IMPROVING SPEAKING SKILLS THROUGH ROLE PLAYING METHOD IN CLASS IV SDN 05 DULUPI BOALEMO DISTRICT

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ABSTRACT

Speaking is one aspect of language skills as well as a communication tool used by humans, especially in the teaching and learning process to improve students' speaking skills. The problem in this study is "Can the speaking skills of fourth grade students at SDN 05 Dulupi Boalemo Regency be improved through the role-playing method?" The purpose of this study was to improve speaking skills by using the role playing method. The method used in this study, classroom action research using test data collection techniques, observation and documentation. The results of the initial observation of speaking skills from 25 students were only 9 students or 36% who were brave and able to speak well, after the first cycle was held it increased to 52% or 13 students who were able to speak well.
Cycle II increased to 80% or 20 students. It was concluded that
speaking skills through the role playing method of fourth graders at SDN 05 Dulupi, Boalemo Regency, has improved.

Keywords: Speaking Skills and Role Playing Method.

INTRODUCTION

Language skills have four components of skills that must be developed, namely, listening, speaking, reading and writing skills. These four skills are related to each other. The improvement of language skills is carried out in an integrated, contextual and functional manner with a focus on listening, speaking, reading and writing skills alternately and continuously. Students must master these four skills, not only in education but also in community life. Skills are closely related to the thought processes that underlie language. A person's language reflects his thoughts. The more skilled a person speaks, the brighter and clearer his way of thinking will be. Skills can only be acquired and mastered through practice and lots of practice. Practicing language skills also means training thinking skills. (Tarigan, 1980:1 ; Dawson, 1963:27).

One of the language skills that is very important in everyday life is speaking skills. Because speaking skills occupy the main place in giving and receiving information and advancing life in the modern world. Speaking is one aspect of productive language skills (capable of producing) meaning an ability that a person has to convey ideas, thoughts or feelings so that the ideas in the speaker's mind can be understood by others. Tarigan (2008:16) states that speaking is the ability to pronounce articulation sounds or words that express, state and convey thoughts, ideas and feelings. In line with this opinion, Haryadi and Zamzani (2000:72) argue that in general speaking can be interpreted as a conveying of one's intentions (ideas, thoughts, hearts) to others by using spoken language so that these intentions can be understood by others.

The speaking activity in class is not honed by the teacher. As a result, students often find a tendency to be reluctant to speak for fear of being wrong. In addition, students do not understand standard Indonesian vocabulary and are lazy to express ideas or ideas due to lack of confidence. This tendency will have an impact

on the undeveloped speaking skills of students, so that learning objectives will be difficult to achieve, because in speaking one must pay attention to speaking attitudes, speaking politely. pronunciation, intonation, use of words and sentences, and gestures and expressions.

This problem also occurred in the fourth grade students of SDN 05 Dulupi, it was found several things that caused the low speaking ability of students, namely the lack of speaking skills during learning, the lack of speaking skills for children as a communication tool, some students were not able to express opinions, the use of role playing methods was not optimal. and the methods that are often used are limited to lecture, discussion and group work methods. This can be seen from the Indonesian language learning process which shows that out of 25 students only 9 students are able to express ideas or ideas in the learning process.

To optimize speaking skills, a learning method that emphasizes more on students' learning activities and creativity is needed during the learning process. The involvement of students in learning should be more than that of the teacher. This is reinforced by the opinion of Nurhatim (in Herawati, 2011: 3) who says that the use of a method has an important meaning as a variation of learning with the aim that students can participate in learning activities in class that are fun and not boring. For this reason, teachers need to change the assignment method with a learning method that involves student activity and creativity during the learning process.

The learning method that will be used by researchers to overcome the lack of speaking skills is the role playing method. The role playing method is one method that is suitable for learning Indonesian. Role playing can also be used to stimulate students' creativity to express, be confident and learn to communicate in public, so as to encourage the teaching and learning process. The reason for using the role playing method is because this method is more effective and more efficient to be applied in learning to speak, especially in learning Indonesian. It is more effective because the application of the role-playing method saves time, this is because students will be involved in practicing speaking in groups using Indonesian. It is said to be efficient because it is possible for the learning process to be carried out more by playing while learning because playing for elementary school age children is the most interesting thing. Mulyasa (2004:139) states that role playing is a way of teaching that provides opportunities for students to carry out certain role-playing activities contained in people's lives.

