

Improving Speaking Ability through Student Role Playing Methods Class B Kindergarten Irene Tondano

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ABSTRACT

The purpose of this study is to Improve Speaking Ability through the Role-Playing Method of Class B Kindergarten Students Irene Tondano. This research was conducted in Irene Class B Kindergarten. Based on the results of research and discussion, it can be stated that the role-playing method can improve speaking skills in Bre Ireine Tondano class students. The role-playing method can develop motor skills previously diagnosed so that this activity is beneficial for students' motor development. Complete learning outcomes in this study were obtained from the percentage obtained by students in Cycle I by 80.0%, in Cycle II by 93.3%, and in Cycle III by 96.6%. These results show an increase and achievement of the expected learning completeness. In learning Indonesian, especially before learning activities using the role-playing method, teachers must pay attention and consider the advantages and disadvantages of this method.

Keywords: Role Playing Methods, Speaking Ability

INTRODUCTION

Government efforts to improve the education paradigm from year to year are increasingly evident. This can be seen from the changes and improvements in the curriculum, methods, and approaches used in classroom learning including learning Indonesian. In learning Indonesian language, there are four skills that students must master which include: listening skills, speaking skills, writing skills and reading skills. Some reasons for the lack of students' ability to speak are explained in the following paragraphs. First, some students are reluctant to speak in Indonesian because students are much influenced by their mother tongue. Second, students fear being wrong when speaking. Third, in the learning process teachers rarely relate learning material to everyday life experienced by students. Fourth, studying in class only pursues the target of passing the national exam. Fifth, teachers only use conventional learning methods.

Learning methods must be able to arouse student enthusiasm in learning, especially the demands of the 2013 curriculum (K13) which require student activities in learning so the learning proceeds. The curriculum is one element that contributes to realize the process of developing the quality of potential students. The 2013 curriculum developed based on competencies is needed as an instrument to direct students to become: (1) qualified human beings who are capable and proactive in responding to challenges in a changing era; (2) educated people who have faith and are loyal to the Lord, have good morality, are healthy, have extensive knowledge, capable, creative, independent; and (3) responsible and democratic citizens. The demands of the 2013 curriculum are in line with the development that students must be more active in the learning process so appropriate methods are needed. The role-playing method is one method that requires

students to be active in classes so they can understand the material according to the context being played.

Based on the description above there is a high gap between the expectations of learning Indonesian, especially speaking skills and the reality in the implementation of learning in class. To achieve speaking skills, teacher learning patterns need to be improved. One learning approach that fits the problem above is through the application of the role-playing method. The role-playing method is a learning method developed based on a model or approach called social interaction Suprpto, 2002 In this approach, the learning process undertaken seeks to develop the ability of students to establish relationships with others / other students, develop democratic attitudes and behaviors, and foster productivity of student learning activities. The steps taken in this approach are (1) the teacher throws the problem / topic in the form of a social situation to students, (2) students track problems with the teacher's guidance, (3) students are given assignments related to problems, in this case arranging dialogue to play, (4) students interact with each other by discussing about the conversation so that they are ready to play, (5) students make conclusions about the material and, (6) students discuss the results of learning activities. Student involvement in the topic of the material by playing one of the characters is expected to stimulate students to respect the feelings of others, share responsibility, learn to make decisions spontaneously, and can stimulate the class to think about solving problems. As an effort to improve students' speaking skills, in addition to considering the learning approach factors applied, teachers also need to pay attention to students' internal factors, one of which is interest.

Speaking is a skill and will not develop if it is not trained continuously. Therefore, speaking skills will not be mastered properly without being trained. If speaking skills are always trained, they will get better. Conversely, shyness, hesitance, and fright of being wrong in practicing will stifle the skills; they are increasingly far from mastery. In learning speaking skills at school, teachers must have a variety of strategies or methods. And one of the methods used is the conversation method or Role Play. This activity is done very well for a continued understanding of a story where given the role of students will give better understanding not only the story line but also the characterization of each character. In this situation students' understanding of the story will be intact because by speaking to tell the script of the story or drama they will really appreciate each scene and a series of spoken words. In the process of learning to speak it takes the right method so that it can improve student learning outcom (Puji, 2006: 42). Although this method is not absolutely the main determinant of the success of a teaching process, it is a good method definitely a supporting tool to achieve better results. The right method for learning Indonesian cannot be obtained without experimentation. If the above statement is agreed upon, the teacher also definitely plays an important role in Indonesian language learning. The teacher is not only a teaching force but is also considered a good model of language speakers including speaking. Therefore, language learning in schools cannot be said to be maximal if the language skills of students (speaking) are still low. This problem also occurs in students in kindergarten Ireine Tondano.

Based on the interviews results with the teachers, it can be identified causes of low students speaking ability, namely as follows: (1) attitudes and interests of students in participating in low language learning. (2) students' speaking skills lack due to inadequacy of training conducted during the learning process.

