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Application Of Role-Playing Learning Methods Through Google Meet Media To Improve Speaking Skills In Distance Learning (Dl)

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Abstract

This study aims to (1) Increasing the speaking skills of the sixth-grade students of SDN Sidomukti I by using the role-playing method through google meet media, and (2) Increase the response of the sixth-grade students of SDN Sidomukti I by using the role-playing method through google meet media. This study used a Classroom Action Research design (CAR). The subjects of this study were sixth-grade students of SDN Sidomukti I. The data collection method used was the test method and the questionnaire method. Analysis data were using qualitative descriptive techniques and quantitative descriptive analysis techniques. The results showed that there is an increase in the average percentage of speaking skills, namely in the first cycle of 58.8% to 82.3% in the second cycle this shows an increase in the average percentage of language skills in role-playing activities in children from the first cycle to the second cycle amounted to 23.5% and is in the high category. The effectiveness of using Google Meet in online learning is averaged on the third indicator, as many as 40, 27% of students answered strongly agree, 60.78%, students answered agree 29.94% and the remaining 9.28% of students disagreed.

Keywords: Google meet; method; role playing; speaking skills.

1. Introduction

At the beginning of 2020, the world was shaken by a deadly virus called Coronavirus Disease 2019 (COVID-19).(Cucinotta dan Vanelli, 2020) Many Wuhan residents and citizens of other countries, including Indonesia, have contracted the virus, and some have even died. The spread of the coronavirus will change all human activities, including the learning process. The learning process takes place in the classroom with direct interaction between teachers and students. However, during the COVID-19 pandemic, the learning process took place at home using an online system, offline or system-based. In Indonesia, nearly 25 million school-aged students count in-home studies. This policy is based on a circular of the Minister of Education and Culture dated March 24, 2020. Home learning is learning that is carried out at home using various available media. (Sutarto et al., 2020). Media is an important element in learning (Ekayani, 2017; Qizi et al., 2019)

During the COVID-19 pandemic, the learning process takes place at home, both through online media and other media. There are many benefits of homeschooling, including saving on transportation costs, reducing the pressure of congestion, and having lots of free time. On the other hand, studying at home has several drawbacks, including being bored, reducing work motivation and increasing the cost of electricity or

internet quota. Studying at home during the COVID-19 pandemic is very different from the previous study habits of students. This can lead to boredom. As a result, student interest and motivation to learn decreased.

Looking at government instructions for employees to work at home and no longer work in offices to prevent the large-scale spread of Covid-19. Work at home away from social places to prevent the spread of the COVID-19 virus. Using Google Meet is one of the functions available to Google during the Covid-19 pandemic. As more and more people started using video conferencing applications for work at home, many technology companies updated the features of their teleconferencing applications, including Google. Google Meet can be used for distance learning and can replace learning during a pandemic.

The meaning of role is the role, and play is play. Role-playing is one of experiential teaching.(Ismawati Alidha Nurhasanah, Atep Sujana, 2016) Because through role-playing, students can express their feelings without being limited by actions or words. Role-playing is a learning method that invites students to participate directly in learning. They express their imagination according to their expression and creativity, without being limited by words and actions, so that they can master the knowledge of these subjects. Through role-playing, it can facilitate students to learn actively by applying the role-playing method. Through the role-playing method, they have more abilities, create new environments and provide different learning experiences, so that creative and motivated students can think more. Because using the method based on experience is a teaching application. The advantage of implementing the role-playing method is that students can recognize other people's ideas based on real-life situations. When students accept each role they play, this recognition can change students' behavior and attitudes.

Through role-playing, students try to explore how to do something, demonstrate and prove so that students can collectively explore values, attitudes, emotions, and various interpersonal relationship solving strategies. (Dewi et al., 2015)

Speaking skills include numerous factors that are measurable include linguistic resources, phonology, and fluency. (Agus Wardhono, 2018) Following the functional perspective of language use defined by Brown and Yule (1989), most speaking tasks are either transactional or interactional. The purpose of transactional language, which is used to convey factual information, is to give a message to someone

This is in line with research conducted by (Dewa Made Sutarjana, Dewa Nyoman Sudana, 2014) which states that the form of learning with the application of the Role Playing learning method can improve students' speaking skills in Indonesian class V subjects at SD Negeri 1 Kerobokan, Sawan District, Kabupaten Sawan. Buleleng for the 2015/2016 academic year.

