

Application of Role Play Techniques in Efforts to Improve Students' Language Vocabulary

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Abstract

The purpose of this study was to improve the vocabulary skills of grade 3 students at SDN Kincang 02 Jiwan by applying the Role Play Technique. This research is a Classroom Action Research (CAR) with a cycle model that is carried out repeatedly and continuously. The subjects of this study were 19 students in grade 3 and the object was thematic learning for grade 3 students at SDN Kincang 02 Jiwan. Data analysis used descriptive qualitative analysis. The results of the study showed an increase in students' language and communication skills. Students' language and communication abilities can improve student learning outcomes and abilities have an impact on student learning completeness from the average score on the initial student data which is 59.64 and has a learning mastery of 57.14% and at the end of the first cycle the average value of students becomes 67.86 with learning completeness to 71.43% and at the end of the second cycle the average value of students rose to 75 with student completeness reaching 92.2%. Apart from increasing learning outcomes, student activity in the learning process in class has also increased. The conclusion from this research is that the role play technique can have a positive effect on student achievement in thematic learning activities for grade 3 students at SDN Kincang 02. The findings in this study are that students have started to dare to ask questions and respond to questions from the teacher by understanding interviews and writing down a list of questions to conduct interviews.

Keywords: *Role Play Technique, Vocabulary, Language ability, Student, CAR*

Introduction

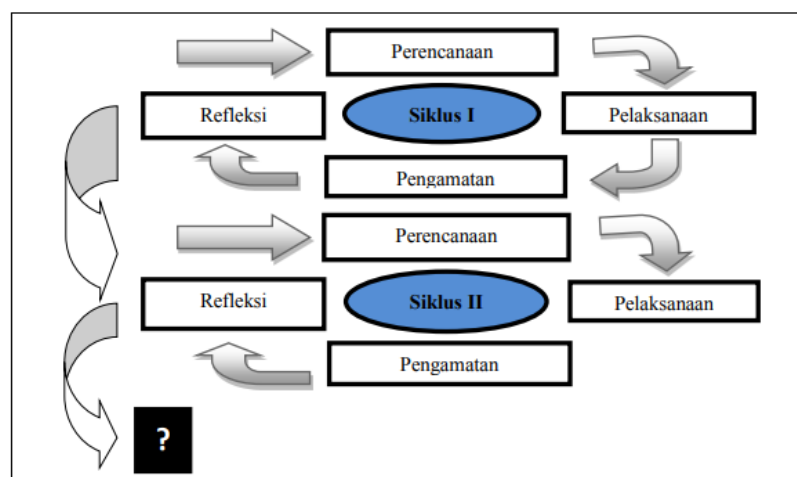
Learning is essentially a change that occurs within a person after the end of a learning activity (Ali et al, 2022). While teaching is a process of organizing, organizing the environment around students carrying out the learning process (Pane et al, 2017). For this reason, teachers and students have an important role in creating a conducive teaching and learning process (Sriningsih et al, 2015). The teaching and learning process will be well organized if there is readiness of students with all their potential which includes cognitive, affective and psychomotor aspects, as well as teachers who are able to create a learning atmosphere that supports the empowerment of all learning (Faizah, 2017). Currently learning is focused a lot on teacher centered, so many students feel bored with the learning system. Therefore, a technique is really needed that supports learning activities in class so that learning success can be realized (Nuryati, 2021).

The learning process in schools that still use old teaching techniques makes it difficult for students to understand material about various Thematic learning materials in the classroom (Mufidah et al, 2018). In order to increase maximum learning outcomes in Thematic learning, the authors apply learning techniques with Role Play techniques or role playing. The learning experience gained from this Role Play technique is the ability to work together, be communicative, and interpret an event through role playing (Muawanah, 2017). The Role Play method is a way of mastering learning materials through developing students' imagination and appreciation (Dewi, 2020). The development of imagination and appreciation is carried out by students by playing them as living figures or inanimate objects. This game is generally played by more than one person, it depends on what is being played (Mustadi, 2012; Suciati, 2021).

