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THE ROLE-PLAYING LEARNING MODEL IN IMPROVING LANGUAGE LEARNING OUTCOMES

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ABSTRACT

This research was conducted with the aim of determining the improvement in English language learning outcomes using the *Role Playing learning model* for fifth grade students at SDK ST.Maria Ruteng III. This research is classroom action research (PTK). This classroom action research was carried out in two cycles. Each cycle consisted of 4 stages, namely 1) planning, 2) implementation, 3) observation and 4) reflection. Each cycle I and II was held in 2 meetings. This research was carried out in class VI of SDK ST.Maria Ruteng III, consisting of 30 students. The data in this research was obtained using observation and test methods. The data obtained was analyzed using descriptive statistics. The results of the research showed that the completion of the second cycle of drama playing using the *Role Playing learning model* for fifth grade students at SDK ST.Maria Ruteng III cycle II was 89.65% or 26 out of 30 students were in the complete category and 10.34% or 4 out of 30 students were in the complete category. incomplete category. Thus, it can be said that the level of achievement of KKM cycle II in drama playing using the *Role-Playing learning model* has been successful or there has been an increase in language learning outcomes. Indonesia plays drama using the *Role Playing learning model* for classroom students SDK ST.Maria Ruteng III adapted to the school's KKM.

Keywords: Learning, role playing.

INTRODUCTION

Education is a human need because education is very important to include the process of developing potential, which includes behavior, intelligence, noble morals, and the skills needed by oneself, according to the society in which they live. It is these potentials that humans will use to face problems that exist in everyday life, including in the world of work. In other words, education is expected to be able to form people who have high skills and intellectual levels, and have noble behavior to face the problems that exist in everyday life. The success of education is not only the responsibility of the government, it remains the responsibility of the entire nation and state. The role of society and family really determines the success of education, not only in school but also in the family and community. Schools as formal educational institutions are places where teaching and learning processes aim to improve the quality of students.

Law of the Republic of Indonesia no. 20 of 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength,

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self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state.

Education itself is a form of long-term investment that is important for a human being. Successful education will create fast and qualified people in the community and not cause trouble to others. Society from the most backward to the most advanced acknowledges that education or teachers are one of the many main formative elements of candidates for the main members of society. A successful education will create fast and qualified people in society so it becomes important education to print people who have quality and competitiveness.

English is used in the teaching and learning interaction process between students and teachers. In the world of education, English is the official language that must be used. This contains many very deep meanings that English cannot be replaced by any language if education is still carried out in Indonesia. Apart from that, the school level which is declared as an international level cannot necessarily override the function and position of English, final 2012 quoted in (Ade Kusuma Masse, 2020).

English functions as a language for developing culture, science and technology. This implies that in filtering the need for developing culture, knowledge and technology that can reach all of Indonesia, a language is needed that can be understood by the entire nation and state of Indonesia.

Development culture, science and technology will be very slow if regional languages are still used. Application English These three things are very important to accelerate the needs of the English people in the fields of culture, science, and technology.

English is a subject contained in the English education curriculum. English language subjects are given in each level In education, from basic education to tertiary level, there are still English language lessons. Learning English has an important role in forming students' habits, attitudes, and abilities for the next stage of development. Apart from that, learning must help students develop language skills in their environment, not only to communicate, but also to absorb various values and knowledge that they value (Anggi Rahmanida, 2022: 139). The main hope of English language education is that it can guide students to be able to use English as a means of communication properly and correctly. English language learning in the current curriculum is based on character development and skills, However, the implementation of English language learning in schools currently still uses theory only. There is still a lack of interaction in English language learning, this causes students' affective and psychomotor development to be low.

In the national education system, education has the aim of educating and providing academic knowledge, skills and behavior. Therefore, education must really be directed at producing people who are qualified and able to compete. The success of education is of course influenced by the process of implementing learning. In the learning process, there is a need for a reciprocal relationship between the teacher and students so that there is two-way communication between the teacher and students so that learning can be directed towards achieving

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competence. Using the right approach and model is one of the factors that influences learning outcomes.

