Application of The Role Playing Method To Improve The Speaking Skils of Class V SDN Temaji III Students

Surib Irawan Sholeh[a*], Moh. Mu'minin[b]

[a,b]Universitas PGRI Ronggolawe, Tuban, Indonesia

*e-mail address: irawansurib@gmail.com

Abstract

The purpose of this study was to improve speaking skills using the role-playing method of the fifth-grade students of Temaji III State Elementary School. This type of research is classroom action research conducted in two cycles. Each cycle consists of the planning, action, observation, and reflection stages using the role-playing method. The subjects of this study were students of class V SDN Temaji III in the 2019/2020 academic year, totaling 20 children. The object of this research is the students' speaking skills. Data collection in this study was carried out by observation methods, questionnaire methods, interview, and test methods and analyzed using quantitative descriptive analysis techniques and qualitative descriptions. The results show that in the first cycle the classical average score of speaking skills was 74, and the classical average score in the second cycle was 81. This indicates that there has been an increase in the speaking skills of the fifth-grade students of SDN Temaji III by using the role-playing method.

Keyword: Role Playing Method, Speaking Skills;

1. Intoduction

Language is a symbol system of arbitrary speech sounds used to communicate by the user community. Ronald Wardhaugh defines language as "a system of arbitrary vocal symbols used for human communication" This definition emphasizes that in essence language is speech, not writing, which combines sound and meaning. Language is a means of establishing communication, the cultural development of a language community will also result in the development of its language.

communication comes from the Latin 'Communis' means 'same'; 'Communication which means 'to make the same' It can be said that communication is a process of trying to build understanding between one another so that there is a common understanding of something.

In the book 'Science of Communication An Introduction' by Dedy Mulyana, Bernard Berelson and Gary A. Steiner stated that communication is an act or process of transmitting information, ideas, emotions, skills, and the like. The things that are transmitted can be in the form of symbols, words, pictures, figures, graphics, and the like.

Speaking is an expression of human intelligence to make sounds or sounds and express opinions from his mind. Henry Guntur Tarigan states that speaking is an ability

to pronounce articulation sounds or words to express, state, and convey thoughts, ideas, and feelings (1981).

Speaking skill is the art of speaking which is used as a means of communication with spoken language including the process of conveying thoughts, ideas, ideas with the aim of reporting, entertaining, or convincing others. As Syafi'ie (1993) equates, our speaking skills can fulfill the need to communicate with the community where we are.

The application of the role-playing method is very important in improving students' speaking skills in learning to speak, connection the title in this study is the Application of the Role Playing Method to Improve the Speaking Skills of Class V Students Sdn Temaji III. Given the importance of speaking skills, by looking at the condition that the speaking ability of the fifth-grade students of SDN Temaji III is classified as lacking. With the findings that the lack of enthusiasm for learning in fifth-grade students of SDN Temaji III, the condition of students who feel embarrassed when expressing opinions, the material presented is not understood by students, the use of methods that are not suitable also affects the learning outcomes of fifth-grade students at Temaji III Elementary School in learning to speak.

Komalasari (2014), Role-playing is a model of mastery of learning materials through the development of students' imagination and appreciation. The development of imagination and appreciation is carried out by students by playing as living figures or inanimate objects.

The role-playing method has advantages where the method brings all students involved in learning, all students have the same opportunity to show their abilities in terms of cooperation, and students can learn the language correctly.

The role-playing method here is a role-playing activity in learning to speak, taking the theme of events in Indonesian lessons, emphasizing ways of expression, the use of appropriate property or media, and conducive classroom conditioning according to the theme.

2. Research Method

The Research itself comes from English, namely, research, which comes from two words, namely re and search. Lexical meaning, re is interpreted: return and search: search. Thus literally, can be interpreted search again. While the method is a procedure or procedure to find out something with systematic steps. While the method in the world of research is the method or process chosen by the researcher specifically as a form of solving the problem posed in the research. The definition of research methodology is the science that teaches or explains how the research should be carried out.

The method used in this research is classroom action research (CAR) or classroom action research, which is a form of research that occurs in the classroom in the form of certain actions taken to improve the teaching and learning process in order to improve learning outcomes better than before. The research was carried out in two cycles with stages, namely planning, action implementation stage, observation stage, evaluation, and finally the reflection stage (Arikunto, 2010)

