



Improving Indonesian Speaking Skills By Using The Role-Playing Method

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ABSTRACT

This research aims to improve speaking skills through the role-playing method for fifth-grade students at SD Negeri 5 Tonja Denpasar. This type of research is Classroom Action Research. The object of the research is speaking skills. The data collection methods used are observation, tests, and documentation. The data analysis techniques used are qualitative descriptive and quantitative descriptive. Learning actions in cycle I students play roles based on conversation scripts. Students do not experience problems in linguistic aspects (vocabulary/phrases and sentence structures used) and non-linguistic aspects (courage, friendliness, and attitude). Cycle II role-playing actions based on drama scripts. Cycle II focuses more on linguistic aspects (stress, pronunciation, and tone and rhythm) and non-linguistic aspects (fluency and mastery of the material) which are still lacking. Learning speaking skills through role-play methods based on drama scripts shows an increase in students' speaking skills. Improvement is shown by the results of students' speaking skill scores. The improvements that occurred were, (1) the average student pre-action score was 57.3 with a completion percentage of 23.08%, (2) the average cycle I evaluation score was 76.92 with a completion percentage of 53.85%, (3) the average evaluation score for cycle II was 83.46 with a completion percentage of 84.61%.

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INTRODUCTION

The increasingly sophisticated development of science and technology demands the skills we have to keep up with the times (Mulyani & Haliza, 2021). The development of increasingly sophisticated

science and technology certainly requires humans to think critically and innovatively. In thinking and innovating, humans need the skills necessary to keep up with existing developments (Hanifa et al., 2020). Educational institutions must be able to anticipate these developments by continuing to strive for a program that is appropriate to children's development, current developments, situations, conditions, and needs of students (Zalfa & Rahayu, 2022). One of the skills that students need is speaking skills (Rindengan, 2023).

Speaking skills are important to make it easier to communicate with other people. Limited (unskilled) speaking skills will disrupt the continuity of the communication process between the message giver (speaker) and the message recipient (listener) (Syafputri et al., 2022). By speaking well and correctly, the message the sender wants to convey can be well received by the listener (Hastensi, 2020).

Message givers and listeners are both required to have good speaking skills so that communication can be maintained well (Hanifa et al., 2020). Communication is something that is functional, contains a purpose, and is designed to produce some effect or consequence in the environment of the speaker and listener (Kurniawan, 2017). Listening activities become easier if the listener knows the message the sender wants to convey (Vani & Veeranjanyulu Naik, 2023). Listeners are required to focus their attention in order to understand the message contained. Listeners must first concentrate on listening to the information conveyed, and then understand what the speaker's message means (Rara Saraswati, 2018); (Tong Ho Chi & Thi Hue, 2019).

Speaking skills do not just come naturally but need to be trained continuously so that they develop optimally (Hedriani, 2018). According to Nasyatul Aisyah, skills can only be acquired and mastered through practice and lots of training (Aisyah, 2021). This speaking ability is trained with the aim of making it easier to understand the meaning conveyed by other people in communicating (Kasmairi et al., 2023); (Trialoka et al., 2017). Practicing speaking skills starts from an early age in the school environment where students study. In the process of learning the language at school, children develop abilities vertically and horizontally (Hanifa Sukma & Fakhrrur Saifudin, 2021); (Hasbi, 2021). The ability to speak is not acquired by itself. This ability is developed through school, through specially planned programs and exercises (Margareta, 2020a). If speaking skills are developed regularly, they will become more and more perfect in the sense that the structure becomes correct, the choice of words becomes more precise, the sentences become more varied, and so on (Margareta, 2020; Merla, 2019).

Speaking skills are included in one of the four language skills, namely listening, speaking, reading, and writing skills (Rao, 2019). These skills are closely related to each other. Listening skills are closely related to speaking skills. Hanum Hanifa Sukma and M. Fakhrrur Saifudin stated that in conversation it is clear that speaking and listening are almost the same process (Hanifa Sukma & Fakhrrur Saifudin, 2021). English-speaking skills require students to be brave and practice skills every day (Asmawati & Asmara, 2023).