There are many different teaching approaches and models, as an educator you must master a variety of teaching models that are adapted to the material to be taught. The use of a variety of models can prevent students from feeling bored so that the learning objectives that have been formulated previously can be achieved well. Thus, educators must have the right ways and strategies to determine and choose learning models that can increase student learning actively and independently. But in general, teachers still have weaknesses in determining the best model to choose and apply in implementing learning, especially in the classroom. Therefore, the learning model used by teachers must really pay attention to student characteristics so that with this model the teacher is able to provoke students' emotions to be active in the learning process.

In English language subjects, especially beginning reading, students are required to be able to recognize letters, read syllables and sentences. English language learning at elementary school level relies heavily on the use of applicable and interesting models. Interesting learning will attract children to continue and feel at home studying English as their main language. If students are interested in learning, it will easily increase student achievement in the field of language. For some students, there is very little interest in learning English, for students English is very boring because they already feel ordinary and the material taught is too monotonous and then the delivery of the material is less interesting so that indirectly students become weak in understanding the material.

Based on field observations in class VI of SDK ST.Maria Ruteng III, it was found that the phenomenon of English language lessons was that many students had not achieved complete learning. This is because: (a) Children are less involved in delivering learning process material; (b) In learning the teacher is more active than the students; (c) Learning activities are more centered on the teacher (teacher centered) (d) learning that takes place only listens and accepts what is said by the teacher (e) most students do not dare to come forward when appointed or asked by the teacher so that students have not made any progress in participating actively in learning activities (f) not using a variety of interesting learning models, teachers only use a few methods such as lectures, discussions and demonstrations, so that students are not active in learning, many students play, students are not trained to read, teachers are more pay attention to active students compared to passive students and because teachers use more lecture methods, this causes students to lack understanding of the material and not want to ask questions which results in learning outcomes not being achieved.

One effort used to overcome this problem is to apply the *Role-Playing learning model*. The *Role-Playing* learning model according to other experts, among others, was expressed by Djamarah 2010, quoted in (Nurul Wahid, 2023) who said that the *Role-Playing model* can be said to be the same as Sociodrama, which basically dramatizes behavior in relation to social problems. In principle, *role playing* is learning by presenting roles that exist in the real world into a role

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performance in the classroom which is then used as reflection material so that students can provide an assessment of the learning that has been carried out and then provide suggestions/alternative opinions for development of these roles.

Using the *Role-Playing learning model* can encourage students to be more active in the teaching and learning process, can encourage students to be interested in participating in the learning process, encourage students to think creatively and be confident in expressing their opinions. Through the application of the *Role Playing* learning model, it is hoped that it can increase student activity in learning English for Class VI Students at SDK ST.Maria Ruteng III.

METHODS

The type of research used in this research is classroom action research or PTK, classroom action research is chosen with the aim of improving student learning outcomes. This research was carried out at SDK ST.Maria Ruteng III at the time the research was carried out, namely in the odd semester with 4 meetings per cycle, there were 2 meetings . The subjects in this research were 30 class VI students, 15 male students and 15 female students.

There are four stages in the classroom action research procedure, namely, planning, implementation, observation, and reflection. The explanation of each stage is as follows: 1) Planning stage, namely the initial steps taken by the researcher before conducting the research, 2) Implementation, namely the activities carried out during the research, 3) Observation, namely the researcher together with the observer making observations regarding student learning activities, teacher activities, and student learning outcomes. includes cognitive, psychomotor, and affective tests, 4) Reflection, namely discussions carried out by researchers, observers, and teachers with the aim of thoroughly reviewing the data from observations. If there is still implementation that has not been optimal then it will continue in the second cycle and if the research has achieved what As expected by the researcher, the research was stopped at the reflection stage.

Criteria: The success of actions in research is marked by achieving the minimum completeness criteria (KKM) in English language subjects, students who get a score of 70. The data collection techniques used in this research are student learning outcomes tests, observation and documentation. In data analysis, the activity carried out was collecting data from research instruments in the form of teacher activity observation sheets, student learning activities and student learning outcomes tests including cognitive, psychomotor and affective learning outcomes.