Through the description above, students are expected to communicate with clear pronunciation and intonation and hope to express themselves confidently. Besides, teachers must not only rely on experience in carrying out their duties but also need to carry out learning tasks with a professional, innovative and creative attitude by the needs of the times and technological advances. Teachers should be able to create a pleasant learning atmosphere and make students feel comfortable.

In teaching and learning activities, the teacher must also be able to overcome the problems that arise so that the potential of students can develop optimally. Based on the author's experience as a teacher at SDN Sidomukti I where the author teaches, it shows that in language learning, especially speaking skills with the use of clear pronunciation

and intonation, many students are less active and less daring to appear in front of the class during learning activities especially when this is supported by distance learning. which does not allow direct communication face-to-face, therefore the author uses Google Meet to increase students' courage in speaking directly through virtual Google Meet.

From the notes where the author taught that 17 sixth grade students who dared to appear in speaking only 25% of students who were able before distance learning. In this case, the role-playing method is used to inspire enthusiasm, introduce students to the problem so that they recognize it as an area to be explored.

The structure of this study is based on notes made during designing corrective actions during the implementation of observations and discussions. Implementation of Learning Enhancement is carried out in 2 cycles of Classroom Action Research (CAR) for Indonesian subjects.

2. Research Method

This research uses Classroom Action Research (CAR). Action research is the process of finding or learning to find a problem in a class by using a recycling technique or system from various existing processes. (Mustafa et al., 2019)

Classroom action research is a group of teachers who can organize a learning environment based on their experiences, giving real impact in trying out ideas to improve learning practice. (Mustafa et al., 2019) Classroom action research is an effort to investigate the educational activities of a group of students that aim to improve the quality of learning to obtain an action (treatment) that will be raised by the teacher, together with between the teacher and the student or student. under the guidance of the teacher. Besides, to improve teacher learning outcomes and improve student learning outcomes, both academic and non-academic, through reflective activities in the form of classroom performance research cycles, joint research with teachers.

The descriptive method is a method used to describe or analyze research results but is not used to draw broader conclusions. This type of research is a qualitative descriptive study using survey techniques. (Sugiyono, 2010) The research instrument used was an online questionnaire in Google Form format.

The quantitative descriptive research method aims to explain a phenomenon by using numbers that describe the characteristics of the object of research. Quantitative research assesses the state of the phenomenon being seen. The purpose of quantitative research is limited to describing the characteristics of its existence. Descriptive analyses are used to analyze quantitative data. Quantitative data obtained in the form of learning test scores obtained from the value of each cycle. (Mustolih et al., 2019) Then look for the average value of the assessment results and the percentage of success for each cycle (activity). As a result, the data were described in a narrative form and data trends were recorded.

The location of this research was carried out at SDN Sidomukti I, Kenduruan District, Tuban Regency which was held in early January 2021. The subjects of this study were the sixth-grade students of SDN Sidomukti I in the academic year 2020/2021, totaling 17 students. The object of this research is to improve the speaking skills of the sixth-grade students of the second semester.

In the data collection process, researchers used two methods to facilitate data collection. The method used in this research is the method of the test method and the

method of the questionnaire. The test is a way of conducting assessments in the form of assignments or a series of tasks that must be done by students so that they produce values related to the behavior or achievement of the child. The questionnaire method is a written list of questions, usually distributed via google form for filling and development, or can be answered under the supervision of researchers.

The data analysis used in this research is qualitative descriptive analysis and quantitative descriptive analysis. The data analysis technique table is as follows.

