

TEFL Overseas Journal

Teaching English as a Foreign Language Journal
ISSN 2461-0240 (Print), 2828-9544 (Online)
Volume 11 Number 3 December 2023

APPLICATION OF THE ROLE PLAYING METHOD TO IMPROVE SPEAKING SKILLS IN CLASS V STUDENTS OF UPT SPF SD NEGERI BADDOKA KECAMATAN BIRINGKANAYA KOTA MAKASSAR

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ABSTRACT

The problem in this research is the low learning outcomes of students in learning speaking skills. The formulation of the problem in this research is how to apply the Role-Playing method to improve speaking skills in class V students at UPT SPF SD Negeri Baddoka, Kecamatan Biringkanaya, Kota Makassar. Based on the problem formulation, the researcher carried out a follow-up with classroom action research consisting of 4 patterns, including: planning, implementation, observation, and reflection using the Role-Playing method. The type of research used is classroom action research (PTK) and the approach used in this research is a qualitative approach. The focus of this research is the application of the Role-Playing method and students' speaking skills. The subjects of this research were 1 teacher and 34 students. Data collection is carried out through observation, tests and documentation. In this research, learning refers to learning steps using the Role-Playing method, namely starting from the learning preparation stage, the learning implementation stage, and the final learning stage. The data analysis technique used in this research is descriptive qualitative. Data from observations of teacher teaching activities and student learning activities experienced an increase, which in cycle I was in the sufficient category and in cycle II it increased to the good category. The research results of students' speaking skills in cycle I were in the sufficient category and in cycle II they increased to good category. Thus, it can be concluded that the application of the Role Playing method can improve speaking skills in class V students at UPT SPF SD Negeri Baddoka, Kecamatan Biringkanaya, Kota Makassar

Keywords: Role Playing Method, and Speaking Skills

INTRODUCTION

Interaction between humans is very important in everyday life. In everyday life, humans cannot be separated from communication. There are 4 aspects of language skills, namely listening skills, speaking skills, reading skills, and writing skills. Language is a communication tool used in everyday life.

Communication is always carried out, both within the family, community, and school. In the family, what is used as a means of communication is language and interaction with the father, mother, and children. By communicating, it will

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ISSN 2461-0240 (Print), 2828-9544 (Online)

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connect fellow community members. Meanwhile, at school, language is used to support students' success in studying all fields of study and as a tool to convey their ideas.

Speaking as one of the skills in learning Indonesian in elementary school will not come automatically, but must go through a lot of practice and practice regularly. Speaking is a process of conveying information, ideas or concepts from the speaker to the listener. The speaker acts as the communicator while the listener acts as the communicant. Information conveyed orally can be accepted by listeners if the speaker is able to convey it well and correctly.

Indicators of achievement in speaking skills in general are pronunciation of language sounds, use of intonation, choice of words, composing sentences and topics of conversation, but based on the results of observations carried out in class V of SDN Baddoka, Biringkanaya District, Makassar City with class V teachers. It was found that several of these indicators did not implement, namely, the use of intonation, choice of words and sentences and the students' courage to speak in public.

In learning, the teacher provides an explanation of the material being taught and students listen to the teacher's explanation until it is finished. The teacher asks students questions about whether there is anything they don't understand from the explanation given earlier, but the students are silent so the teacher continues the learning activity. After that, the teacher gives worksheets to students, then continues by collecting the results of their work to be checked by the teacher. At the end of the lesson the teacher summarizes the things that have been learned that day. The average score in learning is 65, out of 34 students, around 15 students meet the standard minimum completion criteria (KKM), namely 70, or in other words, only 44% of students pass, while it is hoped that 75% of the total number of students will pass.

Research needs to be carried out to improve the learning process, using role playing learning methods. Several studies carried out by previous researchers that were relevant to the application of the role-playing method were carried out by Asrina (2010) which showed that the application of the role-playing method in Indonesian language learning could improve students' speaking skills. The role-playing method provides students with a real experience by actively involving students in learning activities. Students will discuss analyzing the character of each character, then act them out in front of their friends. Putra, Anggara Wisnu (2016).