FINDINGS AND DISCUSSION

Findings

This research uses classroom action research which consists of 2 cycles, with each session consisting of 2 meetings, with a lesson time allocation of 2 hours (2 x 35) minutes for each face-to-face meeting. Minimum completion

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criteria is 70 in English subjects in class VI SDK ST.Maria Ruteng III, if all students have achieved a score of 70 then they are declared successful

Cycle I

a. Planning

Make observations at the research location , communicate with the school for permission conducting research, communicating with the class teacher regarding the material to be taught, preparing the material and preparing a learning implementation plan (RPP) adapted to using the *role playing method* , compiling observation sheets both observing teacher activities and student learning activities , and preparing data collection instruments in the form of test sheets multiple choice, skills assessment instruments, tests prepared by researchers can determine whether or not student learning outcomes improve.

b. Implementation

Cycle I was carried out in 2 x meetings. The first meeting was held on for 2 class hours (2 x 35) minutes. The learning implementation activities are as follows: 1) The introduction begins with the teacher preparing tools, media, classrooms and students for the learning process, saying hello, attending to students, the teacher invites students to pray, conditions the class to be ready for learning, provokes students' knowledge by asking about their experiences. related to the material with the question "children, have you ever seen a drama? Or movies on TV? and what films do you like?" and the students answered "I have, ma'am", then the teacher explained the activity and what objectives would be achieved from the activity, followed by the teacher conducting an apperception inviting the students to sing the song "One Nusa One Nation" to raise the students' enthusiasm for learning. 2) Students are divided into groups, the teacher distributes a short drama text, the teacher mentions the elements of drama and discusses things that need to be considered when playing a drama, students are asked to practice playing a drama with their group, students are given the opportunity to study a short drama text, give students the opportunity to read the drama In short, first with pronunciation, intonation, appreciation and expression according to the story in the drama. 3) The teacher and the students conclude the results of the day's learning, the teacher closes the learning as a follow-up, the students are given the task of memorizing the dialogue and practicing with their group for drama activities at the next meeting, the teacher invites the students to pray and say greetings as a form of ending the learning activity.

Second meeting was held on Monday 24 July 2022 for 2 class hours (2 x 35) minutes. The learning implementation activities are as follows: 1) begins with the teacher preparing tools, media, classrooms, and students for learning, saying hello, attending to students, inviting students to pray, conditioning the class to be ready for learning, provoking students' knowledge by asking about the material that has been studied that week. then with the question "children, do you still remember the title of the story you learned last week?" and the student answers "still ma'am" then the teacher conveys the learning objectives and explains the material to be studied. 2) the teacher divides the students back into groups that

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were formed last week, asks the students to read the drama dialogue before coming forward as a form of studying before performing, then the teacher asks the students and their group friends to take turns coming forward to act out the drama they have learned and ask the other students to pay attention , then the teacher and students conduct questions and answers about the drama that has been played, as a follow-up to students' understanding of the material they have studied, students are given worksheets to work on. 3) The teacher and the students conclude the results of the day's learning. The teacher invites the students to pray and say greetings as a form of ending the learning activity.

c. Observation

When the observation is carried out, the researcher collaborates with the observer, as for the aspects observed are the activities of teachers and students in the learning process, as well as the assessment of student learning outcomes in three aspects, namely: cognitive, affective, and psychomotor aspects which can be seen in the following observations:

1) Results of observations of cycle I student learning activities

The learning process in cycle I used the *Role-Playing learning model*, the results of these observations used an observation sheet which had been summarized by the researcher, namely that student learning activities were not optimal, in fact there were only a few students who were able to fulfill the assessment categories. This assessment was carried out to see the extent of students' readiness to Participating in learning and student activity in the learning process took place from 30 students, only 7 completed it and the remaining 23 students did not achieve the maximum results desired by the researchers.

2) Results of observations of cycle I teacher activities

Based on the results of observations of teacher activities in learning for fourth grade students at SDK ST.Maria Ruteng III in learning English drama text material in cycle I using observation sheets which have been summarized by researchers, it is clear that the activities carried out by the teacher were carried out well during the learning process so that The teacher performance score obtained was 95.68.

3) Cognitive assessment observation results

In the first cycle learning process, there were 2 meetings. At the second meeting, the researcher carried out a cognitive or knowledge assessment of the students by giving a learning outcomes test in the form of multiple choice consisting of 20 numbers. In the learning outcomes, it was found that out of 30 students, the number of students who achieved and 12 students exceeded the KKM score, while 18 students did not reach the KKM score, with several students not present when the cognitive assessment took place.