Table 1. Data analysis technique table

No	Data	Method of collecting data	Data analysis
1	Speaking Skills (Role Playing) Students (student learning outcomes)	Test method	Qualitative and quantitative descriptive
2	Student responses using role-playing learning methods through google meet media	Questionnaire method	Quantitative and qualitative descriptive

The test is conducted to gather information about students' understanding of speaking skills. The test is carried out at the end of the lesson. The final test which is carried out after the implementation of the action is in the form of a comprehensive test, which aims to determine the completeness of student learning on improving speaking skills. (Nitko, A. J., & Brookhart, 2014)

. Data analysis is to process and compile the collected data in the most decisive way so that data analysis can be accounted for and conclusions can be drawn. The data analysis in this research is descriptive qualitative data, which describes the data obtained from the results of the implementation of the action, including the learning process through the role-playing method and the value of the results of improving oral skills. Furthermore, to prove what was successful or not completed during student admission

This study uses raw data from respondents' responses through a questionnaire containing a series of weighted questions. Questionnaires are given to students online in the second semester of 2020/2021. The questionnaire given consisted of 12 statements with a choice of answers: strongly disagree, disagree, disagree, agree, and strongly agree. The questionnaire indicators consist of three indicators, namely: 1) student responses in easy access to the Google Meet application, 2) The ability to understand speaking skills through Google Meet media, 3) The effectiveness of using google Meet media in online learning.

Table 2. Questionnaire student responses to ease of access, understanding of learning speaking skills, and the effectiveness of using Google Meet in 2021

No	Indicator	Many points of indication	Question Points
1	Student response in the ease of accessing google meet media	7	1,2,3,4,5,6,7
2	Ability to understand speaking skills	2	8,9

		through google meet		
3	The effectiveness of using google meet media		3	10,11,12

In this study, the data obtained were the results of observations and review of documents and questionnaires. Then analyze the data using words that are usually arranged into expanded text.

Table 3. Likert Scale and Value

Answer Type	Score
Strongly Disagree	1
Disagree	2
Disagree less	3
Agree	4
Strongly agree	5

After obtaining a questionnaire with 12 statements, then analyzed by giving a score for each answer. Answers consist of the following sentences: Strongly Disagree, Disagree, Disagree, Agree, and Strongly Agree. The questions posed to respondents use a Likert scale measuring instrument with a maximum value of five, as in Table 3.

When responding to statements, respondents are asked to provide the answer that best fits their feelings. The 12 statement items from the three questionnaire indicators are presented in Table 4.

Table 4. Online Learning Feedback Questionnaire Using Google Media to Meet SDN Sidomukti I Elementary School Students Second Semester Class six, Academic Year 2020/2021.

No	Indicator	Declaration Number	Declaration
1	Student response in the ease of accessing google meet media	1	I can easily access Google Meet and understand how to use the media.
		2	The Google Meet interface is very clear and easy to understand
		3	In times of a Covid-19 pandemic like this, having Google Meet media is very helpful
		4	With the Google Meet application, obtaining information, materials, learning becomes easier and more flexible
		5	Learning using Google Meet is easier than other media
		6	With Google Meet, it makes it easier for me to communicate directly with teachers and friends.
		7	By using Google Meet, it allows students to get feedback more quickly

2	Ability to learn speaking skills through google meet	8	I am more able to role-play through Google Meet than through any other medium
		9	Learning speaking skills using Google Meet made me enjoy it even more.
3	Effective use of Google Meet media	10	Using Google Meet allows me to complete tasks faster
		11	With the Google Meet application, you can save time
		12	Teachers actively provide feedback, discussions, or assignments on Google Meet media

Research departs from the problem of transition from face-to-face learning to online learning. Schools provide freedom for teachers to use online media to support learning in schools. In preparation, the teacher chooses media that are commonly used and feels easy to access by students without having to download them so that it does not add to the student's smartphone memory.

o it can be concluded that classroom action research is reflective research that aims to solve problems carried out in the classroom to improve and perfect existing learning practices through certain class activities in a more professional manner.

