

USE OF ROLE PLAYING TECHNIQUES IN DRAMA LEARNING AS EFFORTS TO IMPROVE SPEAKING ABILITY IN INDONESIAN LANGUAGE LESSONS

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ABSTRACT

Teacher and student interaction in the teaching and learning process does not have to be dominated by the teacher, but must rely on students. In determining learning techniques the teacher must pay attention to the involvement of students in learning. Speaking is the ability to speak articulation sounds or words to express, express and convey thoughts, ideas, and feelings. This study aims to determine the ability of students in speaking through the activities of playing drama characters, knowing the difficulties faced by students, and finding solutions to overcome student learning difficulties. The method used in this research is class action method. The research instrument consisted of observation, ability to speak practice, questionnaire and field notes. From the results of research and data processing, it was concluded that overall, the implementation of role playing learning techniques in improving speaking skills was carried out through three cycles of action implementation which focused on three pronunciation indicators, intonation, expression, had a considerable impact with the target of increasing speaking ability student. In other words, that speaking learning using role playing learning techniques has a positive impact on improving the ability of sixth grade students of Public Elementary School 055 Jatihandap, Bandung City.

Keywords: Role playing techniques, Drama Learning, Speaking Ability

INTRODUCTION

The success of the Teaching and Learning Process depends on several factors including the teacher, students, curriculum, methods, and teaching techniques. Of a number of factors above the teacher is the main factor, as the opinion of Badudu (1985: 67) which states that the determinant of teaching success is the teacher in the teaching and learning process, the teacher plays an important role in achieving the learning objectives, therefore the teacher must have the knowledge adequate about the knowledge they do. In addition the teacher must also have knowledge of various teaching methods and techniques.

The teacher is expected not only as a conveyer of knowledge but must be able to foster a positive attitude towards the subjects they convey. The teacher must guide students to find abilities. This is in line with the opinion of Hidayat (1991: 31) which states that: "In the interaction process the teacher acts as a learning director or learning facilitator. As the director of learning, the teacher has the duty and obligation to guide and direct students in the teaching

and learning process so that they can achieve the expected goals. As a learning facilitator the teacher is obliged to provide various learning facilities for students ".

This statement is reinforced by the opinion of Sudjana (1988: 7) who argued that the role of teachers as teachers is more oriented to the function of learning leaders who must plan, organize and supervise the teaching and learning process of students. The teacher must choose and determine the right strategy according to the students' abilities and character, the available environment and the situation at the time the teaching and learning process takes place.

This was expressed by Tarigan (1986: 2), that language plays an important role in our lives. In everyday tasks, language teachers must understand correctly that the ultimate goal of language teaching is that skilled language students are skilled in listening, skilled in speaking, skilled in reading and skilled in writing, and skilled at appreciating. To achieve that goal, it needs to be taught and trained to students to express ideas in both oral and written variety.

In this study the author will try out the use of role playing techniques in learning to portray drama characters with proper pronunciation, intonation, and expression. (KTSP), Content Standard, KD 6.2 page 3. In these basic competencies there are three aspects that are emphasized, namely: pronunciation, intonation and expression. Each student is expected to be able to portray characters in the story / drama through speaking activities, with clear pronunciation, appropriate intonation, and appropriate expression.

Role playing techniques

Role playing techniques are one of the techniques used in drama learning. The purpose of using this technique is so that students can express themselves and exploit their abilities into a drama. Role play in learning is an attempt to solve problems through demonstration, as well as steps of problem identification, analysis, characterization, and discussion. The essence of role playing learning lies in the emotional involvement of the actor and observer in the real problem situation faced. Through role playing in learning, students are expected to (1) explore their feelings; (2) gain insight into their attitudes, values, and perceptions; (3) develop skills and attitudes in solving problems faced; and (4) explore the core of the problems played in various ways.

According to Shaftel (1967) suggests nine stages of role playing that can be used as guidelines in learning: (1) warms the atmosphere and motivates students, (2) chooses participants / roles, (3) prepares role stages, (4) prepares observers, (5) role play, (6) discussion and evaluation, (7) repetition, (8) second stage discussion and evaluation, (9) sharing

experiences and drawing conclusions. The nine stages are explained as follows. Warming the group atmosphere includes delivering students to learning problems that need to be learned. This can be done by identifying problems, explaining problems, interpreting stories and exploring issues, and explaining the role to be played. Problems can be raised from the lives of students, so they can feel the problems present before them, and have a desire to know how problems that are warm and actual, directly related to the lives of students, attract and stimulate students' curiosity, and allow various alternative solutions. This stage is mostly intended to motivate students to be interested in the problem because this stage is very important in playing the role and most determining success. Role playing will be successful if students are interested and pay attention to the problems raised by the teacher.