Research that is relevant to research conducted based on the results of the analysis of the role-playing learning model on reading skills can improve student learning outcomes ranging from the lowest 15% to the highest 105% with these results illustrating that in various elementary schools in different places that the role-playing model is effective for use in Indonesian language subjects by Sari, Rika Kurnia (2020). One method that is believed to make students interested in conveying opinions or ideas in speaking is the role-playing method.

This method will help students think and act creatively. Students will be able to solve problems that arise and students will be more confident and braver in

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speaking in public. The researcher's hope from applying this method is that students will be able to develop their communication skills. Based on the background of this problem, the researcher felt it necessary to conduct research to improve the learning process, with the title "Application of the Role-Playing Method to Improve Speaking Skills in Class V Students of Baddoka Elementary School, Biringkanaya District, Makassar City".

RESEARCH METHODS

The approach used in this research is a descriptive qualitative approach, describing things experienced at the research site and also explaining the learning process during research through data from activity observations, interview results and teacher or researcher activities during the learning process. The type of research used in this research is classroom active research which is carried out in class V. This research will be carried out at UPT SPF SD SDN Baddoka, which is located at Jl. Dg. Ramang No.3 Lr.5, Biringkanaya District, Makassar City, South Sulawesi Province. The population in this study were 34 students of class V UPT SPF SD SDN Baddoka, Makassar City.

The subjects of this research were class V teachers and students at UPT SPF SDN Baddoka, Biringkanaya District, Makassar City, namely: 1 class V teacher and 34 students, consisting of 21 male students and 13 female students. The action design follows the basic principles of classroom action research, namely a recyclable research process (cycle). This research was planned in two cycles. Cycle I consisted of 3 meetings and cycle II consisted of 3 meetings. The data collection techniques used to obtain data in this research are as follows

1. Observations are carried out to observe the conformity between the implementation of actions and plans that have been prepared and to observe teaching activities and student learning during the teaching and learning process. For example, student behavior during study time, class atmosphere, etc.
2. The test used to measure students' speaking skills is an oral test which is carried out during the Indonesian language learning process by applying the role-playing method.
3. Documentation is an activity in the process of recording or recording an event that is considered important and valuable. This documentation can be in the form of photos depicting the learning situation that occurred, teacher data, number of students, student attendance register book, and student grade register book. Documentation is collected as evidence or data reinforcement in the form of evaluations regarding the progress, development or learning success of students in the teaching and learning process.

Indicators of success in this action research include process and skill indicators in improving students' speaking skills through the application of the role-playing method to fifth grade students at SDN Baddoka, Biringkanaya

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District, Makassar City. Process indicators can be observed through observations carried out to observe or see directly the learning process. The achievement of process indicators is marked by two aspects, namely teacher teaching activities and student learning activities.

Indicators from the classical speaking skills aspect show a level of achievement of learning completeness $\geq 75\%$ with a minimum completeness criteria (KKM) value of 70 for Indonesian language lessons in the speaking skills aspect, so the application of the role-playing learning method can improve students' speaking skills. The process indicator is considered successful if the aspects observed on the teacher observation sheet mostly meet the good assessment category, namely reaching a minimum percentage of 68%. Likewise, indicators of the success of the learning process in terms of students can be declared successful or good if they reach a minimum percentage of 68%.

FINDINGS AND DISCUSSION

Findings

The action stage of cycle I is a study and learning activity carried out to determine the initial condition of students after implementing the role-playing method. The data obtained from this activity are test results and student behavior during learning. In the learning process in cycle I which was carried out on Tuesday, Thursday, and Saturday, meeting I, meeting II and meeting III.