This study plans 2 cycles but does not rule out the possibility to continue the next cycle if it has not achieved the research objectives. The completion of the first cycle is marked by an assessment, and the second cycle and thereafter if it has not achieved the research objectives. The action research design is shown in Figure 1 as follows.
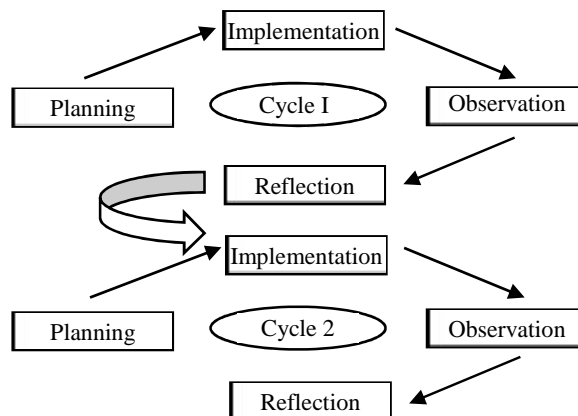

Fig.1. Classroom Action Research Cycle Model

Based on the description given, it can be concluded that classroom action research is a research effort that aims to solve problems in a class by providing planned activities to students based on complete cycles, which aim to improve or improve the quality of learning in the classroom. and develop educator professionalism. (Mustafa et al., 2019)

At this stage, students learn according to the Google Meet media action plan and apply the role-playing learning method. In this study, the researcher planned to go

through two cycles. This activity is not fully controlled by the plan because it is risky if it occurs in real situations, therefore the joint action plan is temporary, flexible, and ready to make changes according to existing circumstances to increase improvements. Class teachers and principals play a role in carrying out this research activity. (Dewi et al., 2015)

Reflect to consider, study and see the impact of the actions taken. Based on the results of these reflections, researchers can correct deficiencies in the learning process. The reflection plan carried out in this activity is that the researcher must reflect and check the implementation of the results of action research, to find solutions if there are obstacles or constraints so that they can formulate actions in the next cycle.

3. Results and discussion

Based on the recorded data, it appears that the students' speaking ability is lower than expected. This can be shown to students with the very successful category there were 4 students (23.5%), in the successful category there were 6 students (35.3%) and in the sufficiently successful category, there were 3 students (17.6%) while in the Pretty successful. Less successful 4 students (23.5%). As for the target set in this study is 75% of students who get the minimum category is very good and successful. The percentage of student success is only 58.8%. Thus, the percentage of student activity tests in the first round had not yet reached the target. Because the student test results have not reached the predetermined goal, namely 75%, the research is continued to the next action. 10 students have finished, and 7 students have not. In terms of percentage, only 58.8% of students completed, while 51.2% of students did not. Even though compared to the initial data, the volume of learning has increased after the implementation of this cycle, but I still have not reached the predetermined goal, which is 75% of students must complete. See Table 5.

Table 5. The results of the percentage of students in the first cycle

| No | Criteria | Score | Cycle 1 | |
			Total students	percentage
1	Very successful	91 – 100	4	23,5 %
2	Successful	75 – 90	6	35,3 %
3	Pretty successful	65 – 74	3	17,6 %
4	Less successful	50 - 64	4	23,5 %

This second cycle of research shows that students' abilities have increased speaking skills. This can be shown in the very successful category which has increased to 9 students (52.9%) and in the successful category, it becomes 5 students (29.4%), in the moderately successful category 2 students (11.8%) while in the less category managed to decrease to 1 student (5.9%). This shows that during the learning process students have started to be active in creativity and are skilled at speaking using coherent language with clear pronunciation and intonation, the results of research on the implementation of learning improvement in the second cycle see table 6.

In the second cycle, the results of student activity were obtained, namely, 9 students achieved very successful results, and 5 students had achieved successful results in certain fields. Besides, there were several students with quite good results, including 2 students, and 1 student who did not succeed in all aspects such as participation, the number of students who reached the highest score was 14 students. The percentage of all student activities in the second stage reached 82.3%. The percentage has reached the predetermined target of 75%. The following table is a table to get a clearer understanding of students' verbal expression skills, see Table 6.