Speaking skills are carried out in interacting with other people (Baron, 2020; Marsevani, 2022). By learning to speak students can practice communicating. Sri Lestari, believes that speaking activities are carried out to establish social relationships and to carry out a service (Lestari, 2022). For example, teachers with students during the learning process, students with students, teachers with teachers, teachers with principals, and so on.

Based on the author's observations while teaching at SD Negeri 5 Tonja, students' abilities in speaking are still lacking. Most students are shy and hesitant when expressing their thoughts and ideas. The courage to express ideas without being asked by the teacher is still lacking. Most students are still

shy and lack confidence in expressing their opinions. Apart from that, difficulties in putting words together in speaking also become an obstacle for students in expressing their opinions.

Based on the problems described above, one way to improve students' speaking skills in learning Indonesian is by using the role-playing method. Role-playing as a learning model aims to help students find self-meaning (identity) in the social world and solve dilemmas with the help of groups (Sari & Rustiana, 2013). So in other words, by improving speaking through the role-playing method, it is hoped that students will be able to practice communicating with their environment.

METHODS

In scientific research, methods have a very important role. Whether or not a researcher is successful in conducting research really depends on the method used. In the research method, instructions will be outlined on how researchers carry out research. With these instructions, it is hoped that reliable research results can be obtained. In general, research methods are defined as scientific ways to obtain data with specific purposes and uses (Suyitno, 2018).

This research was carried out in class V of SD Negeri 5 Tonja, which is located at Jalan Gatot Subroto I, Tonja Village, North Denpasar District, Denpasar City. The research was carried out in the even semester of the 2023/2024 academic year.

1. Design of Learning Improvement Procedures

This research aims to improve speaking skills through role-playing methods. This goal can be achieved with alternative actions taken to overcome problems in learning speaking skills. Triyono stated that there are four general stages that are commonly followed, namely (1) planning, (2) implementation, (3) observation, and (4) reflection (Barizah et al., 2018) ; (Aisyah, 2021).

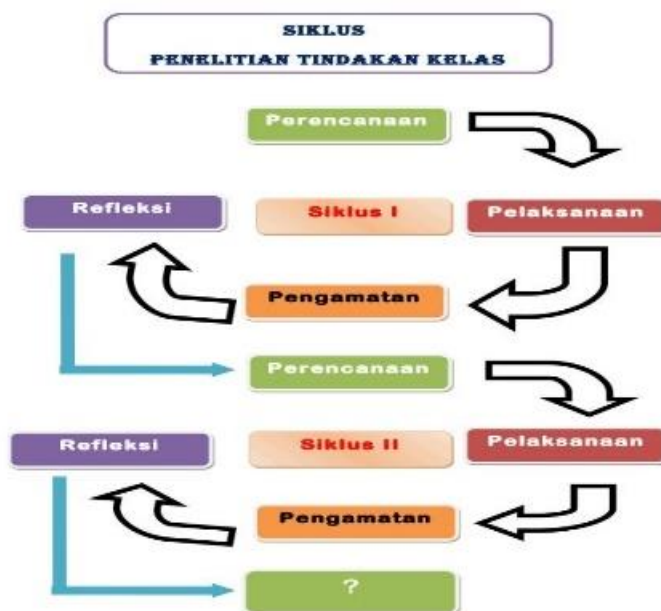


Figure 1. Classroom Action Research (PTK) (Arikunto, 2021).

The following is an explanation of each stage (procedure).

a. Stage of Preparing an Action Plan (Planning)

Researchers at this stage explain what, why, when, where, by whom, and how the action was carried out. In this stage, the researcher determines the point or focus that needs special attention to be observed and then creates an observation instrument to help the researcher obtain facts that occurred during the research.

b. Action Implementation Stage (Acting)

The second stage of implementation is implementation or implementation of the design content, namely regarding actions in the classroom. Researchers do what has been formulated in the design, but these actions are reasonable and not artificial.

c. Observation Stage (Observing)

Observations were carried out by researchers in the third stage when the teacher was taking action. Researchers recorded little by little what happened in order to obtain accurate data for improvement in the next cycle.

d. Reflection Stage (Reflecting)

This fourth stage is an activity to restate what has been done. Reflection is carried out when the teacher has finished carrying out the action and then faces the researcher to discuss the implementation of the action plan in the next cycle.