RESEARCH METHOD

This research uses the action method (classroom action research). Subyantoro (2007: 12) said that research on classroom action is research carried out systematically reflecting various actions taken by the teacher who is also a researcher, since the preparation of plans for evaluating concrete actions in the classroom in the form of learning activities to improve the conditions of learning undertaken. This research was conducted in three cycles. Each cycle consists of (1) planning, (2) action, (3) observation, and (4) reflection. The data source of this research is 25 students of class B Kindergarten Irene Tondano.

RESULTS AND DISCUSSION

The results of the study describe every aspect of ability in every aspect studied and more clearly explained in the discussion. Test instruments are given in class according to the specified time and work during Indonesian learning hours, after conducting the test the results are collected, checked, and then processed.

Student achievement data is obtained from the results of evaluations carried out in each cycle, namely cycles I, II, and III.

Student Achievement Data Tables in Each Cycle

Student serial number	Cycle I	Cycle II	Cycle III
1	2	2	3
1.	70	75	90
2.	70	75	85
3.	70	80	100
4.	70	80	100
5.	80	85	80
6.	55	65	80
7.	75	80	90
8.	70	90	95
9.	75	80	90
10.	80	85	100
11.	75	85	80
12.	60	80	80
13.	50	65	75
14.	65	75	90
15.	40	50	90
16.	70	80	70
17.	75	80	60
18.	75	100	80

Continued Table

19.	70	75	95
20.	75	80	80
21.	75	80	80
22.	80	85	75
23.	50	75	80
24.	50	70	70
25.	80	90	65

The results from this study and published data support the conclusion that the learning outcomes of Class B Kindergarten students Ireine Tondano 2019/2020 academic year have highly improved from Cycle I, II and III. In Cycle I (in the Skill sub-topic reading dialog according to the drama script) the evaluation results show an average student score of 69.5 with a completeness percentage by 80.0%. The results of the Cycle I evaluation are below the established success indicators. In Cycle II (speaking according to the character's utterances in drama scripts) is an improvement from Cycle I. To get better results, more emphasis is placed on strategies in guiding students when doing exercises. The student average is 80.0 and the evaluation results show a completeness percentage by 93.3%. Hence, the target applied has already been reached. In Cycle III (Skilled in showing character) the completeness percentage is 96.6% with an average of 86.3 students. In this Cycle III, students have implemented learning strategies supporting effectiveness and efficiency in the learning process. In this study, by applying the role-playing method, students are more active in working on problems given by the teacher. The description above implies that the application of the role-playing method can improve the skills to improve the speaking ability skills of class B students in kindergarten Ireine Tondano.

Teacher's Efforts in Improving Speaking Skills through Role Playing Methods

Teacher efforts to improve language skills through role playing methods include:

1. Tell a story

School is the second place after home education takes the places and in which physical, motor, discussion, cognitive, and social development of children will be formed. One way to guide children to develop their language, is through storytelling, listening to stories enabling children to get new words. Stories for children can enrich their imagination, develop their intelligence, clear their emotions, and adjust to anxiety when faced with the search for a way out.

2. Arrange the room

Teachers must be creative in arranging space and providing tools so that role-playing activities always attract their children. This will ultimately be able to improve or develop children's language, such as on family themes. In this theme, there are mother and father clothes, hats, ties, small suitcases, dolls, blankets, mother shoes, father and so on. Themes can be adapted to situations that are happening at school or actual events, such as: Kartini Day, welcoming Christmas, and New Year (Winarno, 2000: 28).

3. Visiting a place

Visits to activity centers in the school environment are also used as material for role-playing activities, for example: post offices, village offices, bakeries, and so on. Explanations given by officers become a reference for children in playing roles. The teacher is surveying in advance, so the equipment there has been either originally or

artificially provided by the teacher at the school. For example, children visit a bakery. There the child gets an explanation on how to make bread, material names, tools, and consumer reach processes. The process from beginning to end is documented, and displayed in the classroom where playing roles. It can be more fun for children. The processes that occur when children watch, listen, connect, and express their knowledge in the form of expressions, all determine language development. Besides visiting places, role playing activities can be stimulated by inviting speakers such as bulletins and journalists (Winarno, 2000: 27). From bulletins and journalists, children will get an explanation of the names of newspapers, magazines, tabloids. What is in the newspaper, why people like to read newspapers. Exposure that can be given by the newsboy can add vocabularies and knowledge to children, then expressed in role play. Playing this role can be done inside or outside the room, not focusing on the drama room. This does not make children feel bored.

CONCLUSIONS

Based on the results of research and discussion, it can be argued that the role-playing method can improve speaking skills in class B students Ireine Tondano Kindergarten. The role-playing method can develop motor skills previously diagnosed so that this activity is beneficial for students' motor development. Mastery of learning outcomes in this study was obtained from the students in Cycle I by 80.0%, in Cycle II by 93.3%, and in Cycle III by 96.6%. These results indicate an increase and achievement of the expected learning outcomes. It is expected that before role playing method implementation in learning activities, the teacher must pay attention and consider the advantages and disadvantages of the training method. Students who want to improve their learning achievement in Indonesian must solve more practice questions.

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