4) Affective assessment observation results

cycle I learning process which had 2 meetings at the first and second meetings the researcher carried out an affective or attitudinal assessment of the students by directly observing the attitudes or behavior of the students both in the classroom during the learning process and outside the classroom , based on the

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results of the assessment of students' attitudes showing the emergence in the learning process it has not been optimal and there are not even students who have been able to fulfill the assessment categories, this is due to the lack of interaction between teachers and students due to the meeting being held for the first time, as well as the attitude of students who are still shy about appearing and expressing their opinions in public even in front of the researcher directly.

5) Observation results of psychomotor assessment

Based on the results of observations of psychomotor or skills assessments summarized by researchers, there are several students who are still incomplete or not yet optimal, and there are even only a few students who are able to fulfill the assessment categories. This is due to students who are still embarrassed about playing roles as requested by researchers, students have difficulty memorizing drama dialogues, and students who lack confidence in the characters they play, therefore only 5 of the observations from 30 students completed it and the rest as many as 25 students had not achieved the maximum results desired by the researchers.

d. Reflection

After the learning activities were completed, the researcher together with the observer reviewed the implementation of the learning and the deficiencies found in cycle I which would then be corrected in cycle II. The implementation of learning activities obtained in cycle I has not shown the expected results and there are still deficiencies, these are deficiencies that must be corrected in the next cycle. Based on reflection in cycle I, the actions to be carried out in cycle II are:

- 1) Teachers provide warnings and guidance to students who are lacking in implementing their learning
- 2) Teachers should provide suggestions and input so that student performance can be maximized
- 3) Teachers should take a special approach to students.
- 4) The teacher again made improvements on how to play drama games well
- 5) The teacher gives direction to students not to just rely on smarter friends, and to participate in group learning.

Cycle II

a. Planning

Based on the results of activities in cycle I, the stages that will be carried out in planning learning activities are adjusted to the learning scenarios that have been prepared as a follow-up to the results of cycle I reflection, namely as follows: more motivating students to be enthusiastic about participating in learning through the application of the *Role Playing learning model* become better, expand understanding to students who do not understand drama material, direct students to increase motivation or be interested in participating in the teaching and learning process.

b. Implementation

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In cycle II, 2 meetings were held. The first meeting was held on Wednesday 26 July 2022 for 2 class hours (2 x 35) minutes. The learning implementation activities are as follows : 1) The introduction begins with the teacher preparing tools, media, classrooms and students for the learning process, saying greetings followed by taking attendance of students, the teacher invites students to pray, conditions the class to be ready to take part in learning, conducts apperception by inviting students to sing related to the material, then the teacher explains the activities that will be carried out and what goals will be achieved from these activities. 2) The learning activities carried out by researchers at this meeting were different from previous ones. At this meeting the researcher further broadened students' understanding of drama material and explained how to play drama and act out drama. Students were divided into groups, the teacher distributed short drama texts, then students were asked to read drama dialogues with their groups and practice with pronunciation, intonation, appreciation, and expression. according to the character of the character. The teacher and the students conduct questions and answers and correct any misconceptions regarding the material being studied, the teacher provides reinforcement and reminds students to study harder for the next meeting. 3) The teacher and the students conclude the results of the day's learning and ask and answer the material that has been studied, the teacher closes the learning as a follow-up, the students are given the task of memorizing the dialogue and practicing with their group for drama activities at the next meeting, the teacher invites the students to pray and say greetings as a form to end learning activities.

The second meeting was held on Friday 28 July 2022 for 2 class hours (2 x 35) minutes. The learning implementation activities are as follows: 1) the introduction begins with the teacher preparing tools, media, classrooms, and students for learning, saying greetings continues, taking attendance of students, the teacher invites students to pray, conditions the class so that it is ready to take part in learning, the teacher tries to dig up students' memories about the previous lesson with the question "children, do you still remember who the characters were in last week's drama? And what is the title of the drama text?" and students answer the characters in the drama, followed by students by stating the title of the story in question, then the teacher explains the learning steps. 2) the teacher divides the students back into groups that were formed last week, then the teacher asks the students questions "Have you memorized the drama script from the previous meeting with appropriate intonation, pronunciation, appreciation and expression?" others pay attention, then the teacher and students conduct questions and answers about the drama that has been acted out, as a follow-up to students' understanding of the material they have studied, students are given worksheets to work on. The teacher gives students the opportunity to ask things they do not understand. 3) The teacher and the students conclude the results of the day's learning. The teacher invites the students to pray and say greetings as a form of ending the learning activity.