2. Data analysis technique

According to Gisely Vionalita, data analysis is a process of processing and interpreting data with the aim of combining various information with its aims and functions so that it has clear meaning and significance according to the research objectives (Vionalita, 2020). Analysis of classroom action research data in the form of qualitative descriptive and quantitative descriptive.

Qualitative descriptive analysis in this research is to describe facts according to the data obtained to determine the speaking skills acquired by students qualitatively during the learning process. Apart from that, to find out students' responses and activities to learning activities. The reflection results from cycle I become the basis for implementing cycle II, and so on.

a. Analysis of Observation Results (Observation)

The data obtained from the observation sheet consists of two types. This data includes observation data on speaking skills learning carried out by teachers and observation data on students in discussion activities and evaluating acting.

All score data obtained from observation sheets of student activities in discussions and evaluating role-playing are added up to obtain a raw score (R), then analyzed using percentages with the following assessment formula and criteria.

$$NP = R/SM \times 100$$

Information:

NP = Percent value sought or expected

R = Raw score obtained

SM = Maximum score

Based on this formula, in this research, the following criteria were used according to Widanti, Nani Aprilia, and Rina Suci Wulandari Assessment criteria.

81 - 100% = Very Good

61 - 80% = Good

41 - 60% = Fair
21 - 40% = Less
≤ 21% = Very Less (Widanti et al., 2023)

b. Analysis of Test Results

Performance tests are carried out to measure students' speaking skills in Indonesian language lessons using the role-playing method. The results of this test are analyzed quantitatively. To find out whether there has been an improvement in students' speaking skills, this is done by comparing the test results at the end of each cycle.

The results used in this research were the students' final speaking skills test scores. Because the results of the speaking skills assessment are in the form of scores, the scores are converted into grades. The value is obtained using the following formula.

$$S = R/N \times 100$$

Information:

S = expected (sought) value

R = total score on the item (score obtained)

N = maximum score of the test (Anjani et al., 2021)

Quantitative descriptive analysis is carried out by calculating the average (mean) of student test results when the action is taken. The average calculation is calculated using the mean formula as follows.

$$\bar{X} = (\Sigma X)/N$$

Information:

\bar{X} = class average value (mean)

ΣX = total student scores

N = number of students (Muflihah, 2021)

If the percentage is $\geq 75\%$ and increases every cycle, then it is assumed that the role-playing method can improve students' speaking skills. To find out the percentage of a student's grade category, look for it using the following formula.

$$P = f/N \times 100 \%$$

Information:

P = percentage number

f = frequency

N = number of frequencies/number of individuals (Manaf, 2021).

FINDINGS AND DISCUSSION

1. Research Results

The results of the action will be described based on three stages, namely: pre-cycle description (initial observations), cycle I description, and cycle II description. Pre-cycle is an action before learning to speak Indonesian using the role-playing method. Cycles I and II are the stages where researchers apply the role-playing method to improve Indonesian speaking skills in class V students at SD Negeri 5 Tonja.

2. Pre-Cycle Description

The researcher conducted observations during the learning process in class V. The researcher collaborated with the class V teacher, discussing the results of the observation and identifying the problems faced and the factors causing the problems.

From observations, it was found that there was a problem, namely when learning Indonesian, students seemed less enthusiastic and most students looked confused when asked to retell the stories they heard.

3. Description of Cycle I

In cycle I, learning is carried out guided by the Learning Implementation Plan (RPP) for 4 lesson hours (140 minutes). Based on observations of students' abilities in learning Indonesian listening material, it is known that students' skills in restating stories they have heard are still low. Based on the results of the percentage of students' speaking skills in cycle I, it was found that 15 students had met the minimum completion criteria, resulting in a percentage of 53.85%. However, there are still 11 students, or 47.15% of students who have not reached the minimum completeness criteria.

