Application of Role Playing Methods in Improving Student Speaking Skills in Class V Indonesian Language Subjects SDN 526 Buntu Kamiri, Luwu Regency

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INTRODUCTION

Education is a process of developing abilities, attitudes, and positive behavior that can be found in formal and non-formal educational institutions. This is stated in the 1945 Constitution Article 31 Paragraph 3 which states that the Government shall seek and implement a national education system, which increases faith and piety as well as noble morals in order to educate the nation's life as regulated by law. Implementation of the education process in Elementary Schools (SD) consists of several subjects, one of which is Indonesian. According to Bukian (2017, p.134) "Learning Indonesian includes 4 aspects of language skills including listening skills, speaking skills, reading skills, and writing skills." According to (Azmi, 2019) Of the four aspects of language skills, speaking skills are active productive skills, namely with regard to activities using language.

Speaking is a productive oral language skill. This ability is the application of reading, greeting, and listening results from formal activities in class. Speaking or expressing thoughts verbally is very difficult. The difficulties faced are generally choosing the right words and the students' lack of self-confidence, for this the teacher can train students by giving students the opportunity to speak in front of the class such as introducing themselves, asking and answering questions, telling stories about experiences, and telling pictures.

Speaking skills are one of the most important aspects in an effort to increase students' creativity in expressing their thoughts and feelings. Speaking skills can be developed with various concepts, one of which is by using the role-playing method so that students easily accept and understand the subject matter without feeling bored, lack of enthusiasm, and anxiety because students are directly involved in the learning process. Indicators of language skills include several things, namely: stress, grammar, vocabulary, fluency, and understanding.

The learning method is a method used by a teacher in the learning process to achieve maximum learning objectives. According to Sani (2019, p. 166) "The learning method is an operational step of the learning strategy chosen to achieve learning objectives." The learning method can also be defined as a process of delivering material to students which is carried out systematically and regularly by the teacher and is one of the determining factors for the success of learning. Role playing is an activity to play a role in a story / drama script. According to Mulyanti (2017, p. 83) "Role playing is a learning process that is classified as a simulation method."

The method of role playing (role playing) is also a method that dramatizes the behavior and facial expressions of a person in expressing the feelings that are being experienced. According to Arsyat and Sufemi (2018, p. 44) "role playing is, in principle, a method of presenting the roles that exist in the real world into a role play in the
The role playing method is carried out by directing students to be more creative in imitating various activities to be dramatic, be it ideas, situations, or special characters.

According to Musi and Widia (2017, p. 97) in the context of role playing, a child will play or pretend to be something so that he will find in something various things such as new experiences, meaningful experiences, imagination, biological power which are actually a world loved by a child. The teacher's task in this activity is to prepare every tool and need students and arrange a series of activities to be followed up with a discussion of the division of roles. The method of playing the role (role playing), seen from its type, is divided into two, namely playing macro roles and playing micro roles. When children have daily experiences with macro role playing, they learn a variety of pre-academic skills, such as listening, staying on task, solving problems, and playing collaboratively with other friends.

Playing macro roles, where children actually play a role and become someone or something, while playing micro roles, where children hold or move small objects to compose a scene. When children play micro-roles, they learn to connect and take the point of view of others.

Role playing helps students prepare themselves to face real situations and understand social situations more deeply. Role-playing activities in lessons must be in accordance with the material being taught so that learning objectives can be achieved effectively.

The purpose of the role playing method is to train students' skills, both those obtained in learning and from everyday life as well as to gain an understanding of a concept or principle, and problem-solving exercises.

Each learning method, of course, has its own advantages. Budiansyah (2017) said that there are several advantages of the role playing method, namely:
1) Train students to understand and remember the text to be played.
2) Train students to take initiative and be creative.
3) The talents that exist in students can be nurtured so that it is possible that a generation of artists will emerge from the school.
4) Foster good cooperation between students and appreciate the work and learning outcomes of other students.
5) The students' spoken language in communicating can be fostered well so that it is easily understood by others.

