

APPLICATION OF THE ROLE PLAYING METHOD IN LEARNING DRAMA TEXTS TO IMPROVE WRITING SKILLS FOR CLASS VIII JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

The ability to write drama texts at the junior high school level is still relatively low. This study aims to improve the ability to write drama texts by using the role playing method. The research subjects were 35 students of class VIII at SMPN 2 Bandung in the academic year 2020/2021. This research was conducted using a qualitative descriptive research method. In collecting data, the researcher used test, observation and interview instruments. Before and after the learning treatment, students were given a pretest and posttest. Based on the results of the research conducted, the scores for writing drama texts were obtained with an average pretest of 55.4 and posttest of 81.7. The results of the SPSS analysis showed a significance of $0.000 < 0.05$ so that there was a difference between the learning outcomes before and after the treatment. The results obtained indicate that the application of the role playing method in learning to write drama texts can be increased by a difference of 26.3 in grade VIII junior high school students.

Keywords: writing drama text, role playing method, junior high school students

ABSTRAK

Kemampuan menulis teks drama di tingkat SMP masih tergolong rendah. Penelitian ini bertujuan untuk meningkatkan kemampuan menulis teks drama dengan menggunakan metode role playing. Subjek penelitian adalah 35 siswa kelas VIII di SMPN 2 Bandung tahun pelajaran 2020/2021. Penelitian ini dilaksanakan dengan menggunakan metode penelitian deskriptif kualitatif. Dalam pengambilan data peneliti menggunakan instrumen tes, observasi dan wawancara. Sebelum dan setelah perlakuan pembelajaran siswa diberikan pretest dan posttest. Berdasarkan hasil penelitian yang dilakukan diperoleh nilai menulis teks drama dengan rata-rata pretest sebesar 55,4 dan posttest sebesar 81,7. Hasil analisis SPSS menunjukkan signifikansi $0,000 < 0,05$ sehingga terdapat perbedaan antara hasil belajar sebelum dan setelah perlakuan. Hasil penelitian yang diperoleh menunjukkan bahwa penerapan metode role playing dalam pembelajaran menulis teks drama dapat meningkat dengan selisih nilai 26,3 pada siswa SMP kelas VIII.

Kata Kunci: menulis teks drama, metode role playing, siswa SMP

INTRODUCTION

Indonesian language learning has an important role to improve students language skills at school. Each skill is closely related to the four language skills. This is in line with Tarigan's opinion (2018) which reveals that acquiring language skills is usually through an orderly relationship. At first in childhood a person learns to listen then speak, after that learn to read and write. Listening and speaking are learned before entering school. The four skills are basically a unit called single chess.

In addition, each skill is closely related to the processes that underlie language. Human language reflects his ideas. The better people speak, the brighter and clearer their minds will

be. Skills can be acquired through practice and following a lot of training. Practicing language skills also means training thinking skills. According to Zainurrahman (2018) and Tarigan (2018) writing skills are one of the four basic language skills (speaking, listening, writing, reading). Today, critical thinking and literacy skills have become advanced linguistic skills. Writing is one of the highest language skills.

Writing is usually done to exchange or convey information in the form of a series of words or symbols that can be understood by others. Writing is defined as a graphic of a language so that other people can read the graphic symbols (Imania et al., 2013). In addition, writing skills are also often called productive and complex skills. The reason is because writing is not just to copy words or letters on paper but as an activity to develop ideas in regular written form.

Drama text material is one type of Indonesian text that is studied at the junior high school level. Drama (Iqbal, 2019) is a form of literary work that has a part to be played by actors which contains an imitation of a portrait of human life which is projected into a show. Writing drama texts (Krisbiono et al., 2015) is the process of conveying ideas, ideas, and experiences into writing that can be understood by the reader. In compiling drama texts, it is necessary to pay attention to the building elements, namely themes, plots, characterizations, conversations and messages (Khaerudin et al., 2019).

Based on the results of interviews and observations with an Indonesian language teacher in October 2020 in class VIII of SMPN 2 Bandung. Learning activities to write drama texts have not developed as expected. Teachers and students still face various obstacles in the process and learning, especially in carrying out writing activities. There are three obstacles that occur as follows. First, learning is still one-way and monotonous. Of course, teachers must have and understand many learning methods in order to foster student enthusiasm. Second, students reading skills and insight are still low so they are reluctant to write drama texts that take a long time. They prefer playing dramas than writing drama texts. Third, students have difficulty in expressing ideas to be written.

Based on these problems, it is known that there are various obstacles that cause the low ability to write drama texts. So a solution is needed to solve the problems that occur. Efforts are made with an interesting role playing learning method in order to optimize drama text learning and improve writing skills. In addition, this research was conducted to assist students in learning to write drama texts so that students can get ideas quickly and be able to narrate human experiences in the form of scenes.