Drama

To get the right drama boundaries, you need to know the similarities and differences between drama and theater, both of which are almost the same. In Indonesia drama and theater were originally known as *Sandiwara*, namely modern dramas resulting from a combination of modern dramas. At first *Sandiwara* was called Tonel in the Dutch era and was called *Sandiwara* in the Japanese era. According to the origin, *Sandiwara* is derived from sandi, meaning secret, and wara means warah or teaching. So *Sandiwara* mean teaching done with secrets / symbols or symbols. While the word theater begins with the term theatron which comes from the theomal word which means to be amazed, seen and looked at (Oemarjati, 1971: 14).

The word drama comes from the Greek word draomai which means to do, act, act, react, and so on, so drama means action or action (Haryawan, 1988: 1). According to Ferdinand Brunetierre and Balthazar Verhagen, drama is an art that carries out human nature and attitude and must produce human will with action and behavior. Whereas understanding of drama according to Moulton is life depicted by motion, drama is witnessing human life that is expressed directly (Hasanuddin, 1996: 2). Sumardjo and Saini (1986: 31) argued that drama is a literary work that reveals stories that carry a particular theme through dialogues from the characters. Luxemburg et al. (1989: 158) simplifies the formulation of drama as texts of a dialogue nature.

Speaking ability

Speaking is the ability to speak articulation sounds or words to express, express and convey thoughts, ideas, and feelings. Speaking skills are part of the language activities taught in schools. Guntur Tarigan (1981: 15) suggests that speaking skills are the ability to speak

articulation sounds or words to express, say, and convey thoughts, ideas, and feelings. Listeners receive information through a series of tones, pressures, and placement of joints, if the communication takes place face-to-face plus hand gestures and expressions (expressions) of the speaker.

In line with the above opinion, Djago Tarigan (1990: 149) states that speaking is the skill of conveying messages through spoken language. The link between the message and the spoken language as a medium of delivery is very heavy. The message received by the listener is not in its original form, but in another form, namely the sound of language. The listener then tries to divert the message in the form of the language sound into its original form. Arsjad and Mukti U.S. (1993: 23) also stated that the ability to speak is the ability to speak sentences to express, express, convey thoughts, ideas, and feelings.

METHOD

This research was conducted in class VI Public Elementary School 055 Jatihandap. The number of students is 33 people, consisting of 13 male students and 20 female students. While the characteristics of students in the class have the same characteristics as other classes, meaning that the level of learning achievement ability is almost the same as other class achievement abilities. Similarly, the socioeconomic situation.

The choice of this location is based on several reasons among which the writer is one of the teachers in 055 Jatihandap Public Elementary School. Thus the authors better understand the state of the school, the characteristics of students including the learning process that takes place. The results of learning speaking in class VI Public Elementary School 055 Jatihandap last year seemed not optimal. Student learning motivation is very low because the learning process that takes place is monotonous so it is not attractive to students.

The method used in this study is Classroom Action Research. Classroom Action Research (PTK) according to Endang Sri Rahayu, in his book, *Research Methodology* (2004: 5) states that CAR is a form of reflective study by the perpetrators of actions taken to improve rational stability of actions in carrying out tasks, deepening understanding towards actions taken and updated conditions in which learning practices are carried out.

RESULTS

Exposure to Action Cycle I Data

Based on the results, through the implementation of the speaking ability test for the sixth grade students of Public Elementary School 055 Jatihandap, it was obtained data that the

students' ability in pronunciation of the number of students was 33 students, 5 students or 15% correct, 10 students or 30% less precise, and 18 people students or 54% are not right. In the intonation ability of 33 students it is known that no one or 0% is right, 12 students are 36% less precise and 21 students or 64% are not right. While the expression ability of the number of students 33 people is known to 7 students or 21% right, 11 students or 34% is not right, and 15 students or 45% are not right.