The role playing method has steps in the learning process.
1) The teacher compiles / prepares a scenario to be displayed.
2) The teacher explains the learning objectives and competencies to be achieved.
3) The teacher provides scenarios to be studied.
4) Appoint several students to study scenarios within a few days before teaching and learning activities.
5) The teacher appoints several students to play a role according to the characters in the scenario.
6) Students who have been appointed are in charge of playing an advanced role and playing a role in front of other students.
7) Students who do not play a role are in their group while observing the scenario being demonstrated, observing special events and evaluating the role of each character.
8) After completing the presentation, each student is given a worksheet to discuss the performance of each group.
9) Each group presents its conclusions.
10) Students reflect on activities together.
11) The teacher provides general conclusions.

Skills are the ability of children to carry out various activities in an effort to complete tasks. Skills need to be trained in children from an early age so that in the future the child will grow up to be a person who is skilled and dexterous in carrying out all activities, and is able to face life's problems.

Skills will appear when a person always practices or exercises. Likewise with speaking skills, students need practice and practice so that speaking skills can develop properly because without practice and practice, speaking skills will not be mastered properly.
Speaking skills are a factor that greatly influences students' proficiency in conveying information verbally. By having good speaking skills, students communicate their ideas both at school and in their environment. With the speaking skills possessed by students, they are able to increase learning activities. The indicators that are assessed of language skills include several things:
1. Systematic, is the application of the student's speaking order based on the drama scenario that has been made.
2. Mimics or expressions, are all forms of gestures and expressions when someone speaks.
3. Pronunciation, is the right or not in saying each word that is spoken while speaking.
4. Tone or volume, the voice must be received by the listener clearly but not too loud.

Intonation, is the placement of tonal stress. In pronouncing a drama script, the intonation must be right. For example, to convey a question the final tone must go up.

METHOD
The approach used in this research is a descriptive qualitative approach. Descriptive research is in charge of describing what happened in the research object. A qualitative approach is used because the data obtained through the observation of all teacher and student activities in implementing the role playing method during the teaching and learning process takes place. This approach was chosen to describe the activities of teachers and students in the teaching and learning process.

This research was conducted in class V SDN 526 Buntu Kamiri, Luwu Regency. The reason for choosing this school is because based on the results of observations of learning outcomes in the speaking skills of grade V students are still lacking and the method of role playing has never been applied in learning activities.

Observations are direct observations made to teachers and fifth grade students of SDN 526 Buntu Kamiri, Luwu Regency to get an actual picture of the problems to be studied. The observation / observation stage is carried out simultaneously with the action, by observing the process of implementing the learning. This observation uses the observation format then assesses the results of the action using the worksheet format (LK).

The research data were analyzed using descriptive analysis. The data obtained from teacher and student observations were analyzed qualitatively and quantitatively. Qualitative data analysis was used to explain the results actions that lead to student and teacher activity during the teaching and learning process. While quantitative analysis is used to calculate the value of students' speaking skills learning outcomes. Data will be analyzed using a percentage (%), namely by calculating the number of frequencies of an event compared to the whole and then multiplied by 100%.

Indicators that are used as a measure of the success of the implementation of Indonesian language learning in speaking skills in class V SDN 526 Buntu Kamiri, Luwu Regency, through the application of the role playing method, namely, if there is an increase in students' speaking skills from the first cycle to the second cycle, achieving the standard of learning success namely an average value of at least 80 according to the KKM standard, and a minimum completeness of 80% classically hence the application of the role playing method is considered successful.

RESULTS AND DISCUSSION
a. Research Result
The results of the observation of the teacher's teaching activities in cycle I were categorized as sufficient with the success indicator percentage of 66.67%, while at the second meeting it was categorized as sufficient but increased so that the percentage of success indicators reached 70.37%. While the data from the observation of student learning activities in the first cycle, the first meeting was categorized as sufficient with a 65% success indicator percentage, while at the second meeting it was still categorized as sufficient but experienced an increase so that the percentage of success indicators reached 72.5%.