c. Observation

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When the observation is carried out, the researcher collaborates with the observer. As for the aspects that are: Observed were the activities of teachers and students in the learning process, as well as the assessment of student learning outcomes in three aspects, namely: cognitive, affective and other aspects Psychomotor skills can be seen in the following observations:

1) Results of observations of cycle II student learning activities

Based on the results of observations using an observation sheet, the researcher summarizes the results of the observations, namely that student learning activities have achieved maximum results and fulfilled the assessment categories, which can be seen in the results of observations of student learning activities in the previous cycle I. Only 7 students reached the complete category and 23 students did not complete. whereas in cycle II it was the opposite, namely 22 students had completed it and 8 students had not completed it out of a total of 30 students.

2) Results of observations of cycle II teacher activities

Based on the results of observations made by researchers using observation sheets, the results are summarized, namely the teacher's activities in cycle II in learning English drama text material, that the activities carried out by the teacher have been carried out well and there has been an improvement from the previous cycle, even almost reaching the maximum score, namely the teacher performance score obtained in cycle II was 99.16.

3) Cognitive assessment observation results

Based on the results of observations made by researchers, it shows that out of 30 students, the number of students who reached and exceeded the KKM score was 26 students, while 4 students did not reach the KKM score and 1 of them was a student who did not attend the meeting. The scores for each student have been summarized in the table above to make it easier to find out the overall score obtained in the implementation of cycle II.

4) Affective assessment observation results

Based on the results of observations made by researchers, cognitive assessments, or student attitudes, it shows that the emergence of student attitudes in the learning process has been quite optimal, in fact there has been a lot of improvement from the previous cycle I attitude assessment. There were no students who completed it at all, but in cycle II there has been 24 students reached the complete category while there were 6 students who had not yet completed. This happened due to factors that at the previous meeting there was still a lack of interaction between teachers and students. Now this has increased because of a better approach taken by teachers, namely by trying to interact or invite students to communicate during break times so that students no longer feel less confident or shy.

5) Psychomotor assessment observation results

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Based on the results of observations made by researchers, it can be seen that the results of observations of students' psychomotor or skill assessments have increased from the previous cycle I, only 5 people completed it, while in the second cycle the number of students who completed it reached 22 students out of the total number of students, namely 30 people.

d. Reflection

During the learning process in cycle II, students paid better attention compared to cycle I. In this cycle it can be clearly seen that the improvement in English language learning outcomes for drama material using the *Role Playing learning model* for class VI students at SDK ST.Maria Ruteng III. In cycle II, student behavior has changed, most students concentrate and pay attention to learning well. At the reflection stage, the researcher asked students to again express difficulties, obstacles, and problems. It can be clearly said that all activities in cycle II experienced an increase compared to cycle I. So, they were not continued in the next cycle. The results of cycle II action reflection include:

- 1) Students are starting to pay attention to the lesson material and are active in class. This can be seen from the increasing number of students asking questions and providing responses.
- 2) Courage in expressing problems and difficulties faced during the learning process is increasing. It can be seen from the students' ability to receive lessons, the number of students who answer the questions asked by the teacher.
- 3) The class completion obtained is very appropriate to the success indicators of the test results. Then this class is declared complete so that there is no need to hold the next cycle.
- 4) Students' skills in learning English drama text material using the role-playing learning model are quite good.

Discussion

Student success or the increasing success of students playing drama is due to the use of the *Role Playing learning model*. Models are used to help reinforce learning material, so that they can stimulate students' thoughts, feelings, attention and interest in the learning process. One model that is suitable for drama material is the Role-Playing learning model. This Role Playing learning model has a positive impact on improving drama learning outcomes by using the *Role Playing learning model* for class VI students at SDK ST.Maria Ruteng III which is adapted to the school's KKM which can improve student learning outcomes in the learning process.

Based on the results of research at the observation stage carried out directly by researchers in collaboration with observers, the results of observations of student learning activities can be seen in the observation table. Based on this, it can be concluded that most students do not study the material at home, namely the

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drama material provided, students' attention to the teacher when delivering the material is still lacking, and most students are silent and inactive during the implementation of cycle I, due to shyness, lack of self-confidence, and afraid to say what they want to know. Sometimes students are afraid of making mistakes and maybe some students don't know what is being asked. This was observed as a report on the teaching process of overcoming difficulties in playing drama using the *Role-Playing learning model*.

