Implementation of Learning Methods Role-Playing in Drama Materials to Improve Speaking Skills of Grade VIII Junior High School Students

Hasnur Ruslan[1], Syakilla[2], Nirmayanti[3], Ade Nurul Izatti G. Yotolembah[4]
[1,2,3,4]Indonesian Language and Literature Education, Tadulako University, Central Sulawesi
E-mail: hasnurruslan05.1987@gmail.com

Abstract

The purpose of this study was to determine whether the role-playing learning method in drama material improved the speaking skills of class VIII students of MTs Al Khairaat Sindue. This study used a pre-experiment research design consisting of one class (one group), namely the experimental class. The sample of this study was the VIII grade students of MTs Al Khairaat Sindue; with a total of 12 students. Data collection was carried out by giving a tragedy drama script test consisting of pre-test and post-test conducted at the first and last meeting. The pre-test result of class VIII MTs Al Khairaat Sindue was 46.38 while the post-test result was 70.27. By applying a significant level of 0.05, the researcher found that the t-count value (8.62) was higher than the t-table (0.16). In conclusion, the implementation of the role-playing learning method in drama material is effective to improve the speaking skills of class VIII students of MTs Al Khairaat Sindue. Based on these results, it can be concluded that the role-playing learning method can be applied by teachers in the teaching and learning process as one of the effective learning methods to improve students' speaking skills, especially for grade VIII students of junior high school and senior high school.

Keywords: *Role Play, Improving, Speaking, Drama*

Introduction

From the results of interviews with VIII grade teachers at MTs Al Khairaat Sindue, researchers found several problems related to speaking skills, especially in class VIII. The researcher observed that the lack of interaction and discussion in class led to low self- confidence and obstacles in the development of students' speaking skills. Furthermore, based on the interview, the VIII grade students of MTs AL Khairaat Sindue stated that the Indonesian language teaching method used by the teacher, namely recording the text, was less effective and boring, so there was no significant improvement in students' speaking skills.

There are many ways that can be used and chosen to learn speaking skills. To overcome the problem of students' lack of interest in speaking, the researcher proposes the role-playing method as a relevant solution. Role playing, as a learning method that involves students directly in acting out real-life situations, is considered effective for improving speaking skills, especially in drama material. By applying this method, it is expected that students of grade VIII MTs Al Khairaat Sindue can improve their knowledge and speaking skills.

According to Roestiyah (in Apiyani, 2022), the role play method facilitates active interaction between students, where they exchange experiences, information, and solve problems, thus creating dynamic and non-passive learning.

The second study was entitled improving speaking skills through the role-playing method (Beta, 2019) This type of research is class action research. The research subjects were fifth grade students of SDN 65 Pajalesang Palopo with a total of 17 students in the odd semester of the 2019/2020 school year.

The third research is entitled improving speaking skills through the role-playing method in elementary schools (Hayani, 2024). This type of research is class action research. The research subjects were fifth grade students of SDN 50 Bulu Datu Palopo city with 27 students consisting of 12 boys and 15 girls in the 2018/2019 school year.

Although the three studies both focused on improving speaking skills through the role-playing method, there are significant differences in the research design and the samples used. Beta (2019) and Hayani's (2024) studies used a classroom action research (PTK) approach with a sample of elementary school students, which allowed them to explore and improve learning practices directly in the classroom. In contrast, this study adopts a quantitative approach with a sample of junior high school students, which allows for a more in-depth statistical analysis of the effectiveness of the role-playing method. These differences provide different perspectives in understanding the impact of the role-play method on speaking skills, focusing on different contexts and educational levels.

Mahadin (2020) states that speaking is one of the important skills to have in life. Because by often talking to someone, it will increase solidarity in society so that good social relations and friendships are created, thus solving the problems we face in society. Speaking is the skill that students value most in real life situations, the ability to express opinions, thoughts, and feelings to others either directly or called speaking skills.

Based on the above definitions, it can be concluded that speaking is a basic skill of a person to produce language that has meaning and can be understood by others about what is said by the speaker. In conclusion, speaking is an activity that is able to express thoughts, ideas, and opinions orally to respond to verbal and nonverbal information.