Observing teacher teaching activities in cycle I, of the 5 (five) indicators at meeting I, there were no indicators in the good category, 3 (three) indicators in the sufficient category and 2 (two) indicators in the poor category. Meanwhile at meeting II there was 1 (one) indicator in the good category, 2 (two) indicators in the sufficient category and 2 (two) other indicators in the poor category. At meeting 3 there was 1 (one) indicator in the good category, and 4 indicators in the sufficient category.

The indicator score achieved was 8 with an implementation percentage of 53.33% which was included in the sufficient category at meeting I, and a score of 9 with a percentage of 60% which was included in the sufficient category at meeting II, and at meeting III the score was achieved, namely 11 with a percentage of 73.33. For more details, the teacher observation data can be seen in the following table:

**Table 1 Description of observation Results of Class V
Teachers at SDN Baddoka in Cycle 1**

Cycle 1	Indicator					Amount	% Indicator success	Category
	1	2	3	4	5			
Meeting I	2	1	1	2	2	8	53.33 %	Less
Meeting II	2	1	2	1	3	9	60 %	Enough
Meeting III	2	2	2	2	3	11	73.33%	Good

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The description of student learning activities in cycle I, the first, second, and third meetings are observations made by fellow researchers regarding student learning activities during the research which applied the role-playing method so that students' speaking skills could be improved.

Based on the description above, it can be concluded that observing student learning activities in cycle I, meeting 1, 4 (four) indicators were in the sufficient category and 1 (one) indicator was in the insufficient category. At meeting 2 there were 4 (four) indicators in the sufficient category, and 1 (one) indicator was in the good category. Meanwhile, at the third meeting, there were 2 (two) indicators in the good category and 3 (three) indicators in the fair category. Thus, the implementation of cycle I on student learning activities has not run optimally and still needs to be improved in cycle II.

The results of the oral test carried out by researchers in cycle I obtained a frequency and percentage distribution which can be seen in the following table:

**Table 2 Frequency Distribution and Percentage of Students' Speaking Skill Scores
Class V SDN Baddoka in Cycle 1 Test**

Student Mastery Level Regarding the Study Material	Categories _	Frequency	Percentage
85 -100	Very Good(SB)	2	5.88%
75 - 84	Good (B)	7	20.58%
65 - 74	Enough (C)	9	26.47%
55 - 64	Less (K)	16	47 %
0- 54	Very Poor (SK)	-	-
Total		34	100 %

Source: Test Skills speak Students in Cycle I

Table 2 shows that of the 34 Class V students of SDN Baddoka, Biringkanaya District, Makassar City, the percentage of student learning outcomes in speaking skills after implementing the role playing method, there were no students who got a score < 54 which was in the very poor category with a percentage of 0%, there were 16 students who got scores between 55-64 with a percentage of 47% and were in the poor category, there were 9 students who got scores between 65-74 with a percentage of 26.47% and were in the sufficient category, there were 7 students who got scores between 75-84 with a percentage of 20.58% in the good category and there were 2 students who got a score of 85-100 with a percentage of 5.88% which was in the very good category.

If the student learning outcomes in cycle I are analyzed, then the percentage of completeness in learning students' speaking skills after implementing the role-playing method in cycle I can be seen in table 3 below:

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Table 3 Description of the Completeness of Student Learning Outcomes in Speaking Skills in Class V SDN Baddoka in Cycle 1 Test

Completeness Criteria	Category	Frequency	Percentage
0 – 69	Not Completed	15	44.1%
70 – 100	Complete	19	55.88%
Amount		34	100%

Table 3 above shows that of the 34 students there were 15 students who did not complete the lesson with a percentage of 44.1% with a completion score between 0-69 while there were 19 students who completed the learning with a percentage of 55.88 % with a completeness score between 70-100. So, if the learning outcome scores do not meet the minimum completeness criteria (KKM) of ≥ 70 with a percentage of 75% of all students, then the class is considered not classically completed.

Observing teacher teaching activities in cycle II of the 5 (five) indicators at meeting 1, there was 1 (one) indicator in the good category and 4 (four) indicators in the sufficient category. At the second meeting there were 2 (two) indicators in the good category and 3 (three) indicators in the sufficient category. Meanwhile at the third meeting there were 3 (three) indicators in the good category and 2 (two) indicators in the sufficient category.