Students' self-confidence and enthusiasm for learning is still lacking, in the end the teacher tries to build students' self-confidence by cultivating a sense of empathy in them when playing drama using the *Role-Playing learning model*. During the learning process, researchers obtained results that students had not responded to learning and had not succeeded in improving learning outcomes in playing drama using the *Role-Playing learning model*, looking at learning completeness. Thus, researchers improved their implementation in cycle II.

Implementation cycle I of 30 fifth grade students at SDK ST.Maria Ruteng III, the highest score obtained by students was 95, the lowest score by students was 30. The average score obtained by each student as a whole was 66.96. The KKM score for fifth grade students at SDK ST.Maria Ruteng III was 70. Of the total students who got a score above 70 there were 12 students, 18 students got a score below 70, 12 students who completed cycle I, and 18 students who did not complete it. and 2 of them did not attend the meeting.

The completeness of the results of learning English drama material using the *Role Playing learning model* for fifth grade students at SDK ST.Maria Ruteng III cycle I was 42.85% or 12 out of 30 students were in the complete category and 57.14% or 18 out of 30 students were in the not category. completed with 2 students not taking part in the ongoing assessment process. In this way, it can be said that the level of achievement of the first cycle of KKM for playing drama using the Role Playing learning model for fifth grade students at SDK ST.Maria Ruteng III has not succeeded in improving their ability to play drama using the Role Playing learning model adapted to the school's KKM. So the researchers continued or carried out in cycle II.

Implementation of cycle II of 30 class VI students of SDK ST.Maria Ruteng III. The highest score obtained by students was 95, the lowest score by students was 40, the average score obtained by each student as a whole was 78.27. KKM students were 70. Of the total students who got a score above 70 there were 26 students, and 4 students got a score below 70 and 1 of them was a student who did not take part in the assessment process.

There were 4 students who did not complete and 1 of them was absent, who had problems in the field of reading due to influencing factors, namely lack of attention from parents so that these students lacked in learning activities. Sufficient or insufficient attention and guidance from parents, whether or not the relationship between parents and children is intimate, whether the situation at home is calm or not, all of this influences the achievement of children's learning outcomes.

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The completion of cycle II of drama using the *Role Playing learning model* for fifth grade students at SDK ST.Maria Ruteng III cycle II was 89.65% in the complete category and 10.34% in the incomplete category. Thus, it can be said that the level of achievement of KKM cycle II in playing drama using the *Role Playing learning model* has succeeded in improving the results of learning English drama material using the Role Playing learning model for fifth grade students at SDK ST.Maria Ruteng III. according to the school's KKM. So the researcher did not continue or carry out the next cycle.

Overall, cycle II shows that the learning outcomes obtained by students have increased, not only in mastery of the material, but negative student behavior has decreased. Increasing self-confidence can help students gain a clearer understanding of the goals and purposes of the teacher's conversation. During the two cycles, there were changes in student behavior, including students' activeness in the learning process increasing, students' attention to the material being taught increasing, a lack of other activities carried out during the learning process, the courage to open about the problems they faced became more visible, and enthusiasm in learning English drama material is increasing.

Researchers have a weakness in using the Role-Playing learning model because there are still students who do not understand the model, because the Role-Playing learning model is being implemented for the first time so researchers need a long time to apply the Role-Playing learning model. The obstacles faced by researchers while conducting research were the lack of school facilities such as student books, LCDs so that researchers had difficulty in the teaching and learning process.

CONCLUSION

Based on the results of the research and discussion in chapter IV, it can be concluded that there has been an increase in the learning outcomes of class VI students at SDK ST.Maria Ruteng III in learning English Subject with drama text material through the application of the *Role Playing learning model*. *Role Playing* learning model in 2 cycles, overall shows that the learning outcomes obtained by students have increased, not only in mastery of the material, but negative student behavior has decreased. Self-confidence began to increase, during the two cycles there were changes in student behavior, including students' activeness in the learning process increasing, students' attention to the material being taught increasing, the lack of other activities carried out during the learning process, enthusiasm for learning English increased. Thus, it can be said that the Role Playing learning model for class VI students at SDK ST.Maria Ruteng III has succeeded in improving English language learning outcomes for drama material by using the *Role Playing learning model* for class VI students at SDK ST.Maria Ruteng III which is adapted to the school's KKM.

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