Based on the background of the problem above, it is quite reasonable if the author is interested in conducting a research entitled "Improving Speaking Skills through Role Playing Method in Class IV SDN 05 Dulupi, Boalemo Regency".

THEORETICAL STUDY

A. Understanding Skills

In the Big Indonesian Dictionary (2001:1180) skills are skills to complete tasks. From the definition of skills according to the Indonesian Language Dictionary (KBI), there are two interrelated components, namely skills and tasks or work. Skills are the ability of children to carry out various activities in their efforts to complete tasks. Skills need to be trained to children from an early age so that in the future children will grow up to be skilled and agile people in carrying out all activities and able to deal with life's problems. In addition, they will have expertise that will benefit the community.

Tri Budiharto (2008:1-2) reveals that skill comes from the word skilled which means being able to act quickly and precisely. Another term for skilled is agile, capable of doing something. In other words, skill can also be called dexterity, skill or ability to do something well and carefully. Meanwhile, according to Sukmadinati (2002: 184) skill is a person's ability to apply or use the knowledge he has mastered in a field of life. From the definition of these skills, a person's skills can be improved by mastering a particular field. Skills are closely related to the thought processes that underlie language. A person's language reflects his thoughts. The more

skilled a person speaks, the brighter and clearer his way of thinking will be. Skills can only be acquired and mastered through practice and lots of practice. Practicing language skills also means training thinking skills (Tarigan, 1980:1; Dawson, 1963:27).

B. Definition of Speaking

According to Tarigan (2015: 16) speaking is the ability to pronounce articulation sounds or words that express, state and convey thoughts, ideas and feelings. Meanwhile, according to Haryadi and Zamzani (2000:72) argues that in general speaking can be interpreted as a delivery of one's intentions (ideas, thoughts, hearts) to others by using spoken language so that these intentions can be understood by others.

Mulgrave (Tarigan, 2015:16) says that speaking is a tool to communicate ideas that are compiled and developed according to the needs of the listener or listener. Speaking is an instrument that reveals to the listener almost directly whether the speaker understands or not, both the material of the conversation and the listeners, whether he is calm and adaptable or not when communicating his ideas and whether he is alert and enthusiastic or not.

Brown and Yule (1983:2) suggest that speaking can be interpreted as the ability to express the sounds of language to express or convey thoughts, ideas or feelings orally. This understanding essentially has the same meaning as the understanding conveyed by Tarigan, namely that speaking is related to the pronunciation of words.

According to Arjad and Mukti (1993: 23) it is stated that naturally everyone is able to speak, but speaking regularly and skillfully is very rarely we encounter, so that when we speak it causes nervousness and the ideas expressed become disorganized and eventually the language becomes disorganized. The assumption that everyone can speak automatically has caused the development of these speaking abilities and skills to be often ignored.

Nurgiyantoro (2012:399) argues that speaking is a second language activity that humans do in language life after listening. Based on the sounds of the language that is heard, then humans learn to pronounce and are finally able to speak. Meanwhile, according to Arsyad (1988:17) describes speaking as the ability to pronounce articulation sounds or pronounce words to express, state, convey thoughts, ideas and feelings. In line with that, according to Djiwandono (1996:68) argues that speaking is an active language activity of a language user to express himself orally. In addition, Syafi'ie (1993:25) suggests that speaking is a language skill using oral media and is productive.

C. Understanding Speaking Skills

Tarigan (2008:16) argues that speaking skills are the ability to pronounce the sounds of articulation of words to express, state, and convey thoughts, ideas and feelings. Listeners receive information through pitch, pressure, and joint placement. If the communication takes place face-to-face, it is coupled with the movement of the hands and facial expressions (mimic) of the speaker. Meanwhile, according to Arsjad and Mukti US (1993: 23) suggests that speaking skills are the ability to pronounce sentences to express, state, convey thoughts, ideas and feelings.

According to Iskandarwassid and Dadang Sunendar (2011: 241), speaking skills are skills in reproducing the flow of the articulation sound system to convey wishes, needs, feelings and desires to others. In this case, the completeness of one's speech apparatus is a natural requirement that makes it possible to produce a wide variety of articulation sounds, stresses, tones, silences and speech songs. Meanwhile, according to Saddhono and Slamet (2014: 55) speaking skills are the ability to say words in order to convey or express intentions, ideas, ideas, thoughts, and feelings that are arranged and developed according to the needs of the listener or

listener so that what is conveyed can be understood. by listeners or listeners in accordance with the goals to be achieved.

