

IMPROVING STUDENTS LEARNING OUTCOME OF ENGLISH BY USING ROLE PLAYING AT SDN 022 RUMBIO

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ABSTRACT

The aim of this research is to describe the application of role playing to improve the learning outcomes of students class V SDN 022 Rumbio. The formulation of the problem in this research is how the application of role playing to improve learning outcomes of English by using role playing students at V grade of SDN 022 Rumbio. This research was conducted in class 002 Rumbio. This research was conducted in two cycles and each cycle was held twice. The subject of this research is the students of class V 002 Pulau SarakKampar district which amounted to 27 people, with the number of male students 13 people, and female students 14 people. The techniques of collection Data used in this research are of observation, documentation, and evaluation. Based on the research results can be concluded that in the first cycle is still quite good with an average of 70.25, then from 27 students only 19 students or 70.37% who achieve mastery individually. Students' learning outcomes in cycle II is quite good with an average of 87.29, and 25 students complete or 92.59% who achieve mastery individually. Thus it can be concluded that with the implementation of role playing model can improve the learning outcomes of English on the students at Vgrade of SDN 002 Rombio

Keyword: *Learning outcome, role playing.*

INTRODUCTION

Education is a conscious effort that undertaken by a person to the physical and spiritual development of students in improving the quality of life. The nature of education takes place throughout life. In this context , education can take place in various environments, namely in the informal education environment (family), in the environment formal education (schools), and in an environment of non-formal education (community).

Human beings regarded as an education because that has a variety of potential, such as the potential reason, the potential of the live, the potential physical, and spiritual potential. Wiyani (2013: 8) says that the educational process is a learning process, learning as a course to be designed by teachers for its implementation can lead learners achieve learning objectives that have been set. The strategic issues of education or learning problems in Indonesia continue to roll and remain unresolved, although solutions continue to be made.

Meanwhile, based on the data of daily test the second semester of academic year 2015/2016 in the matter role playing SDN 002 V class Rumbio, revealed that there are still many students who have not reached the minimum completeness criteria (KKM), namely, 65. Based on the evaluation results of daily tests Such of 20 people, only 7 students (35%), which reached KKM while 13 students (65%) scored below the KKM.

The problems of learning outcomes caused by the methods that used by teachers during this time tends to use conventional methods. Based on unstructured interviews that researchers do with the class teacher of SDN 002 Rumbio did on Wednesday, February 8, 2017 is explained by the teacher matters as follows: 1) teachers tend to use the lecture method, 2) the teacher has not utilizing instructional media to the fullest, 3) the student is difficult to remember the names of the heroes of the independence of Indonesia learning materials, and 4) students passively follow the lesson.

Learning outcomes are changes in behavior as a whole both in terms of cognitive, affective and psychomotor. According to Uno (2015: 213) Learning outcome is a change of behavior that is relatively settled in a person as a result of one's interaction with the environment. (Trianto, 2012: 171). The Role Playing model is a teaching model that helps individuals to find personal meaning in the social world and seeks to solve social problems with the help of groups. According to Aunurrahman,

(2012: 165) Role Playing models are designed especially to help students learn about social, moral and its reflection in behavior.

Based on the problems that arise, in solving the problem with regard to the basic competence is learned that appreciate the services and the role of a character in the declaration of independence which is a matter of history that requires students to understand the concepts and historical materials not just memorize. The research define alternative measures to improve the quality of learning that encourages student engagement in learning and enhance their creativity by using one model of learning is learning model role playing (play a role). Thereby the use of Model alleged role playing effectively improve English studies materials role playing. Based on the above issues, the purpose of this research is to obtain information and discuss on " **Improving students learning outcome by using role playing at SDN 022 Rumbio.**

METHODOLOGY

This research was a classroom action research (CAR). This research was conducted at SDN 002 Rumbio. This research was conducted in April until July 2017. The subjects in this study were the students of grade V at SD Negeri 002 Rumbio in academic year 2016/2017, which amounted to 27 students, consisting of 13 male students and 14 people female student. This research was conducted in two cycles. In one cycle there are 2 meetings. Each cycle consists of 4 stages, namely planning, implementation, observation and reflection. Data collecting techniques use observation, evaluation,

and documentation. Data analysis techniques collected in this study is a combination of qualitative data and quantitative data. Thus the data analysis of this research was the analysis of qualitative description and quantitative description.