This study focuses on the question of how effective is the role-playing method in improving the speaking skills of VIII grade students of MTs AL Khairaat Sindue on drama material? This study aims determine the effectiveness of the role-playing method in improving the speaking skills of VIII grade students of MTs AL Khairaat Sindue on drama material.

Method

The type of research used in this research is Quantitative research. According to (Sugiyono, 2020) quantitative research methods are research methods based on the philosophy of positivism, used to examine certain populations or samples and collect data using research tools, analyze quantitative or statistical data with the aim of testing predetermined hypotheses. Sugiyono (2019) in his book, Sugiyono explains that the pre-experiment design, including "one group pretest-posttest," is one of the experimental designs that uses one sample group and takes measurements before and after treatment.

This research was conducted at MTs AL Khairaat Sindue, a school located in Sumari, Sindue District, Donggala Regency, Central Sulawesi. This location was chosen because no similar research has been conducted at that location. The research subjects were 12 students of class VIII, consisting of 7 male students and 5 female students.

This study used three data collection techniques, namely observation, documentation, and tests. The purpose of observation is to directly understand the interaction between teachers and students during learning. As explained by Sugiyono (2021), observation allows researchers to observe research objects directly in their natural context. This technique involves direct observation of the learning process of drama material in class VIII MTs AL Khairaat Sindue.

Documentation is used to strengthen the validity of research data. This technique involves collecting and analyzing relevant documents, such as observation sheets and photographs of learning activities. Documentation

provides concrete evidence of the learning process and outcomes. Tests were used to measure students' speaking skills before and after the application of the role-playing method. Pre-test is conducted before treatment, to measure students' initial ability in speaking through drama practice.

Researchers will distribute drama scripts, which are then practiced by students. The assessment is carried out by paying attention to aspect such as speaking fluency, intonation, pronunciation, mimic/gesture, appreciation, and improvisation. That way, initial data will be obtained regarding students' speaking ability. That way, preliminary data will be obtained about students' speaking skills.

This is in line with the opinion (Halik et al 2019) that a test is a tool to measure student learning outcomes by providing a series of questions or tasks that must be done by students. The post-test is given to students at the last meeting after students are given treatment. The post-test was the last research session in class. The post-test was used to see whether students' speaking skills improved or not after being given treatment. The type of test used in the post-test is the same as the test used in the pre-test.

In data analysis techniques, there will be several steps taken by researchers, namely calculating individual student scores, average scores, and standard deviations. In this case the researcher uses the formula proposed by (Arikunto, 2019 p.308) The first step is for researchers to analyze the test. This is to determine the individual scores of pre-test and post-test students. Researchers use the following formula:

$$\sum = \underline{x} \text{ X } 100$$
$$N$$

Where:

$\sum$ = Standard Value

X = Raw Value

N= Maximum Value 100 = Constant Value

After getting the value of each student, the researcher calculates the average value of each student by analyzing the data from the pre-test and post-test results. Researchers used the formula (2019, p.315) as follows:

$$Mx = \underline{\sum Fx}$$
$$N$$

Where:

M= Pre-test mean score

$\sum$Fx= The number of scores obtained by all students

N= Number of students

In the next step, the researchers calculated the average value of the average difference between the pre-test and post-test results (Md). In this study, researchers used the following formula:

$$Md = \frac{\sum d}{N}$$

Where:

Md = Mean value of deviation of pte-test and post-test results

$\sum d$ = The sum of the differences of the mean scores of the pre-test and post-test

N = Number of students

Furthermore, the researcher calculated the number of squared deviations from learning drama (Tragedy) by using the role-playing learning method to improve the speaking skills of class VIII students MTs Al Khairaat Sindue. Can be calculated by the following formula:

$$\sum d^2 = \sum d^2 - \frac{(\sum d)^2}{N}$$

After obtaining the deviation value off al students in clas VIII MTs Al Khairaat Sindue, the researcher applied the t-count formula (2019, p.354) as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

Where:
T   = t-count
Md   = Mean value of pre-test and pos-test
N   = Number of students