2.1 Reserch design

The research was carried out in two cycles with stages, namely planning, action implementation stage, observation stage, evaluation, and finally the reflection stage (Arikunto, 2010: 17-19)
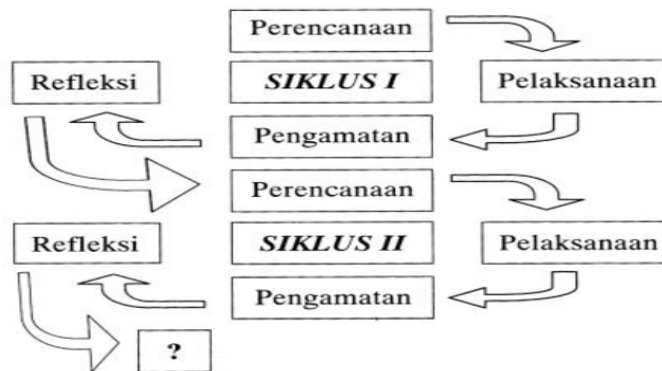

Fig 1. two cycles with stages

2.2 Independent Variables and Bound Variables

In this study, the independent variable was the role-playing method, while the production variable was speaking skills. The population in this study were fifth-grade students of SDN Temaji III, Jenu sub-district, Tuban district total of 20 students, 15 male students, and 5 female students. , without distinguishing the ability of each student with both high, medium abilities, all put together

2.3 Data collection techniques

To facilitate data collection in the research process, the data collection techniques used in this study were observation, questionnaires/questionnaires, interviews, and tests. This observation was used to collect data on the learning outcomes of the fifth-grade students of SDN Temaji III in learning Indonesian by using the role-playing method. Observations were made by two observers, namely the Class Teacher and the researcher. The test is, given at the end of the second meeting of learning in each cycle to determine student learning outcomes. Questionnaires were used to find out the responses of fifth-graders at SDN Temaji III to learning to speak using the role-playing method. And interviews are used to determine the extent to which students understand learning, and tests are given at the end of learning to determine the level of success of the learning process.

2.4 Data Analysis Techniques

This study uses data analysis techniques with quantitative descriptive analysis and qualitative descriptive analysis. The following table used in data analysis

Tabel 1. Data analysis techniques

NO.	DATA	METHOD OF COLLECTING DATA	ANALYSIS PENGUMPULAN DATA
1	Learning steps	Observation method	Qualitative descriptive
2	Student response	Quesionnaire method	Quantitative and qualitative deskriptive
		Interview method	Qualitative descriptive
3	Student's speaking ability (role playing) student's (learning outcomes)	Test Method	Quantitative and qualitative deskriptive

Based on the table above, data collection using the observation method was carried out using qualitative descriptive data analysis techniques, structured observations were carried out for non-participatory observations. The use of non-participatory observation methods is carried out to obtain data on learning steps. After, obtaining the data, then the data is matched with the field notes that have been, made previously. Then the learning steps that have been carried out are arranged. With data that has been collected, the next step is to determine the success criteria used as a benchmark in carrying out research steps, as well as a reference for ending the research action.

3. Result and Discussion

this classroom action research is carried out with the stages and procedures that have been previously determined, through four methods, namely, observation, questionnaires, interviews, and tests.

To find out the results of the process of teaching and learning activities for teachers and students using the role-playing method to improve speaking skills in the role-playing learning process, observation was used. Interviews and questionnaires were used to determine student responses to learning by applying the role-playing method to improve speaking skills in learning to speak, to determine students' ability to play a role in learning speaking with the role-playing method used the test method.

This research was carried out in two cycles, namely cycle I and cycle II, before the implementation of the actions in Cycle I and cycle II the researchers had obtained an initial score from Mrs. Ruly Rahayu as the Class V Guardian of SDN Temaji III, the score was used as the basis for carrying out the cycle actions that had been taken set.

In the implementation of this first cycle, the researchers took actions that had been previously designed, the first cycle was carried out in two meetings with a time allocation of 2 x 35 each meeting. The first meeting was held on Tuesday, January 21, 2020, the first and second lesson hours started at 07.15 WIB until 08.25 WIB and 09.00 WIB until 10.10 WIB. In cycle, I, the implementation of the action is in by the predetermined plan.

The score obtained in the implementation of the first cycle shows the average score of 20 fifth-grade students at SDN Temaji III who have participated in the role-playing test, which is 74 (Good). And in the initial reflection obtained an average score of 65 (enough), which shows an increase of 9%.

Three students or 15% get a very good category score, 10 students or 50% get a score with a good predicate while 7 students or 35% get a score with a sufficient predicate. With the achievement of each aspect assessed on speaking skills, namely in aspect 1 20.9 (70%), in aspect 2 of 20.1 (67%), in aspect 3 of 16.7 (83.5%), and aspect 4 of 16.6 (83%).

In the percentage of classical completeness obtained data that students who are categorized as complete are 13 students and students who are incomplete are 7 students, if expressed in percentage form, it shows that students who complete are 65%, while students who are not complete are 35%. The initial data shows that students who are declared complete are 8 students or 40%, and those who have not completed are 12 students or 60%. This shows that there is an increase in the fifth-grade students of SDN Temaji III.