<table>
<thead>
<tr>
<th>No</th>
<th>Activities (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>80% - 100%</td>
<td>B (Good)</td>
</tr>
<tr>
<td>2.</td>
<td>65% - 79%</td>
<td>C (Enough)</td>
</tr>
</tbody>
</table>
### Table 2. Minimum Completeness Category

<table>
<thead>
<tr>
<th>The Value Of The KKM Speaking Skills Category Of Learning Completeness</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 79</td>
<td>Not Complete</td>
</tr>
<tr>
<td>80 - 100</td>
<td>Complete</td>
</tr>
</tbody>
</table>

In the second cycle, the results of the observation of teacher teaching activities, the first meeting was categorized as good with the percentage of success indicators reaching 81.48%, while at the second meeting it was categorized as good and experiencing an increase with the percentage of success indicators reaching 88.88%. Based on the percentage of success, it can be concluded that Teacher teaching activities in cycle II are categorized as good and reach a predetermined level of success, this is because the teacher has made improvements to the results of reflection in cycle I and better understands the steps in the role playing learning method.

### Discussion

The role playing learning method applied to Classroom Action Research (CAR) is a learning method in the mastery of learning materials through the development of imagination and appreciation of a certain character. This method is expected to be a form of fun learning reform, for students, especially in learning speaking skills in class. According to Lisharti, Fahruddin, & Nurhasanah (2020, p. 78) "The role playing method can improve children's speaking skills". This can be reflected in the results of student assessments obtained after the implementation of cycle I on the aspect of students' speaking skills with the material role playing using the role playing method, the average score obtained was 77 with the highest score of 87 and the lowest was 67, and the students who the complete learning outcomes consisted of 11 students and those who did not complete consisted of 9 students. This is because these students still have weaknesses in the aspect of assessing the tone / volume of the voice. In pronouncing the drama script, the student emits a volume that is not loud or loud so that the other students who play the role and the observer who judges are not able to hear the pronunciation of the scenario by the student clearly.

In the aspect of pronunciation, students are still inaccurate in expressing their sound pronunciation. For example, in a role that requires the actor to ask so that it takes sound pronunciation like a person is asking, but the student instead uses a voice like a person who is not asking so that it seems that the role played with the sound pronunciation is not suitable. In addition, students are still shy to ask the teacher about the material being taught so that when playing the drama, some students are still shy, hesitant, and not serious when they appear in role playing. These things can be a consideration for the teacher in the next cycle to demand that students be better at role playing.

In the second cycle the teacher made improvements and changes so that student learning outcomes increased. Improvements in the learning process carried out in cycle II are like emphasizing and fixing things that are weaknesses in the implementation of the learning process in the classroom. Teachers provide more good drama practices so that students understand more easily and can properly practice how to practice role playing in accordance with the aspects of assessment of speaking skills through role playing. For example, the depiction of expressions, pronunciation, intonation, and mimics by students when the average role playing has achieved satisfactory results because the students have previously understood how good dramatization is.

Judging from the results of the speaking skills assessment that has been achieved in cycle II, the average score obtained is 80.7 with the highest score of 93 and the lowest is 67, and students whose learning outcomes are complete consisted of 16 students and those who did not complete consisted of 4 student people. The final test shows an increase, namely, the first cycle with an average score of 77, while in the second cycle with an average score of 80.7. The success of the action of the cycle is because the teacher can carry out the learning design properly according to the steps of the role playing learning method. Thus, the increased speaking skills of the fifth grade
students of SDN 526 Buntu Kamiri, Luwu Regency, were due to the willingness of students to learn better and the desire to cooperate with their group mates to play roles well as well as the guidance and direction from the teacher.

CONCLUSION

The conclusion that can be drawn from the results of research and discussion is that the role playing learning method can improve the learning outcomes of speaking skills in class V SDN 526 Buntu Kamiri, Luwu Regency. Cycle I is categorized as "enough" and not yet achieve a level of success, while in the second cycle it is categorized as "good" and In addition, the value of the test results carried out at the end of each lesson has increased, namely in the first cycle has not been completed classically. Whereas in cycle II it is categorized as classically complete.

1. In connection with the research conclusions above, the following suggestions are proposed: For academics, one of the new information materials is about efforts to improve learning outcomes by applying the role playing method.
2. For further researchers, an alternative in order to improve learning outcomes can be used by implementing role-playing learning methods using drama media.
3. For schools, it becomes input in encouraging teachers to be more creative and innovative in carrying out the learning process.
4. Students are expected to be more confident, courageous, creative, skilled, and able to express themselves in various learning activities.
5. For teachers, it is hoped that further research on effective and efficient learning methods to overcome student difficulties in learning at school and to improve student learning outcomes is expected.

REFERENCES
