# International Journal of Educational Review

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# Content

# The Effectiveness of Role Playing Model
# on Upgrading Students' Skill of Appreciation

## Liza Murniviyanti[1], Mohsin Shaikh[2], Gusmaizal Syandri[3]

[1]Universitas PGRI Palembang, [2]ASM Institute of Professional Studies, Pune, India, [3]Universitas Muhammadiyah Sumatera Barat
e-mail: Murniviyantiliza@gmail.com

**Abstract**: The problem in this research was lack of students' confidence to play the role and the lack of experience of students in the experience of literature which resulted in the ability to appreciate the role play was still not satisfied. One way to tackle the problem was using the role playing method. The research method used was experiment. The population of this research was the fourth semester students of Bahasa Indonesia and Literature Education Program. Research data were obtained through practice test technique. The results showed that there was influence of role playing method on role playing ability in accordance with drama script written by students.

**Keywords**: Role Play, Skill of Appreciation, Students' Confidence

## 1. Introduction

The essence of Bahasa Indonesia and literature learning is to improve students' skill to communicate in good and correct language both orally and in writing (Novelti et al, 2019). One way to communicate well and correctly is through literary appreciation. One of the appreciations of literature is the appreciation of role playing which still needs to be improved in the effort of providing literary experience for students. To improve the literature appreciation ability of students, including in the appreciation of role play in the learning of literature. One method of learning that can be used to improve literature appreciation in the form of role play is Role Playing Method (Yuliana et al, 2014).

Playing a role according to Yaumi et al, (2013: 107-109) is a method for investigating issues in complex social situations. Soediro also (2012: 95-96), argued that playing or playing technique (acting) is an important element in the art of playing for a player (actor) of nature and the players of the results of upgrading. Both natural players and educated players (formal or non-formal) need to know the ins and outs of playing. Role play

can be used in classrooms or outside the classroom to understand the literature, history, and even in relation to science. Role-playing is also understood as a form of play that plays a person's character in relation to he story idea. The player is responsible for acting according to the role played, either through acting really or through the process of making a structural decision or character development.

How to get the technique is not the same play. The player knows that this technique has nothing to educate and teach regularly and systematically, probably not because reading a guide book like Drama and Theater II. Moderate players are not natural; know the technique of playing through education and teaching in formal and non-formal education. How to achieve results in conveying the art and the inspiration to others is what is called technique in art. This technique is unique, but there is also a general nature.

There are several reasons for the effectiveness of role playing method in improving role playing appreciation. The first reason is the students' lack of confidence to

play the role and perform in public. Secondly, there are complaints in learning of literature appreciation in formal education institution concerning interest in learning and interest in applying student literature caused by lack of literary experience possessed by students and learning process which is considered boring because lecturers still use old learning method, for example like discussion method and only explains the theory and history of literature alone without inviting students to practice directly appreciate the literature. The third is that lecturers are still using conventional learning methods and do not invite students to study literature in a fun and challenging way so that literature can be used as a means of development, reasoning, creativity, and social skills of students.

Based on the problems presented above it is necessary to find the solution of the problem that is by applying various methods of learning that can attract and arouse the interest of students or students. Application of these various methods to improve the conventional learning model that has been used by lecturers (Kristiawan, 2013; Kristiawan et al, 2016; Sari et al, 2015; Hamdani et al, 2017). Then the method chosen is the Role Playing method which means the application of teaching based on the other is the role play. In general, most students love the use of this strategy because it deals with social issues and opportunities of interpersonal communication in the classroom. In the play, the lecturer's role accepts non-interpersonal roles in the class. Students accept the character, feelings, and ideas of others in a special (Hamalik, 2014: 214).

Because until now, learning to play a role in the staging of drama in Language and Literary of Indonesia Education Studies Universitas PGRI Palembang still oriented to the cognitive aspect so that the ability of students in understanding the role in drama script is still less optimistic. Therefore, the appreciation learning role playing through the role playing method will be applied to the 4th semester students of Language and Literary Education Program of FKIP Universitas PGRI Palembang.

In order to use Role Playing method to run well and smoothly, a lecturer should prepare the appropriate steps in the implementation. The steps that can be done in the method of Role Playing (sociodrama) according to Hanafiah (2014: 30) as follows: (1) Lecturers prepare (prepare) scenarios to be displayed; (2) Appoint some students to study the scenario two days before the learning process; (3) The lecturer shall form a group of students whose members are 5 members; (4) The lecturer explains the competence to be achieved; (5) The lecturer calls the designated students to play the prepared scenario; (6) Each student sits in his group, watching to observe the scenario being exhibited; (7) After finishing the staging, each student is given a paper worksheet for discussion; (9) Each group conveys its conclusions; (10) The lecturer gives general conclusions; (11) Evaluation and (12) Closing. The objective of this research is to know and describe the effectiveness of the role playing method to improve the role playing ability of the students.

## 2. Research Methods

This research used experimental method. The use of experiments was done because it wanted to find the effect of certain treatment against others in controlled conditions (Sugiyono, 2008: 72). In this case there are only two class subjects taken as sample: the experimental class applies the use of Role Playing learning method, while the control class without applying the use of Role Playing learning method in learning. Variables in this study are independent variables: Role Playing Method and dependent variable: Student's Ability against Role Appreciation. Population in this research were students of 4 semester of Study Program of Language and Literature of Indonesia which amounted to 106 people,

research sample that is 4A experimental class and 4B class control. The data collection technique of this research is the test of drama play. Student learning result data obtained by checking student answer sheet, then analyzed by using quantitative data analysis technique based on role play valuation rubric, so that researcher can see achievement of student learning result after applied learning method of Role Playing.