The application of the Role Play technique teaches students to be disciplined, hard working, creative and communicative and independent (Auliyati et al, 2021). Through the role play method in Thematic lessons, students will be trained from an early age to recognize, understand and understand activities that take place in everyday life (Nurhandayani, 2021). The role play method can create interesting learning and students can participate in teaching and learning activities in a pleasant atmosphere (Rindengan, 2022). As a follow-up, the authors are encouraged to help improve Thematic learning at SD Negeri Kincang 02 by conducting Classroom Action Research (CAR) in grade 3 students and it is hoped that this will improve learning outcomes.

Method

This research uses a class action research method (Susilo et al, 2022). This research is intended to find out about how to improve student learning outcomes, especially the ability to understand vocabulary by reflectively, participatively and collaboratively examining the implementation of Thematic learning through role play learning models (Ysuf, 2018). The subjects of this study were the 3rd grade students of SDN Kincang 02 Jiwan, which consisted of 14 students (8 male students and 6 female students).



Gambar 1. Langkah-Langkah Penelitian PTK

Observation of teacher and student activities, as well as student learning activities carried out together with the implementation of learning activities, carried out by researchers with the following categorization:

Table 1. Teacher and student activities

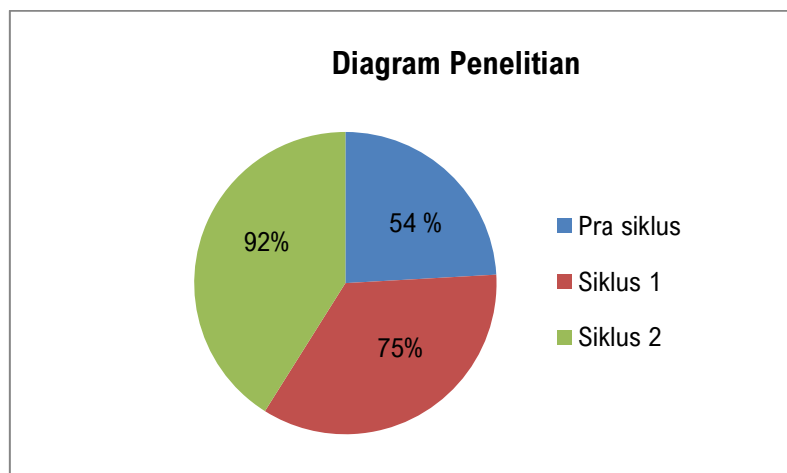
No	Interval	Kategori
1	81 – 100	Very well
2	61 – 80	Good
3	51 – 60	Enough
4	≤51	Not good

Table 2. Student learning activities

No	Interval	Kategori
1	75 – 100	Very well
2	65 – 74	Good
3	55 – 64	Enough
4	≤55	Not good

Results and Discussion

In this section, the results of analysis and research data will be presented regarding learning outcomes in thematic learning for third grade students at SDN Kincang 02 using the Role Play technique. The students' language vocabulary skills for Thematic learning from the pre-cycle, cycle I, and cycle II can be seen in table 1 below:



Learning outcomes and student learning completeness through the results of research in the form of observations and interviews, the average value is obtained as follows: the value in the pre-cycle was obtained 54%, in cycle 1 75%, and in cycle 2 there was a significant increase in learning outcomes, namely 92%, meaning that learning by using the role play technique can improve the learning outcomes of grade 3 students in Thematic learning. Through the role play method in Thematic lessons, students will be trained from an early age to recognize, understand and understand the activities that take place in everyday life (Prasanti, 2022).

Pengembangan imajinasi dan penghayatan dilakukan siswa dengan memerankannya sebagai tokoh hidup atau benda mati (Agesta dkk, 2022). Permainan ini pada umumnya dilakukan lebih dari satu orang, hal itu bergantung kepada apa yang diperankan (Ernawati, 2022). Pengalaman belajar yang diperoleh dari teknik Role Play ini adalah kemampuan kerja sama, komunikatif, dan menginterpretasikan suatu kejadian melalui bermain peran (Azizah,