Results

Based on the results of the research on giving tests, namely Pre-Test and Post- Test, the improvement of speaking skills through the role-playing method (drama) from the following table:

Table 1 Pre-Test Results of class VIII MTs Al Khairaat Sindue

No.	Initials	Category Type						Value Obtained	Max Value	Standard Value
		KB	INT	PLF	M/G	PHN	IMV			
1	AF	2	2	2	1	1	2	10	30	33.33
2	AUL	4	3	4	3	4	3	21	30	70
3	EYN	3	2	3	2	3	2	15	30	50
4	GS	4	3	3	3	4	2	19	30	63.33
5	IFL	2	1	2	2	2	1	10	30	33.33
6	MLK	1	1	1	2	2	1	8	30	26.67
7	MF	3	2	2	3	2	2	14	30	46.67
8	MR	4	3	3	3	2	2	17	30	56.67
9	NZM	1	1	1	2	1	1	7	30	23.33
10	NGS	3	2	3	2	1	1	12	30	40
11	UDP	4	3	4	3	4	3	21	30	70
12	ZHR	2	2	3	2	2	2	13	30	43.33
	Total									556.67
	Pre-test Average Score									46.38

Based on the table, it can be seen that the highest score is 70 and the lowest score is 26.67. When referring to the KKM score there were only two students who passed the pre- test and ten students who did not pass. The results showed that two students reached the criterion of being quite capable. After obtaining the individual scores of all students, the researcher calculated the average pre-test score using the following:

$$Mx = \frac{\sum Fx}{N}$$

$$= \frac{55.67}{12}$$

$$= 46.38$$

Table 2 Post-Test Results of class VIII MTs Al Khairaat Sindue.

No.	Initials	Category Type						Score Earned	Max Value	Standard Value
		KB	INT	PLF	M/G	PHN	IMV			
1	AF	4	3	2	3	3	3	18	30	60
2	AUL	5	5	4	3	4	4	25	30	83.33
3	EYN	4	4	4	3	4	3	22	30	73.33
4	GS	4	4	4	3	5	3	23	30	76.67
5	IFL	4	3	3	2	4	4	20	30	66.67
6	MLK	3	3	3	2	3	2	16	30	53.333
7	MF	4	5	4	3	4	3	23	30	76.67
8	MR	4	4	4	3	3	4	22	30	73.33
9	NZM	3	3	3	3	4	3	19	30	63.33
10	NGS	3	3	3	3	4	4	20	30	66.67
11	UDP	5	4	4	4	5	2	24	30	80
12	ZHR	4	3	4	3	4	3	21	30	70
	Total									843.33
	Average Post-test Score									70.27

Based on the table, it can be seen that the highest score is 83.33 and the lowest score is 53.33. Based on the KKM score, seven students passed the post-test and five students did not pass. The results showed that one student reached the moderately capable criteria, five students reached the capable criteria, and one student reached the very capable criteria. After obtaining the individual scores of students in both groups, the researcher calculated the average score using the formula and the result was:

$$M = \frac{\sum Fx}{N}$$

$$= \frac{843.33}{12}$$

$$= 70.27$$

After comparing the results of the two groups, the researcher found that there was a difference in the average value between the pre-test and post-test after being given treatment. The pre-test value was 46.38 and the post-test value given significant treatment was 70.27. This shows that there is a considerable difference and can be seen from the number of students who passed the KKM, which previously only two students passed with sufficiently able criteria can increase to seven students with sufficiently able, able and very able criteria.

Next, calculate the average value of the average difference between the pre-test and post-test results (Md).

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{23.89}{12}$$

$$Md = 1.9908$$

Table 3 Grade deviation of students in class VIII MTs Al Khairaat Sindue

NO	Initials	Student score		Deviation (X2-X1)	X2
		Pre-Test (X1) (X2)	Test-Post-test		
1	AF	33.33	60	26.67	711.28
2	AUL	70	83.33	13.33	177.68
3	EYN	50	73.33	23.33	544.28
4	GS	63.33	76.67	13.34	177.95
5	IFL	33.33	66.67	33.34	1111.55
6	MLK	26.67	53.33	26.66	710.75
7	MF	46.67	76.67	30	900
8	MR	56.67	70	13.33	177.68
9	NZM	23.33	63.33	40	1600
10	NGS	40	66.67	26.67	711.28
11	UDP	70	80	10	100
12	ZHR	43.33	70	26.67	711.28
Total				283.34	7633.8
Average Value Deviation				23.61	1174.43