D. The Purpose of Speaking Skills

HG Tarigan (2015:16) reveals that speaking activities have the main purpose of communicating. To convey thoughts effectively, speaking must understand the meaning of something to be communicated. He must also be able to evaluate the effect of his communication on the listener and must know the principles that underlie all speech situations, both public and private. Meanwhile, according to Maidar (1993:17) the purpose of speaking is to tell something to other people so that that person understands the content of the conversation. In order to convey the conversation effectively, the speaker should really understand what he is talking about. In addition, he must be able to evaluate the effect of his communication on the listener.

Keraf in Saddhono & Slamet (2014: 54) states that the purpose of speaking is to encourage the speaker to encourage, arouse enthusiasm, and show respect, and devotion, convincing: the speaker tries to influence mental/intellectual beliefs or attitudes to the listeners, acts/ act: the speaker wants an action or physical reaction from the listeners by awakening emotions, informs: the speaker tries to describe or convey something to the listener, in the hope that the listener will know about something, knowledge and so on, fun: the speaker intends to cheer up, entertain the listeners so that they are released of the routine experienced by the listener.

E. Speaking Skill Function

The general function of speaking is as a means of communication. The function of speaking specifically is to express opinions, mandates or messages. According to Halliday and Brown speaking functions can be grouped into seven, namely:

a. The instrumental function is to act to move the fibers manipulate the environment, causing certain events to occur. With this function, language is enabled to cause a special condition, for example speaking with the intention of ordering or calling. For example, when a teacher speaks to give advice and commandments to his students.

b. The regulatory function is the supervision of events. Through this function, speaking is used for approval, reproach, and behavior control. For example, the expression of the principal's decision to expel students from school because of their actions that violate school rules.

c. The representational function is the use of language to make questions, convey facts and knowledge, explain, report, and describe. For example, an announcer who delivers news of a flood disaster, a teacher who explains language material.

d. The interactional function is the use of language to express feelings, emotions, personality and reactions contained in his mind. For example, a teacher who gets angry and nags because many students don't do their homework.

e. Personal function is the use of language to express feelings, emotions, personality and reactions contained in his mind. For example, parents scold their children for not doing their homework well.

f. Function heuristic is the use of language to gain knowledge and study the environment. This function is often conveyed in questions. For example, a student asks the teacher about something that has not been understood when the teacher is explaining.

g. Imaginative function is the use of language to create imaginary systems or ideas. For example, a grandfather who tells a fairy tale about the occurrence of Banyuwangi.

F. Types of Speaking Skills

According to Gorys Keraf in St.Y.Slamet (2008:38) there are three types of speech:

a. persuasive. encourage, persuade, and act. Want a reaction from the listener to get inspiration (inspiration) or arouse emotions to get the opinion, intellectual, even action from the listener.

b. instructive. tell. In this case requires a reaction from the listener in the form of an appropriate understanding.

c. recreational. pleasant. Wants from the listener in the form of interest and excitement.

Meanwhile, Haryadi and Zamzami (2009:38) divide the types of speech into two types, including:

a. Public speaking which includes notification, kinship, persuasion, and negotiation.

b. Speaking at conferences, which include group discussions, parliamentary procedures, and debates.

Puji Santoso, et al (2008:6.36) stated that the type of speaking based on the situation was as follows:

a. formal speaking

In a formal situation, the speaker is required to speak formally. For example: speeches, lectures, and interviews.

b. Speaking informally

In informal situations, the speaker must speak informally. For example: telephone and conversation.

RESEARCH METHODOLOGY

The research was conducted at SDN 05 Dulupi, Boalemo Regency. This school is a place for research assignments and when research is carried out in the even semester of the 2019/2020 school year. The subjects in this classroom action research were fourth grade students at SDN 05 Dulupi, Boalemo Regency with a total of 25 students consisting of 14 male students and 11 female students.