The indicator score achieved was 11 with an implementation percentage of 73.33% which was included in the good category at meeting I, and a score of 12 with a percentage of 80% which was included in the good category at meeting II. Meanwhile at the third meeting, the indicator score achieved was 13 with a percentage of 86.67% which was included in the very good category. For more details, the teacher observation data can be seen in the following table:

Table 4 Description of observation Results of Class V Teachers at SDN Baddoka in Cycle II

Cycle 1	Indicator					Amount	% Indicator success	Category
	1	2	3	4	5			
Meeting 1	2	2	2	2	3	11	73.33 %	Good
Meeting 2	2	2	3	2	3	12	80 %	Good
Meeting 3	3	2	3	2	3	13	86.67%	Good

The description of student learning activities in cycle II, the first, second and third meetings, is an observation made by researchers and colleagues regarding student learning activities during the research which applied the role-playing method so that students' speaking skills could be improved.

Based on the description above, it can be concluded that observing student learning activities in cycle II of the 5 (five) indicators at meeting 1, there were 2

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(two) indicators in the good category and 3 (three) indicators in the sufficient category. At the second meeting there was an increase, there were 3 (three) indicators in the good category and 2 (two) indicators in the sufficient category. Meanwhile at the third meeting there were 4 (four) indicators in the good category, and 1 (one) indicator was in the sufficient category. Thus, the implementation of cycle II of student learning activities has run optimally. The learning outcomes tests carried out by researchers in cycle II obtained a frequency and percentage distribution which can be seen in the following table:

Tabel 5 Frequency Distribution and Percentage of Students' Speaking Skill Scores Class V SDN Baddoka in Cycle II Test

Student Mastery Level Regarding the Study Material	Categories	Frequency	Percentage
85 - 100	Very Good (SB)	12	35.39%
75 - 84	Good (B)	14	41.17%
65 - 74	Enough (C)	3	8.82%
55 - 64	Less (K)	5	14.7%
0 - 54	Very Poor (SK)	-	-
Amount		34	100%

Source: Test of Student Learning Results in Cycle II

Table 5 shows that of the 34 Class V students of SDN Baddoka, Biringkanaya District, Makassar City, the percentage of students' reading comprehension skill scores after implementing the role playing method, there were no students who got a score < 54 which was in the very poor category with a percentage of 0%, there were 5 students who obtained scores between 55-64 with a percentage of 14.7% and were in the poor category, as many as 3 students obtained scores between 65-74 with a percentage of 8.82% and were in the sufficient category, as many as 14 students obtained scores between 75-84 with a percentage of 41.17% in the good category and there were 12 students who got scores between 85-100 with a percentage of 35.39% in the very good category.

If the student learning outcomes in cycle II are analyzed, then the percentage of completeness in learning students' speaking skills after implementing the role-playing method in cycle II can be seen in table 4.6 below:

Tabel 6 Description of the Completeness of Student Learning Outcomes in Speaking Skills in Class V SDN Baddoka in Cycle II Test

Completeness Criteria	Category	Frequency	Percentage
0 - 69	Not Completed	5	14.7%
70 - 100	Complete	29	85.29%
Amount		34	100%

Table 6 above shows that of the 34 students there were 5 students who did not complete the lesson with a percentage of 14.7% with a completion score between 0-69 while there were 29 students who completed the learning with a

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ISSN 2461-0240 (Print), 2828-9544 (Online)

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percentage of 85.29 % with a completeness score between 70-100, with this percentage the completeness of students' reading comprehension skills learning outcomes for cycle II is in the very good category (success indicator category). So, if the students' learning outcomes meet the minimum completeness criteria (KKM) of ≥ 70 with a percentage of 75% of all students, then the class is considered classically complete.