FINDING AND DISCUSSION

A. Description of Pre Action

Prior to this classroom action research, researchers analyzed preliminary data that already achieved of learning outcomes among students before the data value of students in the second semester of academic year 2015/2016 in the matter Proclamation of Indonesian Independence. The value of student learning outcomes can be seen in the table below:

Learning outcome of students	Preliminary Data
Number of students who complete learning	7 (35%)
Number of students who complete do not learning	13 (65%)
Average of students score	64,80

Source: teacher at Class V SDN 002 Rumbio

Based on the table above, know that the average of pre-action language english learning outcomes was 64.80

with the medium category and only 7 people who achieve mastery individuals. While completeness classical student learning outcomes were 35%. While students who were not completely individual 13 people and the classical was 65%. Where according to Sumarni (2012: 226) classical completeness of students has reached 85% of all students, the classical student learning outcomes have been achieved well.

B. Description of action in each cycle

Cycle I

- a. Planning (Stage of Planning Assessment of RPP in Cycle I)

The first phase of the research is the planning. RPP used by teachers in the learning process study role playing at the first meeting and the second meeting cycled I judged based guidelines observation sheet is based on the observation of ratings RPP at the first meeting held on 26 April 2017 and the second meeting on the 27th of April 2017 that the learning process can be explained formulation of indicators, formulating learning goals, the selection of teaching materials, learning resources, instructional media selection, learning model, learning and assessment scenario.

- b. Action

The second phase of the research is the action of the measures is the implementation of the

contents of the draft. The implementation process cycle I the first meeting held on Wednesday, 26 April 2017 starting at 11:30 until 12:40 for 2-hour lesson (2x35 min). The indicators achieved are identifying important events ahead of the proclamation and identifying key figures in achieving independence. The learning activities discuss important events before the proclamation. While the process of implementation of action cycle I meeting II was held on Thursday, April 27, 2017, from 08.40 to 09.50 for 2 hours of the lesson (2x35 minutes). Indicators reached is playing the character whose role in the events Regasdenglok, show respect for heroes.

c. Observastion

1) Teacher activity in cycle I

Teacher activity in the learning process of Indonesian independence proclamation material through Role Playing model I cycle was implemented and assessed by observers namely Mr. Usaman, S.Pd.I. Based on the observation in the first meeting the observer record concludes that the whole learning process was passed in accordance with the RPP, but there were still some aspects that need to be

improved for the next meeting, the teacher should involve all students to answer the apperception question, the learning objectives need to be explained as a whole, more conditioned students in role playing activities.

Based on the observation of the second meeting of the cycle I, it is known that the observer concludes that teacher activity has been performed in accordance with the RPP and has shown improvement from the previous. In apperception has been better and only student responses that need to be improved, the learning objectives have been submitted completely, the teacher has been firm in giving instruction in role playing activities, role play is good but need to be controlled again by teacher better.

2) Students activity in cycle I

Based on observation of student activity of first meeting of cycle I, it is known that observer concluded that student activity has not run maximally, need to be more improved for the next meeting such as: student's courage in answer question need to be improved, student must be guided again in role play well and in the process of evaluation there must be supervised by the teacher so as not to be noisy.