The role playing method (Filina, 2013) is role playing. Students can be helped to solve problems that exist in drama learning activities by using the role playing method (Baihaqi, 2016). Role playing as a learning method that can be applied by teachers to students involving interaction between two or more people about a topic or situation. In this way, students are asked to watch the drama through the device, after which students can voluntarily play the drama to show their role in interacting with friends. The role played is related to problems and challenges, as well as their relationship with people.

Previous research (Abdillah et al., 2021) has proven that the ability to write drama texts using the role playing method assisted by audiovisual media can be categorized as very good. As a result, students are skilled in writing drama texts according to the structure which includes prologue, orientation, complication, resolution, and epilogue. Based on the description above, researchers feel interested in conducting research. The research entitled "Application of the Role Playing Method in Learning Drama Texts to Improve Writing Skills for Class VIII Junior High School Students".

METHODS

This research uses descriptive qualitative method. Qualitative research is to explain the occurrence of a phenomenon based on data obtained by researchers (Anggito & Setiawan, 2018). Descriptive research (Soebardhi, 2020) is the collection of basic data in a purely descriptive manner. The population of this study was class VIII students at SMPN 2 Bandung in the even semester of the 2020/2021 school year. The number of class VIII students is 35 students as research subjects. The reason for choosing this class is because class VIII has a relatively low ability to write drama texts.

Data collection techniques in this study were tests, observations, and interviews. The drama text writing test was conducted by students individually before and after using the role playing method. Observations and interviews in this study were carried out directly because to obtain a clear picture of the problems being studied. After the research data has been collected, the next step is to process the data using SPSS and analyze it descriptively. First, the normality test is carried out, if the sig of the two variables is greater than 0.05 then the data is considered normal, then a Paired Sample Test will be carried out to find out whether there are differences in the results of writing student drama texts between before and after using the role playing method. The test results are based on the following hypothesis.

H_0 = There is no difference in learning outcomes to write drama texts between before and

after using the role playing method.

H_a = There is a difference in the results of learning to write drama texts between before and after using the role playing method.

If the significance of the Paired Sample Test results is less than 0.05, then H_0 is rejected and H_a is accepted.

RESULT AND DISCUSSION

Result

The pretest and the final test (posttest) were conducted to measure students ability in writing drama texts before and after using the role playing method. The initial test is done by assigning students to make a drama text with a predetermined theme. The final test is carried out after the learning activities are carried out by assigning students independently to make a drama text with a free theme. Guidelines for the assessment of writing drama texts can be seen in the following table.

Table 1. Criteria for Assessment of Writing Dramatic Texts

No.	ASSESSMENT COMPONENT	CRITERIA	SCORE
1.	Language		
	a. Spelling	Very good: capitalization and punctuation research is correct.	5
		Good: capitalization and punctuation only had two errors.	4
		Enough: researching capital letters and punctuation has three or four errors.	3
		Lack: capitalization and punctuation research found five or six errors.	2
		Very lacking: capitalization and punctuation research found more than six errors.	1
	b. Diction	Very good: the right choice of words, the accuracy of words that build effective sentences.	5
		Good: the choice of words is correct, the accuracy of words that build sentences is not effective, there are only two errors.	4
		Enough: the choice of words is not right, the accuracy of words that build effective sentences, there are more than three errors.	3

	Lack: the choice of words is right, the accuracy of words that build sentences is not effective, there are five errors.	2
	Very lacking: the choice of words is not right, the accuracy of words that build sentences is not effective, there are more than six errors.	1
2. Intrinsic Element		
a. Setting	Very good: the setting is described clearly and in detail.	5
	Good: the setting is described quite clearly and in detail.	4
	Adequate: the setting is described quite clearly but not detailed.	3
	Lack: the background is described as unclear and not detailed.	2
	Very lacking: the setting is not depicted at all.	1
b. Plot	Very good: contains the beginning, content, and ending of the story, attractive presentation, invites the interest of the reader.	5
	Good: contains the beginning, content, and end of the story, enough to invite the interest of the reader.	4
	Sufficient: contains the beginning, body, and end of the story, not inviting the interest of the reader.	3
	Lack: contains the beginning, there is story content, the ending is not clear, does not invite the interest of the reader.	2
	Very lacking: does not contain the beginning, contains story content, the ending is not clear, and does not invite the interest of the reader.	1
c. Characters	Very good: there are main and supporting characters, the characters are clearly described.	5
	Good: there are main characters and supporting characters, the character is not clearly described.	4
	Enough: there is a main character, no supporting character, the character is not clearly described.	3
	Lack: characters and dispositions are not clearly described.	2
	Very lacking: there are no characters in the story.	1
	Maksimum Score	25

After carrying out the initial and final tests, the average score for the pretest was 55.4 and the posttest was 81.7. The following are the results of the pretest and posttest writing drama texts using the role playing method.