Table 6. The results of the percentage of students in the second cycle

No	Criteria	Score	Cycle 2	
			Total students	percentage
1	Very successful	91 – 100	9	52,9 %
2	Successful	75 – 90	5	29,4 %
3	Pretty successful	65 – 74	2	11,8 %
4	Less successful	50 - 64	1	5,9 %

Based on observations in the first cycle of data, it is known that the implementation of the learning improvement in the first cycle of learning is going well, but some students are reluctant to speak on google meet because of a lack of self-confidence because the motivation in learning is less attractive and also the lack of vocabulary that the students have.

From the results of the data that can be recorded on this cycle, the writer can know that in this cycle learning shows an increase even though there are things that are not perfect but when compared to observations from the first cycle. This shows progress because in improving learning in the second cycle, the method used in this learning is the method of playing roles in the drama which is done in pairs on google meet. This method provides the opportunity for students to be more enthusiastic about participating in learning. This can be seen from the results of observations shown in the very successful category of 9 students there are 5 students and the successful category of 5 students for this researcher it has been said that this learning was successful.

The next result is the activities carried out during the learning process. The percentage of learning activities increases in each cycle. This proves that students are very enthusiastic about using the role-playing method for learning, using Google Meet to learn from the application of the role-playing method, from the initial activities to the final activities of learning. Thus, the learning process runs smoothly and according to expectations.

The results of the implementation of the second cycle are as follows. a) In general, the learning implementation plan can be implemented as planned, and can be reviewed according to the learning process expected by the researcher; b) As expected by the researcher, students' initial language skills will improve, but they are initially inactive. Students will be very active in the learning process. c) In the process of implementing

language skills learning activities, the initial language skills are low at first so they are very capable d) In this case, if some students do not understand the activities carried out, the researcher will act as a teacher who guides students. In role-playing models, the process of students studying human relationship problems by acting out problem situations, then discussing them. Students can explore and assess feelings of value attitudes and problem-solving strategies.

Role-playing as a teaching model is rooted in the personal and social dimensions of education. This model tries to help individuals find personal meaning in the social world and solve dilemmas with the help of social groups.

The essence of role-playing is the participation of participants and observers in real situations or problems and the desire to overcome challenges. This understanding of participation provides life examples of human behavior, namely for students to explore their feelings, increase their understanding of attitudes, pay attention and perceive them, develop problem-solving skills and attitudes in learning subjects in various ways.

The benefits of role-playing depend heavily on activities, especially follow-up analysis, and also depend on students' perceptions of role-playing that mimic real-life situations.

The principles of the role-playing model are: 1) The teacher must accept students' responses and suggestions, especially regarding their opinions and feelings in an attitude that does not evaluate them. 2) The teacher must respond in such a way as to help students explore various aspects of the problem situation. 3) By reflecting on, reformulating, and summarizing responses, the teacher increases students' awareness of their views and feelings. 4) The teacher must emphasize that there are different ways of playing a role with different results. 5) Several alternative solutions to the problem.

The learning method is that the teacher maximally uses various learning methods to achieve the expected goals. From the research results, the teacher uses demonstration methods in learning. The demonstration method is very effective in the learning process. The way of presentation is to gain a learning experience, especially through visual, auditory and imitation to show, study and explain objects or process events.(Ismawati Alidha Nurhasanah, Atep Sujana, 2016)

Speaking can be interpreted as conveying one's intention to think, namely: thoughts, inner content to others by using spoken language so that others can understand its meaning. Speaking refers to the ability to speak, which is a clear sound or word that expresses and conveys thoughts, ideas, and feelings. I believe that the need for effective communication is essential for everyone to succeed in individual and group activities

The basic concept of speaking education includes three things, namely: 1. Something that pleases the essence or nature 2. Something related to the intellectual processes needed to develop speaking skills. 3. Things that make it easier for someone to achieve the speaking ability

Discussions can be grouped based on several aspects, among others: the direction of the conversation, the purpose of the conversation, and the atmosphere. Grouping based on the direction of the conversation produces one-way talks and multidirectional talks.