By looking at the table above, it can be seen that the highest deviation (D) value is 26.67 and the lowest deviation value is 10. Furthermore, the highest squared deviation (D2) value is 1111.55. And the lowest squared deviation value is 100. After knowing the deviation and square deviation on the pre-test and post-test, the researcher calculated the total deviation of all students in class VIII MTs Al Khairaat Sindue using the following formula:

$$\sum d^2 = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$= 3.9632 - \frac{15.7072}{12}$$

$$= 3.9632 - 1.30893333$$

$$= 2.65$$

By looking at results above, it can be shown that the deviation value of all student's pre- test and post-test is 2.65. Next, the researcher applied the t-count formula to show how effective the treatment was. The researcher used the following formula:

$$t= \frac{Md}{\sqrt{\frac{\Sigma d^2}{N\,(N-1)}}}$$

$$t= \frac{1.9908}{\sqrt{\frac{2.65^2}{12\,(12-1)}}}$$

$$t= \frac{1.9908}{\sqrt{\frac{7.0225}{132}}}$$

$$t= \frac{1.9908}{\sqrt{0.05320075}}$$

$$t= \frac{1.9908}{0.231}$$

$$t= 8.62$$

Therefore, the t-count of this study is 8.62. To determine whether or not the treatment given is effective, hypothesis testing is carried out. If the t-count value is greater than the t-table value, then the hypothesis in this study is accepted or the use of the role-playing learning method in drama material has a significant effect on improving students' speaking skills. Meanwhile, if the t-count is smaller than the t-table value, the hypothesis in this study is rejected or the use of the role-playing learning method in drama material has no significant effect on improving students' speaking skills. To find out whether the hypothesis is accepted or rejected. In this case the researchers used the formula proposed by Jainuri, M (2022). Researchers use the formula as follows:

Degrees of freedom (df) = N-1

$$= 12-1$$

$$= 10 \text{ (Distribution table between 10 and 11)}$$

Significant Level = 0.05

T-table= 10 (1.812)

$$= 11 \ (1.796)$$

$$C= C_0 + \frac{C1}{BI} + \frac{CO}{BO}(B\text{-}Bo)$$

$$C= 1.796 + \frac{1.890 - 1.796}{120 \ - \ 60}. \ (11\text{-}10)$$

$$C = 1.796 + \frac{0.094}{60}.\ (1)$$

$$C = 1.796 + 0.00156$$

$$C = 0.00156 = 0.16$$

The results of the data analysis showed that the t-count was 8.62. Then, using a significant level of 0.05 with degrees of freedom (df = 11, the researcher found that the t- count (8.62) was greater than the t-table (0.16). This shows that the hypothesis in this study is successful or accepted. In other words, the implementation of the role-playing learning method in drama material can improve the speaking skills of class VIII students of MTs Al Khairaat Sindue.

Conclusion

The implementation of role-playing method as a learning method is effectively used in learning, especially in drama to improve the speaking skills of class VIII students of MTs Al Khairaat Sindue. This can be seen from the results of data analysis that the average value of the post-test (70.27) is higher than the average value of the pre-test (46.38) so that it has a significant change. In addition, this can also be proven by the t-table value (0.16). This means that the researcher's hypothesis in this study is accepted.

To improve students' speaking skills, the researcher would like to provide some suggestions for students and teachers based on the conclusions presented above. First, students should be able to familiarize themselves with speaking such as practicing speaking in front of a mirror, as if they were talking to someone else. Then start with smaller group discussions, then gradually increase to class discussions. Second, teachers must carry out teaching and learning activities that involve students actively and teachers must be able to create a lively classroom atmosphere. In this study, the researcher suggests to Indonesian language teachers to use the role-playing method as a learning method because it is effective in training students' speaking fluency so that students will feel more confident and not easily bored in doing learning.

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