Exposure to Cycle II Action Data

Based on the test results in the application of speaking ability indicators obtained in the second cycle from the pronunciation aspect there are 12 people from 33 students or 36% of students who are very precise, 14 of 33 students or 42% are incorrect, and 7 of 33 students or 22% is not right. From the intonation aspect it can be seen that there are 7 people or 22% of 33 students who are right, 16 people or 48% of 33 people who are not right, and 10 people or 30% of 33 people who are not right. As for the aspect of expression obtained results of 15 people or 46% of 33 students who are right, 13 people or 39% of 33 people who are not right, and 5 people or 15% of 33 people are not right.

Exposure to Cycle III Action Data

Based on the results, it can be stated that the test results in the application of the speaking ability indicator obtained in the third cycle from the pronunciation aspect are 21 of 33 students or 64% of students who are very precise, 12 of 33 people or 36% are not precise, and none one student from 33 students or 0% is not right. From the intonation aspect, there were 22 people or 67% of the 33 right people, 12 people or 36% of the 33 people who were not right, and none of the 33 people or 0% were incorrect. As for the aspect of expression, it can be seen that there are 25 people or 76% of 33 students who are right, 8 people or 24% of 33 people who are not right, and there is no one or 0% of 33 people who are not right.

DISCUSSION

The discussion of the results of this study was conducted by finding the relationship pattern of research results with the concepts or theories that were used as references in this study. The implementation of learning begins with questions and answers between the teacher and students. This activity is intended for students to focus their attention on learning. In addition, the activity aims to attract students' interest and can generate experience and natural knowledge of their speaking skills.

The technique implemented by the teacher in speaking learning as described in the data, the teacher teaches speaking to students with role playing learning techniques as was done in cycles I and II. Therefore, the teacher explains the benefits of the ability to speak well. With techniques like the above students are intrigued to improve their speaking skills. However, in cycle II it was found that there were some students who felt difficulties in the accuracy of pronunciation and accuracy of intonation and expression. This problem is overcome in cycle III by giving examples of how to pronounce words, intonation and the right expression.

In the speaking process in cycle II it seems that students are more diligent than in cycle I. This is seen from the behavior of students who practice a lot rather than silence even though there are still students who ask. Furthermore, in cycle II students are assigned to practice speaking with role playing learning techniques, as in the first cycle there are still many students who ask questions of pronunciation, intonation and expression. Then the teacher accommodates the question and discusses it together with students. This activity runs more smoothly compared to cycle I.

The steps of the role playing learning technique were initiated by analyzing the drama script according to the level of ability of the sixth grade students, the teacher diagnosed students' difficulties in playing the drama characters. The second stage the teacher encourages and guides students to pronounce the right words, so that the drama scripts are clear. With repeated training in playing drama characters, reciting words, intonations and expressions that are less precise will gradually change well. Exercises are carried out in groups then individually.

The results of improving the speaking process in the second cycle can be observed carefully. The level of the speaking ability process that is shown through the performance plays a drama character in front of the class, the assessment of the learning process, and the assessment results appear to increase more than the cycle I. In this cycle one group of students is given the opportunity to come forward to play the drama script. When finished, his colleagues were asked to respond to his appearance. This activity is carried out in turn so that all groups of students have a turn to appear in front of the class. At this stage there was a fairly good increase, as evidenced by the absence of students who felt embarrassed to appear in front of the class. The implementation of this phase of the activity took place smoothly.

At first, in implementing the role playing technique students have not been fully active. But thanks to the efforts of the teacher by practicing continually mcnerus and arranging the

turn to play the drama character in front of the class, all students can be active in the activity. In addition the teacher strives that students have the opportunity to correct each other's appearance. This effort was considered successful even able to increase the warmth and excitement of students in implementing role playing learning techniques.

CONCLUSION

Based on the discussion of the results of research conducted in applying role playing learning techniques to improve the speaking skills of Grade VI students of Public Elementary School 055 Jatihandap, Bandung, several conclusions were obtained. When viewed from the final learning results, it can be concluded as follows: Grade VI students of Public Elementary School 055 Jatihandap Bandung City, generally able to pronounce words, grade VI students of Public Elementary School 055 Jatihandap Bandung City, generally able to pronounce sentences with the right intonation, students class VI Public Elementary School 055 Jatihandap Bandung City, generally able to express drama characters appropriately, and overall, implementation of role playing learning techniques in improving speaking skills conducted through three cycles of action implementation focused on the three indicators mentioned above, has had an impact which is quite large with the target of increasing students' speaking skills. In other words, that speaking learning using role playing learning techniques has a positive impact on improving the ability of sixth grade students of Public Elementary School 055 Jatihandap, Bandung City.

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