Based on the observation of student activity of the second meeting of the cycle I, it was known that the observer concludes the student activity was better than the previous meeting, the students have dared to answer

apperception by the teacher and need to be improved. Students have played a role well but there was still a shyness when the next appearance needs to be guided so that all students play well. Result test in cycle I

The result of student learning of V class in SDN 002 Rumbio in cycle I still quite good enough with the average as 70,25. It can be seen in the table below:

The result of test in cycle I

N o	Inter val	Categ ory	Cycle I
1	85- 100	Better	7 (25,9 2%)
2	70- 84	Good	8 (29,6 2%)
3	55- 69	Medi um	4 (14,8 1%)
4	40- 54	Less	8 (29,6 2%)
5	<39	Very less	0 (0%)
Average			70,25
Category			Good
Student completed			19 (70,3

		7%)
	Uncompleted student	8 (29,6 2%)
	Number of student	27

Source : the result of test, 2017

d. Refelction

The first phase of reflection is the researchers make the self evaluation of the activities that have been done and see the response of students to the learning process. Based on the results of self-evaluation then researchers conducted discussions with collaborators (observers 1 and II) student learning outcomes have shown improvement from before the action. The shortcomings include: 1) the teacher still has not overwhelmed the learning material, 2) the teacher should be more supervising the students not to be noisy, 3) the lack of clear instruction from the teacher when the students to choose to play the role so that students still have confused, 4) the lack of giving motivation to the students while playing the role well so that many students are shy about playing the role, 5) some students are still noisy and telling stories about doing the discussion, 6) some students still have shortcomings and not exactly in giving conclusion.

Cycle II

a. Planning (Stage of Planning Assessment of RPP in Cycle II)

The first phase in the research of this class action is the planning. RPP used by teachers in the learning process role playing independence proclamation of Indonesia at the first meeting and the second meeting in the second cycle judged based guidelines observation sheet is based on the observation of rating RPP at the first meeting held on May 3, 2017 and the second meeting on the 4th may 2017 note that the learning process can be explained formulation of indicators, formulating learning goals, the selection of teaching materials, learning resources, instructional media selection, learning model, learning, and assessment scenario.

b. Action

The second phase of the research was the action of the measures the implementation of the contents of the draft. The process of implementation of the second cycle of the first meeting was held on Wednesday, May 3, 2017, with a 2-hour lesson (2x35 min). Indicators reached is identified seconds proclamation of Indonesian independence and identify key figures in the proclamation of Indonesian independence. While the second cycle of the second meeting was

held on Thursday 4 May 2017 with 2 hours (2x35 minutes). Here is a description of the implementation of action cycle II. Indicators reached is Portray figures that play a role in the events of the proclamation seconds and show respect for heroes.

c. Observation

1) Teacher activity cycle II

Based on the observation in the first meeting of cycle II, the observer concludes that the whole learning process was passed in accordance with the RPP, but there are still some aspects that need to be improved for the next meeting, that teachers should be able to make all students to answer apperception questions, Overall, teachers are better able to get students to discuss and give conclusions from role playing activities well.

Based on observation in the second meeting of cycle II, it was known that observer note concluded based on observation result on teacher activity has been implemented according to RPP and overall learning process has been done very well by the teacher. As the response rate of students in answering perception increased, while the teacher has guided the whole group, so that has seen the cooperation and the process of percentage running smoothly and quiet this is because the teacher has control students well.

2) Students activity siklus II

Based on the results of the first meeting of student activity observation cycle II, it was known that the activity of students already performing well, the response rate of students answered questions of teachers has increased, students have played the role well and students have been active.

Based on observations of student activity the second meeting of the second cycle, it was known that student activity from the initial activity until the end of the run very well, students have been active in answering questions aperseption of teachers, all the students have been playing the role very well, and the process giving test questions went very well.