These data show that there has been an increase in students' Indonesian speaking skills, but they have not been able to meet the indicators of achieving success in this research, so research in cycle I must be continued in the next cycle (cycle II) to improve and increase the results by the established criteria.

Table 1. Cycle 1 The Minimum Completion Criteria

Students 'name	Pre-cycle	Cycle I
DAPF	70	70
I PAW	60	70
I NASW	70	80
I M O W	80	90
I KCJ	70	80
I P M D	60	70
I K A D	60	80
K C M	60	70
K Y S	60	80
K K D	60	70
M M S	60	70
M I D	80	90
M K J P S	80	80
M P W	70	80
N K A S W D	70	70
N P L Se P	70	70
N C A B	60	70
N A M D	70	80
N D A G	70	80
N P M C	80	80
N O W	80	80

Students 'name	Pre-cycle	Cycle I
NPSW	70	80
NG D A P	70	70
PA P N	80	90
PAM	70	80
PG P	60	70
Percentage	23,08%	53,85%

4. Description of Cycle II

In implementing the second cycle of classroom action research, the teacher improved his performance and guidance and direction towards students, so that students could focus more on learning. In cycle II, the teaching and learning atmosphere in the classroom had improved. At the end of cycle II, the average test scores obtained by students showed significant improvement in results, namely the percentage of students who could reach the minimum criteria was 84.61%. Thus, the achievement of students' speaking skills in cycle II has reached the research indicator targets that have been set.

As for improving Indonesian language learning skills, the material for listening to students' stories can be seen in the table below.

Table 2. The Presentation of Speaking Skills in Students Before and After the Action

Students 'name	Pre-cycle	Cycle I	cycle II
DA PF	70	70	80
I PA W	60	70	80
I NA SW	70	80	80
I M O W	80	90	90
I KC J	70	80	90
I P M D	60	70	70
I K A D	60	80	80
K C M	60	70	70
K Y S	60	80	80
K K D	60	70	70
M M S	60	70	80
M I D	80	90	90
M K J P S	80	80	90
M P W	70	80	90
N K A S W D	70	70	90
N P L Se P	70	70	90
N C A B	60	70	80
N A M D	70	80	90
N D A G	70	80	90
N P M C	80	80	90
N O W	80	80	90
N P S W	70	80	90

Students 'name	Pre-cycle	Cycle I	cycle II
NG D A P	70	70	70
PA P N	80	90	90
PAM	70	80	80
PG P	60	70	80
Percentage	23,08%	53,85%	84,61%

After taking action, namely by using the Role-Playing Method, students' Indonesian speaking skills improved.

Based on the research data above supports the acceptance of the hypothesis that the Role-Playing Method can improve Indonesian speaking skills in class V students at SD Negeri 5 Tonja, Denpasar.

CONCLUSION

Based on the results of Classroom Action Research, it can be concluded that: "The application of the Role-Playing Method can improve Indonesian speaking skills for class V students at SD Negeri 5 Tonja, Denpasar, in 2023/2024."

The increase in students' Indonesian speaking skills is shown by the increase in the number of students who have completed the KKM > 75, as follows: In cycle I, students who met the KKM were 15 students out of 26 students (53.85%). In cycle II, students who met the KKM were 22 students out of 26 students (84.61%).

Thus, the implementation of Classroom Action Research (PTK) has been successful because the learning objectives and KKM set have been achieved.

Suggestions

Based on the results of classroom action research that has been carried out to improve students' speaking skills in class through the Role-Playing Method, the researchers' suggestions are as follows:

1. For teachers

Teachers should use the role-playing method in learning Indonesian because it has been proven to improve students' speaking skills.

2. For students

Students should pay attention to linguistic and non-linguistic aspects that can support speaking effectiveness in role-playing activities.

3. For the further researcher

This research can be developed for further research and provide learning experiences that can foster innovation in language skills.

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CONFLICTS OF INTEREST

The researcher declares no conflict of interest

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