With the number of students who get a score of 75 or 75 and above totaling 13 students or 65%. From the required classical completeness provisions of 75%, the data shows that the action is not appropriate or has not reached the specified target, so that the action is still ongoing, namely the need for cycle II.

The next action was carried out as in the first cycle, which was held twice on Thursday, January 23, 2020, at the third and fourth lesson hours at 10.30 WIB to 12.20 WIB.

Temaji III. Judging from the test results and student responses to the implementation of learning by using the Role Playing method that has been applied by the teacher in the implementation of learning to speak by playing a role, there is also a significant increase. This is indicated by the comparison of the test results and the results of the questionnaire conducted in cycle II

In addition, improving the quality of learning is also supported by several aspects that are implemented on the data from student responses during learning to speak using the role-playing method in cycle II. Among them 1) condition the class with a conducive atmosphere, to make learning more organized and feel comfortable and create a high level of concentration for students in the implementation of learning. 2) The teacher gives examples of expressions directly according to the theme and situation to emphasize the way of expression in the delivery of roles and appoints several students to demonstrate the expressions requested by the teacher after receiving examples. 3) the use of appropriate learning media or properties in the role-playing process as supporters, in this case, media and properties related to the learning theme of events.

The reflection of the second cycle shows the conclusion that the use of the role-playing method in learning to speak can improve the speaking skills of the fifth-grade students of SDN Temaji III. The data shows that the test results of the fifth-grade students of SDN Temaji III increased in the first cycle to the second cycle, this can be seen from the comparison of the average test scores with role-playing that had been obtained before taking the action, which was 65 (enough). And after the action was taken, it became 74, then in the second cycle, the score increased to 81 (good).

The student response data also experienced an increase in the implementation of learning by applying the role-playing method, namely in the first cycle of 27.51 with a positive category, to 29 with a very positive category. This shows that the implementation of the actions taken in the second cycle is very effective. With the results that the targeted KKM has been met, the research activities can be stopped

4. Conclusion

Based on the results of the analysis of observational data on the implementation the cycle I and cycle II, the researchers concluded as follows. the steps of implementing learning with the right role-playing method can improve the speaking skills of fifth-grade students at SDN Temaji. The appropriate learning steps in this study include three things, namely, creating a conducive classroom atmosphere, the teacher as a model, providing examples of expression in role-playing, and the use of media and appropriate properties in learning according to the theme.

The role-playing method can improve the speaking skills of fifth-grade students at SDN Temaji III, with data showing that the average score of fifth-grade students at Temaji Elementary School has increased. Before being given an action the score was 65 (enough), and after being given action in the first cycle, the average score obtained by SDN Temaji III students increased to 74 (good). Then the action, in cycle II again increased to 81 (good). if it is presented the increase in VSDN Temaji III class students before the implementation of the action and after the implementation of the action that occurred in the first cycle increased by 9%. Then from the implementation of the action from cycle I to cycle II, an increase of 6%.

The responses that occurred in the fifth-grade students of SDN Temaji III also experienced an increase in process of learning to speak to improve speaking skills using the role-playing method. This is indicated by the data that the response of the fifth-grade students of SDN Temaji in the first cycle was 27.51 and was categorized as positive, while in the second cycle the average response of the students of SDN Tenaji III increased to 29 with a very positive category. This shows that the response of SDN Temaji III students has increased by 1.49%, and fifth-grade students of SDN Temaji III are happy with the application of the role-playing method in learning to speak.

References

Arikunto, Suharsimi. 2010. Prosedur Penelitian. Jakarta: Rineka Cipta.

Arikunto, Suharsimi. Suhardjono dan Supardi. 2010. Penelitian Tindakan Kelas. Jakarta: Bumi Aksara.

Dalman. 2015. Keterampilan Membaca. Jakarta: PT Raja Grafindo Persada

Hamdani. 2011. Strategi Belajar Mengajar. Pustaka Setia, Bandung: Pustaka Setia

Hamzah. 2019. Metode Penelitian & Pengembangan. Malang: Literasi Nusantara

Huda, Miftahul. 2014. Model-model Pengajaran dan Pembelajaran. Yogyakarta: Pustaka Pelajar.

Komalasari. 2014. Pembelajaran Kontekstual. Jakarta: Refika Aditama

Noor, J. 2012 Metodologi Penelitian. Jakarta: Kencana Prenada Media Group.

Shoimin, Aris. 2014. 68 Model Pembelajaran Inovatif dalam Kurikulum 2013. Yogyakarta: Ar-Ruzz Media'

Sugiyono. 2016. Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta

Tarigan, H. G. 2015. Berbicara Sebagai Suatu Keterampilan Berbahasa. Bandung: Angkasa.