In teaching speaking, it is necessary to pay attention to the factors that support the achievement of effective speech, namely linguistic and non-linguistic factors. The linguistic factors that need to be considered are the pronunciation of the sounds of the language, the use of intonation, the choice of words and expressions, the composition of sentences and paragraphs. Meanwhile, non-linguistic factors that support the

effectiveness of speaking are calm and openness, intimacy, nonverbal cues, and conversation topics.

By playing roles with other friends, and by analyzing various activities conducted by researchers to improve good communication skills, students' thinking abilities will increase. Besides, building a sense of responsibility within the team, student participation, and student cooperation will have an impact on good team performance, thus forming cooperation and motivation to achieve the best possible state. The advantage of the role-playing method is that through the use of the role-playing method students are trained to understand and remember the teaching material dramatically.(Ismawati Alidha Nurhasanah, Atep Sujana, 2016)

Besides, students will be familiar with innovation, innovation, and creativity. Role-playing can lead students to work in groups. Cultivate a sense of responsibility for the task received. The concept of applying the role-playing method when choosing material or topics is certainly very close to student life. Then, students can freely express their imagination as actions and pronounce words according to their role.

In the learning process of this research, not only observing and observing the application of the role-playing method, can improve the speaking ability of SDN Sidomukti I, students, by applying the successful role-playing method in the learning process. Plan and start by getting student grades at the end of the lesson. The improvement of students' oral skills that achieve the goal shows that learning through the application of the role-playing method can be achieved in Indonesian language learning. Based on the findings of this study, the use of the role-playing method can improve students' oral expression skills and participate more actively in learning through Google Meet, so that student learning outcomes in each cycle can be improved.

Another study conducted by Ni Made Dwi Rismayanti (2012) The results showed that in the first cycle, the average speaking skill score was 69.6% in the sufficient category. Then, in the second cycle, there was a satisfactory increase and met the target with the average student speaking skill at 84.3% in the very good category. These results indicate that the application of the role-playing method can improve students' speaking skills in learning Indonesian in class 5 SD Negeri 1 Munggu for the 2011/2012 school year.

3.1 Easy access to Google Meet

Google Meet is not only used for learning but also for office and other matters. The platform is free, so anyone can use it. There is no time limit. there is no limit to the number of participants. On Google Meet, we can communicate directly with anyone via video. Besides, users do not need to download the application, they can directly join the online learning by clicking the link provided. Online classes can also create storage folders for each assignment and each student to keep things organized. (Association, 2020)

Based on the description above, there are many advantages that Google Meet provides in supporting distance learning, so it is clear that many are using this medium. However, based on the results of the online learning scale survey for SDN Sidomukti I students in grade six in the second semester of the 2020/2021 academic year regarding the ease of access to Google Meet, 52.94% of students agree and 29.41% strongly agree and disagree as much as 23.53%. A total of 4 students gave answers that did not agree

with the ease of using Google Meet, this was due to the internet network in their area. Overall, this means that most new students are using the Google Meet app for the first time while studying online, which is currently being rolled out but have no problems accessing Google Meet. This data can be seen in Figure 2.
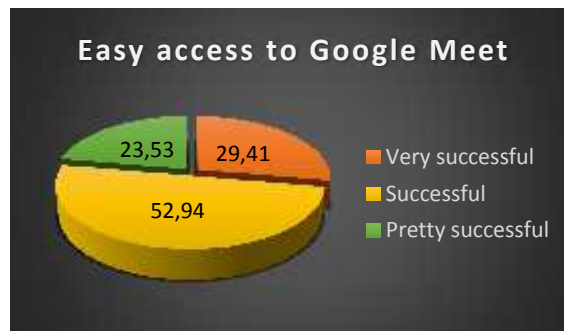

Fig.2. Easy of Accessing Google Meet Indicator.