Discussion

The results of the actions in cycle I have not reached the target that has been set, namely 75% of students obtained a score ≥ 70 . Before starting learning, the teacher first prepares the learning equipment, records student attendance, conducts apperception, and conveys the learning objectives. After that, the teacher enters the core activities by implementing the role-playing method learning steps according to references from the books Hamzah and Mohamad (2014) and Djamarah (Hamdayama 2014) and by including input from supervisors, teachers, and researchers. The implementation of learning in cycle I was carried out in three meetings.

This aims to further prove the level of improvement in students' speaking skills learning outcomes from the new method implemented in speaking skills learning. Even though at meeting I the expected target had not yet been achieved, at meeting II and meeting III there was an increase in student learning activities and also teacher teaching activities based on the results of observations at each meeting.

Based on the results of data processing, it shows that out of 34 students there were 15 students who did not complete while there were 18 students who completed their learning. By obtaining this data, the completeness of student learning outcomes for cycle I was in the sufficient category (success indicator category). So, if the learning outcome scores do not meet the minimum completeness criteria (KKM) of ≥ 70 with a percentage of 75% of all students, then the class is considered not yet classically completed, so the research continues to cycle II.

Researchers carried out learning again in cycle II. In this study, researchers and teachers agreed to carry out learning through the application of the role playing method by making improvements from cycle I. Especially in the implementation of core learning, namely in the five stages that must be carried out well, namely in selecting problems to be raised in students' role playing, creating the classroom atmosphere becomes dynamic, creates opportunities for students to practice speaking, provides opportunities for students to play roles, and maximizes students' level of understanding and skills.

Based on the results of research carried out in cycle II, teacher and student activities increased because the deficiencies contained in cycle I had been perfected in cycle II. The success of cycle II reached the good category because students played drama well and students' self-confidence increased. Class management and time management used in learning are good because all learning steps can be carried out. In this cycle the class atmosphere becomes quite calm

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ISSN 2461-0240 (Print), 2828-9544 (Online)

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and students can have the opportunity to speak in front of the class because the time is used as effectively as possible in its implementation. The teacher does this by limiting the time allocation for existing learning steps, so that students have the opportunity to speak in front of their friends.

Another success obtained in the actions of cycle II was that students had understood a lot of the learning material. Apart from that, time management which was not optimally implemented in cycle I can be further maximized in cycle II. Based on the results of the evaluation carried out at the end of the second cycle of action, it was seen that there was an increase in learning outcomes in the speaking skills of Class V students of Baddoka Elementary School, Biringkanaya District, Makassar City, namely the score of 34 students, there were 5 students who did not complete, while there were 29 students who completed the learning.

Thus, the completeness of student learning outcomes in learning speaking skills for cycle II is in the very good category (success indicator category). So, if the learning outcome scores have met the minimum completeness criteria (KKM) of ≥ 70 with a percentage of 75% of all students, this research was stopped in cycle II because it was considered successful. This means that the research hypothesis has been achieved, namely that if the role-playing method is applied in Indonesian language learning, the speaking skills of class V students at SDN Baddoka, Biringkanaya District, Makassar City can improve.

Based on these things, it can be concluded that the application of the role-playing method in learning Indonesian for class V students at UPT SPF SDN Baddoka, Biringkanaya District, Makassar City has had a significant impact on improving students' speaking skills.

CONCLUSION

Based on the discussion and research results, it can be concluded that applying the role-playing method in Indonesian language learning can improve the speaking skills of Class V UPT SPF SDN Baddoka students, Biringkanaya District, Makassar City. This can be seen from the results of observations made in terms of the teacher's teaching process and the student learning process in cycle I which is in the sufficient category (C), while in cycle II it has reached standards according to the indicators of success in the good category (B) and in terms of results studying classical speaking skills, students have reached the Minimum Completeness Criteria (KKM) standard which corresponds to the success indicators in the good category (B).

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Teaching English as a Foreign Language Journal
ISSN 2461-0240 (Print), 2828-9544 (Online)
Volume 11 Number 3 December 2023

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