3) The result test of cycle II

The result of student learning in V class at SDN 002 Rumbio in cycle II was quite good with an average of 87.29. The value of student learning outcomes can be seen in the table below:

			stu den ts	
1	85-100	Bett er	18	66,67 %
2	70-84	Goo d	6	22,22 %
3	55-69	Med ium	3	11,11 %
4	40-54	Less	0	0%
5	<39	Very less	0	0%
Number of students			27	100%
Average			87,29	
Category			Baik sekali	
Student completed			25	92,59 %
Uncompleted student			2	28,57 %

Source : the result of test, 2017

The Results of test in the Cycle II

N O	Inte rval	Cate gory	The Results of test in the Cycle II	
			Nu mbe r of	Perce ntage

d. Reflection

The first phase of reflection that researchers make corrections individually (self-evaluation) about the action it has taken and seen the response of students to the learning process: students who already understand the stages model of role-playing, students were not shy anymore and confident when performing play drama and communication between

teachers and students have been communicative so enthusiastic in following the learning activities, the results of individual evaluations do apparently in line with filled by observers I and II.

The Comparison of learning outcome in pre action, Cycle I, and Cycle II

N O	Decript ion	Pre acti on	Cycl e I	Cy cle II
1	Averag e	64, 8	70,2 5	87,2 9
2	Percent age Comple tedof learning outcom e	35 %	70,3 7%	92,5 9%

Based on table above, it was known that the value of the average student in pre action was 64.8 in the first cycle increased to 70.25, then on the second cycle increased to 87.29, while the percentage of learning outcomes pre action completeness was 35%, the cycle I increased to 70.37%, then in cycle II increased to 92.59%. This suggests that the increase from the first to the second cycle.

C. Discussion

1. The Planning of Learning English Using Role Playing Models

The important components of lesson plan include: identity, Standards competence, Basic Competencies, Indicators, learning objectives, subject matter, Role Playing model, learning steps, learning resources, and assessment.

2. The process of Learning english Using Role Playing Models

Based on the results of the first cycle of learning relatively very low so that the delivery of content becomes less clear, because the teacher during this time tend to use conventional methods such as lectures that focus students' attention entirely to the teachers that are active here only teachers (teacher center), while students just listen to explanations presented

3. Learning outcome Using Role Playing Models

Based on the results before deploying a model role playing, note that the study of students on English studies relatively moderate. Can be seen with the average value of learning outcomes was 64.80 while the classical completeness of 35%. This was due to the teachers tend to use the lecture method and not take advantage of learning media to the maximum so that the impact on the student's hard to remember the names of heroes in the material proclamation of Indonesian

independence and also resulted in students being passive so that in the learning process more students to listen more and not pay attention to what explained by the teacher.

CONCLUSION

1. The Planning of English Subject of learning materials with the use of Role Playing model that was made in accordance with the components of existing lesson plan and the implementation of the teacher was in accordance with the components-components in the lesson plan.
2. The process of learning material proclamation of Indonesia independence by using Role Playing model I cycle has not been implemented properly, whereas in cycle II the teacher has done the learning process very well, Because in cycle II this teacher activity increase because teacher have seen deficiencies that happened at the previous cycle and fix it cycle II.
3. Using the Role Playing model on Indonesian independence proclamation material can improve the learning outcomes of English students of class V SDN 002 Rumbio

SUGGESTION

Based on the results of the research above, the researcher's suggestions are:

1. To improve student learning outcomes, it is recommended that the teachers of SD Negeri

002 Rumbio can apply Role Playing model in English subject not only in the event material around Proclamation, but also on other materials that match the characteristic of Role Playing model so as to give opportunity to students to be actively involved physically and mentally in the learning activities so that the student learning outcomes get better.

2. To improve the quality of learning, it is recommended to the teachers of SD Negeri 002 Rumbio to apply Role Playing model English subject can create is fun for students so that the subject matter can be easily understood.
3. To improve the quality of schools, it is advisable to schools to better supervise the process of learning in class, so that teaching and learning activities conducted by teachers can be implemented properly.
4. For further research, especially those who will research by using Role Playing model, it is suggested to better understand the steps by using Role Playing model on the material under study and Role Playing model not only on English subject but also on other subjects.

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