The type of research used is classroom action research. This classroom action research aims to improve students' speaking skills using the role-playing method. According to Suharsimi Arikunto, et al. (2007: 3), "Classroom action research is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class together." This classroom action research is carried out collaboratively, where research is carried out in collaboration or in collaboration with class teachers. Class teachers as implementers and researchers as observers. In the implementation of the action, the researcher is present and plays a role in the classroom to observe everything that happens in the process of learning activities **.**The flow of classroom action research can be seen in the image below:
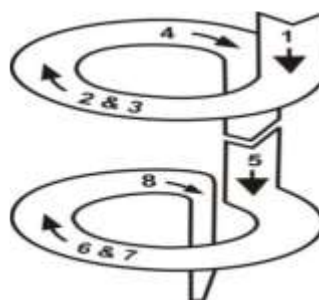
Information
Cycle I
1. Planning
2. Implementation of Actions and,
3. Observation
4. Reflection and Revision
Cycle II

1.Planning

2.Implementation of Actions and,

3.Observation

4.Reflection

The techniques used in this classroom action research are:

a. Observation

Observations in this study were to observe students in the speaking process using the role-playing method with aspects assessed, namely fluency in expressing opinions/responses, vocal clarity, facial expressions/mimicking, sentence structure and eye contact with the speaker.

b.Test

The test in this study is a complement to the assessment of student attitudes which will be assessed with responsibility and discipline to obtain data on student learning outcomes on speaking skills.

c. Documentation

Documentation in this study is used to obtain data about the list of students' names, the number of students and other data that will be used for research purposes. The documentation method was used to collect data on the names and numbers of Class IV students at SDN 05 Dulupi, Boalemo Regency.

RESEARCH RESULTS AND DISCUSSION

The results of initial observations showed that 9 students or 36% were brave and able to speak well, while 16 students or 64% were not able and did not dare to speak. Then the first cycle was held, from the results of the analysis of students' speaking skills in the first cycle only reached a percentage of 52%, this is because in the first cycle students have not adapted to the applied learning methods, besides that the class situation is still noisy when learning takes place there are still many students who are busy themselves did not pay attention when other groups came forward in front of the class for conversation and students who played roles were not optimal. However, the results of the analysis in the second cycle the students' speaking ability increased by a percentage of 80% this was because in the second cycle an improvement was made by the folklore teacher with his own speech in front of the class so that the teacher could assess the students one by one, the teacher did this because in the first cycle other students work or role-play other students just play. From these improvements showed maximum results, namely students' speaking skills increased and achieved the planned maximum mastery.

Meanwhile, the results of observing student learning activities in cycle I obtained a percentage of 50% because student activities during learning were less active where some students were not ready to accept lessons, they were still unable to answer questions from the teacher or ask questions about the material being taught. In the second cycle of student activities increased with a percentage of 75% in the good category. This is because in cycle II students are motivated and are brave and are no longer shy about expressing opinions or playing roles. The increasing activity of students in learning Indonesian using the role-playing method is because students are starting to be happy with the learning methods used. This is supported by research using the role-playing method that was carried out previously, namely "Improving Students' Speaking Ability Through Role Playing Methods in Class V SDN 1 Kabila, Bone Bolango Regency" and " Improving Students' Speaking Ability Through Role Playing Methods in Indonesian Language Learning. Class III SDN Lampasio".

From the results achieved in both cycles, it can be concluded that the action research hypothesis states that "If the role-playing method is used in Indonesian subjects, then speaking skills in class IV SDN 05 Dulupi can be improved as expected.

CONCLUSIONS AND SUGGESTIONS
CONCLUSION

Based on the results of the actions taken in cycle I and cycle II, it was found that the role-playing method was very effectively used by teachers in improving speaking skills in fourth grade students at SDN 05 Dulupi, Boalemo Regency. This can be seen from the initial observation data from 25 students, 9 students or 36% who were able and 16 students or 64% who were declared unable. In the first cycle of action it increased to 52% or 13 students, followed by the second cycle of action it increased again to 80% or 20 students.

Thus learning the role playing method has become the main choice for grade IV teachers at SDN 05 Dulupi, Boalemo Regency in general learning, especially in improving students' speaking skills.

SUGGESTION

In connection with the conclusions that have been put forward, the researchers suggest to several parties with an interest in the results of the study as follows.

1. For teachers, they should always train students to like to speak properly and correctly according to the context and be able to use the role-playing method in speaking learning activities.
2. For students, it is hoped that they will continue to practice improving their more complex speaking skills in everyday life.
3. For advanced researchers in the fields of education and language, they can conduct similar research with different learning techniques, so that various alternative speaking learning techniques are obtained.

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