students became more active, motivated, and confident in using the language. Another study by Sari and Mulyani (2022) revealed that role playing creates an enjoyable learning atmosphere, enabling students to better understand the material and communicate more confidently in English.

In addition to learning models, student creativity is an important internal factor that influences learning outcomes. Creativity refers to students' ability to think flexibly, generate new ideas, and express original thoughts. Munandar defines

creativity as the ability to create something new or to combine existing elements into meaningful forms. This concept is supported by Beghetto and Kaufman (2020), who state that creativity in learning encourages deeper understanding and active participation. Students with high creativity tend to be more active in learning, possess strong curiosity, and are more willing to take risks, including using English in classroom activities.

Recent studies support the importance of creativity in English language learning. Rahmawati and Lestari (2021) found that student creativity has a significant effect on learning outcomes because it encourages active engagement and deeper understanding of learning materials. Furthermore, Akpur (2020) reported that creative thinking positively and significantly predicts academic achievement, indicating that students with higher creativity tend to achieve better learning outcomes. These findings indicate that the effectiveness of role playing is closely related to student creativity.

Based on preliminary observations at Junior High School 05 Bengkulu City, it was found that English learning activities were still dominated by lecture methods and written assignments. Teachers mainly explained materials using textbooks, while students passively took notes and completed exercises. Documentation of students' academic records showed that approximately 55% of eighth-grade students did

not meet the Minimum Mastery Criterion (MMC) set by the school, which was 75. In addition, interviews with English teachers revealed that many students lacked confidence in speaking English, were afraid of making mistakes, and demonstrated low levels of creativity during classroom activities.

These conditions indicate that English language learning at Junior High School 05 Bengkulu City has not yet been implemented optimally. Therefore, a learning model that can enhance student engagement, creativity, and learning outcomes is required. The role-playing learning model is considered an appropriate solution because it provides opportunities for students to interact, communicate, and express ideas creatively. By taking student creativity into account, the application of the role-playing model is expected to have a significant effect on improving English learning outcomes.

Based on the above explanation, the researcher is interested in conducting a study entitled “The Influence of Role-Playing Learning Model on English Learning Outcomes Based on Student Creativity at SMPN 05 Bengkulu City”.

## **B. Identification of the Problem**

Based on the background of the problems above related to English language learning at SMP Negeri 05 Kota Bengkulu, several issues can be identified as follows:

1. Teachers lack creativity in developing learning models, which causes learning themes to be less meaningful and less realistic.
2. The learning process is still dominated by conventional teaching models.
3. Students show low enthusiasm during the teaching and learning process.
4. Students' creativity is still low, which affects their learning outcomes in the English subject for Grade IX students.

#### **C. Limitation of the Problem**

To avoid the research becoming too broad, this study limits the scope of the problem as follows:

1. The learning model used in this study is the Role-Playing model, viewed from the affective aspect of students' attitudes.
2. Students' learning outcomes in English are viewed from their cognitive knowledge abilities.
3. Students' creativity in the English learning process is viewed from their psychomotor abilities.

#### **D. Research Question**

Based on the background of the problem and the identification of the issues, the research question proposed by the researcher is as follows:

1. Is there a difference in the learning outcomes of Grade IX students in English who are taught using the role-playing

learning model and those who are taught using the conventional learning model?

2. Is there a difference in the learning outcomes of Grade IX students in English based on their levels of creativity?
3. Is there an interaction between the learning model and students' creativity on students' learning outcomes in English?

#### **E. Research Objectives**

The objectives of this study are as follows:

1. To determine the difference in learning outcomes of Grade IX students in English who are taught using the role-playing learning model and those who are taught using the conventional learning model.
2. To determine the difference in learning outcomes of Grade IX students in English based on their levels of creativity.
3. To determine the interaction between the learning model and students' creativity on students' learning outcomes in English.

#### **F. Significant of The Research**

The Significant of this Research are:

1. For Teachers: This study is expected to broaden teachers' insights into teaching practices. Teachers can implement learning activities that actively involve students in the learning process through meaningful learning

experiences. The Role-Playing method can be applied as an alternative instructional strategy in English language learning. Through this method, it is expected that an enjoyable and engaging learning atmosphere can be created, which may improve students' learning outcomes.

2. For Students: Through this learning method, students are expected to better understand English learning materials. The use of the Role-Playing method is also expected to encourage students to become more active in the learning process and to improve their learning outcomes.

#### **G. Definition of Key Terms**

The following definitions are provided to clarify the key terms used in this study and to avoid misunderstandings in interpreting the concepts discussed.

1. Role-Playing Method: The Role-Playing method is a teaching strategy in which students actively participate by acting out specific roles or situations related to the learning material in order to enhance understanding, interaction, and communication skills in English learning.
2. Learning Outcomes: Learning outcomes refer to the level of students' achievement in English as measured by the results of tests or assessments conducted after the implementation of the Role-Playing method.
3. English Learning: English learning refers to the teaching and learning process aimed at developing students'

abilities in understanding and using the English language  
in the classroom context.