3.2 Ability to learn speaking skills through google meet.

The second indicator in this survey is the students' ability in speaking skills provided through the Google Meet application. As many as 41.17 percent or 7 students stated that they strongly agreed with Google Meet, students could still understand learning speaking skills during learning. As many as 47.05%, namely 8 students, agreed that they still understood learning using Google Meet, and the remaining 11.75%, namely 2 students did not agree that the training material was delivered using Google Meet. These data are shown in Figure 3.
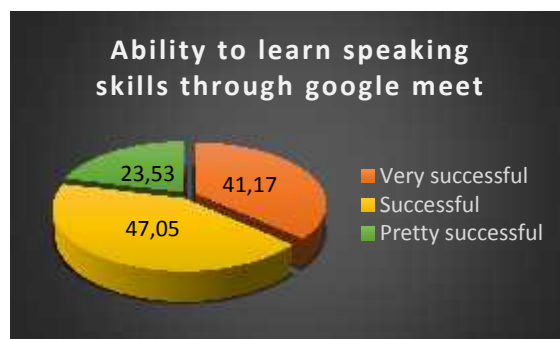

Fig.3. Ability to learn speaking skills through google meet.

3.3 The Effective use of Google Meet media

The final indicator in this study is the effectiveness of using the Google Meet application for online learning, especially in learning speaking skills. There are three

points to make in this indicator. Google Meet statement can complete assignments faster, with 52.94% or 9 students strongly agreeing, 29.94% or 5 students answering agree, and the remaining 23.53% or 4 students disagreeing. The Google Meet statement saves time, has a very agreeable percentage of 58.82%, that is 10 students, while the percentage who answered agree is 29.94%, or 5 students, 11.76%, or 2 students answered disagree. Statements of actively answering, discussing, or assigning assignments on Google Meet media were 70.58%, namely 12 students answered Strongly agree and 29.41%, i.e. 5 students agreed. So, if on average on the third indicator the effectiveness of using Google Meet in online learning, as many as 40.27% of students answered strongly agree, 60.78%, students answered agree with 29.94% and the remaining 9.28% of students disagreed. This can be explained in Figure 4.
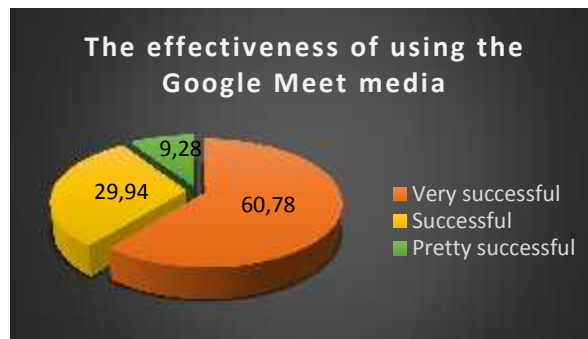

Fig.4. The effectiveness of using the Google Meet media

4. Conclusion

Based on the analysis of the ease of accessing Google Meet, the speaking skills provided through the Google Meet application, and the effectiveness of using the Google Meet application for online learning, especially in learning speaking skills if averaged on the third indicator of the effectiveness of using Google Meet in online learning, as many as 40, 27% of students answered strongly agree, 60.78%, students answered agree 29.94% and the remaining 9.28% of students disagreed, it can be concluded that the use of google meet in the application of the role-playing method through distance learning can improve students' speaking skills Sixth grade SDN Sidomukti Academic Year 2020/2021, there is an increase in the average percentage of speaking skills, namely in the first cycle of 58.8% to 82.3% in the second cycle this shows an increase in the average percentage of language skills in role-playing activities in children from the first cycle to the second cycle amounted to 23.5% and is in the high category.

Based on the above conclusions, the following suggestions can be made. 1) For all class members to participate in language teaching activities, it is necessary to remember that the nature of spoken language is related to other oral language activities, so that teaching spoken language has two-way and functional communication. 2) Oral language learning should be developed so that class activities are full of vitality, enthusiasm, and demands from the children so that we feel the need to prepare ourselves for society. 3} Special attention should be paid to vocabulary and practice so that students can express

fluent spoken English in the classroom, and determine the use of language pronunciation, intonation, word choice, and expression methods.

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