2022). Dari hasil pembahasan tersebut diatas dapat diperoleh beberapa kekuatan dan kelemahan pembelajaran dengan menggunakan teknik Role Play yaitu: 1) pengelolaan pembelajaran oleh penulis sudah melalui tahapan – tahapan yang ada dalam RPP sudah dilaksanakan dengan baik. 2) Perhatian dan keseriusan siswa pada pertemuan sudah mengalami peningkatan dibandingkan dengan pada pertemuan pertama. 3) Aktivitas belajar siswa mengalami peningkatan dibandingkan dengan sebelumnya. 4) Siswa sudah mulai berani mengajukan pertanyaan dan menanggapi pertanyaan dari guru dengan memahami wawancara dan menuliskan daftar pertanyaan untuk melakukan kegiatan wawancara.

The development of imagination and appreciation is carried out by students by playing them as living figures or inanimate objects (Agesta et al, 2022). This game is generally played by more than one person, it depends on what is being played (Ernawati, 2022). The learning experience gained from this Role Play technique is the ability to work together, be communicative, and interpret an event through role playing (Azizah, 2022). From the results of the discussion above, it can be obtained some of the strengths and weaknesses of learning using the Role Play technique, namely: 1) the management of learning by the author has gone through the stages in the lesson plan and has been carried out properly. 2) The attention and seriousness of students at the meeting has increased compared to the first meeting. 3) Student learning activities have increased compared to before. 4) Students have started to dare to ask questions and respond to questions from the teacher by understanding the interview and writing down a list of questions to conduct interview activities.

Teaching and learning activities in schools that still use old teaching techniques make it difficult for students to understand material about various Thematic learning materials in the classroom (Winarti et al, 2022). Therefore it is very necessary to have a technique that supports learning activities in class so that learning success can be realized (Kakomole et al, 2022). In order to increase maximum learning outcomes in Thematic learning, the authors apply learning techniques with Role Play techniques or role playing. By applying the Role Play technique, students are educated to be disciplined, hard working, creative and communicative and independent (Sarimadana et al, 2022). The Role Play method is a way of mastering learning materials through developing students' imagination and appreciation (Faizah et al, 2022). The role play method can create interesting learning and students can take part in teaching and learning activities in a pleasant atmosphere (Mutmainah et al, 2022).

Based on the results of the research above, it proves that teachers or educators are appropriate in using Role Play learning techniques or playing roles in their learning activities. This agrees with the findings of other researchers such as those carried out by Hasan Basri (2017), stating that learning models with Role Play techniques can improve student learning outcomes and learning processes that are conducive, active, creative, and fun in thematic learning in grades 3 and the use of the Role Play technique can increase student activity, teacher activity, and student learning outcomes have increased. The findings in this study are that students have started to dare to ask questions and respond to questions from the teacher by understanding the interview and writing down a list of questions to conduct interview activities.

Conclusion

Two cycles of learning improvement activities in thematic learning for class III Role Play at SD Negeri Kincang 02 Jiwan semester I of the 2021/2022 academic year were successfully implemented and the results were quite satisfying. Increasing student learning outcomes and increasing student motivation to participate in learning in each cycle really makes researchers and teachers learn a lot. For the sake of increasing learning outcomes, the teacher spends a lot of time patiently choosing, studying the right methods and teaching aids according to the material being taught. The application of learning to thematic learning using the role play technique can be concluded: 1) The application of the role playing method to social studies subjects on the subject matter of community economic activities at SD Negeri Kincang 02 can foster students' learning motivation so that student learning outcomes experience an increase. 2) The learning outcomes in the form of class average scores in the initial conditions/pre-action were only 54% then increased in Cycle I to 75% and increased again in Cycle II to 92%. 3) The role playing learning method can also be applied to other subject matter.

Based on the research that has been done, the researcher has several suggestions: 1) For students it is suggested that the good learning outcomes that have been obtained should be maintained. 2) Teachers should help create a pleasant learning atmosphere, besides that it is necessary to provide props that are in accordance with the material being taught. In learning using the Role Playing method, the teacher must choose the appropriate material, because not all material can be learned using this method. 3) Considering that the learning model with the Role Playing method can encourage students to be more active and can improve student learning outcomes, it is hoped that each school can apply this learning method.

Acknowledgment

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