## 3. Results and Discussion

This research was conducted from 8$^{th}$ of February to 8$^{th}$ April 2018 with the subject of 4$^{th}$ semester student of Bahasa Indonesia and Literature Education Study Program as the later population of the sample population is determined as 4A class as a class using Role Playing method (experimental class), and class 4B without using the Role Playing method (control class).

In this research, to know the effect of Role Playing method on the ability of 4th semester students of Bahasa Indonesia and Literature Education Program in role playing. After experiencing the learning process students are given a practice test in the form of role play in accordance with drama script written. Practice tests are given to students either using the Role Playing method or the lecture learning method.

The study was conducted 9 times, from 8 February to 8 April 2018, 9 times in the experimental class and 9 times in the control class. In this experimental class, the first-second meeting of narrative material delivery to the students, at the third-fourth meeting is used Role Playing method and for the fifth-eighth meeting the drama script writing test and the last meeting to perform practice test role play.

The data of learning result is taken from the test score given to the final student of the role playing material according to the drama script written by the 4A grade students as the experimental class and the 4B class as the control class in the Bahasa Indonesia and Literature Education Study Program. The test

is given for the purpose of knowing the influence of Role Playing method in role playing in accordance with drama script written by students. Before being given the first test students follow the learning method using Role Playing.

Based on the hypothesis calculation, $t_{table}$ (0.95) obtained at 1.66 while the $t_{count}$ of 3.58 with a significance level of 0.05 is greater than the $t_{table}$. so, from the calculation results can be $t_{count} > t_{table}$ or 3.58> 1.66. Thus, the hypothesis that there is influence of Role Playing learning method on role playing ability in accordance with drama script written by the students of Bahasa Indonesia and Literature Education Study Program (Ha) is accepted.

The influence of the Role Playing method is a method that involves the interaction between two or more students about a topic or situation. In its application, this learning method is a new way of teaching on role playing material in accordance with the script written by the students. Before applying Role Playing learning method, the researcher observes the experimental class or class that will be treated. The experimental class is class 4A which amounts to 36 students and one control class is 4B which amounts to 34 students. Researchers conducted as many as nine meetings and the last hour at the lecture meeting is used to conduct the evaluation by conducting practice tests.

Based on the data of student learning outcomes, obtained the average value of student learning outcomes in the experimental class is 75.41, while in the control class 65.88 can be known the average value of the experimental class is greater than the control class. After getting the data of student test result, then the researcher do analysis of test data. Data analysis is done by using t-test which consists of data normality test. Data homogeneity test, normality test of data is done to know the normal or not a dissemination of data, then test homogeneity

of data done to prove equation of variance of group forming sample.

The findings of this study support what has been presented by Wandah and Pujiati (2015: 8) that the method of role playing is one method that can be used to inspire the imagination and creativity of learners in the learning process. Similarly, the findings found by researchers on the use of role playing methods that can improve students' skills in role play.

Furthermore, based on the calculations obtained for the experimental class, the normality test data obtained K = 0.27, while for the control class test data normality obtained K = 0.26, and the price is located between (-1) and (+1) it is said that experiment class data and control class are normally distributed. Then to test the homogeneity of data obtained X2count = 3.92 and X2tabel = 3.84 and known homogeneous conditions: X2count ≥ X2table then obtained 3.92 ≥ 3.84. So it can be concluded that the sample comes from the same population. Thus, this study both experiment and control classes follow a normal and homogeneous distribution.

Furthermore after normality and homogeneity test data is done, the data stated normal distributed and variance in the research is homogeneous, then the next stage is done by testing the hypothesis of research using parametric statistic that is t-test formula with criterepengujian hypothesis Ha if $t_{count} > t_{table}$ and reject Ho if $t_{count} < t_{table}$ based on data analysis of student learning outcomes through t-test then obtained $t_{count} = 3.58$ while the $t_{table}$ price obtained from the interpolation is 1.66. So 3.58> 1.66 from the calculation results obtained that $t_{count} > t_{able}$ then received Ha. Thus, the experimental class that applied the Role Playing method showed an improved role playing ability in accordance with the drama script written by the students compared to the control class that was not given the same treatment. So can the authors concluded that the hypothesis that states the influence of the use of Role Playing method of the ability to play the role of students Semester 4 Program Study of Language Education and Literature of Indonesia proved true.

## 4. Conclusion

Based on the results of research and discussion about the effectiveness of learning methods Role Playing on the ability to play the role of students of Semester 4 Program of Language Education and Literature of Indonesia, can be summarized (1) based on research that has been implemented by applying Role Playing method, obtained the average value of experimental class 75,41 greater than the average value of control class 65,88; (2) the effectiveness of the use of Role Playing learning method on role playing ability in accordance with drama script written by students of Semester 4 of Bahasa Indonesia and Literature Education Study Program. This can be seen from the hypothesis test obtained $t_{count} = 3.56$ where $t_{count}$ is greater than $t_{table} = 1.66$.

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