Table 2. Frequency Distribution of Drama Text Writing Pretest

Score (X)	Frequency (F)	F (X)
40	5	200
44	4	176
48	3	144
52	5	260
56	4	224
60	5	300
64	1	64
68	3	204
72	3	216
76	2	152
Σ	35	1940

The formula used to determine the arithmetic average is as follows.

$$\bar{X} = \frac{\sum F(X)}{n} \text{ (Sugiyono, 2018)}$$

$$\bar{X} = \frac{1940}{35}$$

$$\bar{X} = 55,4$$

Based on table 2 regarding the results of the drama writing pretest, it can be observed that the highest score obtained by students was 76 and the lowest score was 40. The average score obtained was 55.4 out of 35 students.

Table 3. Frequency Distribution of Drama Text Writing Posttest

Score (X)	Frequency (F)	F (X)
100	0	0
96	1	96
92	2	184
88	5	440
84	7	588
80	11	880
76	6	456
72	3	216

68	0	0
64	0	0
Σ	35	2860

The formula used to determine the arithmetic average is as follows.

$$X = \frac{\sum F(X)}{n} \text{ (Sugiyono, 2018)}$$

$$X = \frac{2860}{35}$$

$$X = 81,7$$

Based on table 4 regarding the results of the drama writing posttest, it can be observed that the highest score obtained by students was 96 and the lowest score was 72. The average score obtained was 81.7 from 35 students.

Table 4. Results of Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
Pair		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	PRETES_DRAMA POSTTES_DRAMA	- 26,286	16,811	2,842	-32,061	-20,511	- 9,250	34	,000

Based on table 4, the results of the SPSS Paired Samples Test show a significance of 0.000 < 0.05. So it can be concluded that H_0 is rejected and H_a is accepted, meaning that there are differences in learning outcomes to write drama texts between before and after using the role playing method.

Discussion

Based on research on the value of learning outcomes to write drama texts using the role playing method of 35 students of class VIII at SMPN 2 Bandung. The research data has been tested using SPSS. The results show that there is a difference between the results of learning to write drama texts between before and after being given treatment with the role playing method.

This is in line with research (Abdillah et al., 2021) which shows that drama text writing skills get a very good category after being treated with the role playing method.

The students pretest results after being given the treatment of learning to write drama texts independently got an average value of 55.4. In the analysis of writing a drama text pretest, there were only 2 students whose scores were above the KKM (Minimum Completeness Criteria). Before being given treatment there were 33 students who were not able to write drama texts well. They cannot use diction according to PUEBI (General Guidelines for Indonesian Spelling). Therefore, students have difficulty in developing characters, characters, plots, settings (time, place, atmosphere) in writing drama texts.

After the researchers carried out pretest activities for class VIII students at SMPN 2 Bandung. The researcher implemented teaching about writing drama texts using the role playing method. Then the next step is to hold a posttest to determine the level of mastery of the ability to write drama texts that have been given by the researcher.

The students' posttest results after being given the treatment of learning to write drama texts independently got an average value of 81.7. In the analysis of writing a drama text posttest, there were only 3 students whose scores were below the KKM (Minimum Completeness Criteria). After being given treatment, there were 32 students who were able to write drama texts well. There is a development of writing ability because students become skilled in determining diction according to PUEBI. So, students are more creative and able to develop characters, characters, plots, settings (time, place, atmosphere) in writing drama texts.

After observing the results of the study, it can be seen the difference in the average value of writing drama texts between the pretest and posttest. If the average posttest minus the pretest there is a difference of 26.3. The difference shows an increase in the ability to write drama texts using the role playing method. The results of this study are complemented by the results of the SPSS Paired Samples Test showing a significance of $0.000 < 0.05$. The SPSS results are significantly less than 0.05 so H_0 is rejected and H_a is accepted. This means that there is a difference in the results of learning to write drama texts between before and after using the role playing method.

Learning to write drama texts using the role playing method is effectively applied in junior high school. Teachers can relate the material they teach to real-world situations. Learning activities encourage students to make connections between their knowledge and its application in life as family and community members. Therefore, learning outcomes are more

meaningful for students so that the role playing method is very effectively applied in the teaching and learning process.

CONCLUSION

The results showed that there was an increase in the ability to write drama texts using the role playing method. Based on the results of the research and interpretation of the data through the discussion and interpretation of the whole, the researchers found the following conclusions.

1. The results of learning to write drama texts using the role playing method obtained an average pretest score of 55.4 and posttest 81.7, meaning that the posttest results were better than the pretest results.
2. The results showed that the ability to write drama texts increased by 26.3 from the difference in values before and after using the role playing method.
3. The results of the SPSS Paired Sample Test showed sig 0.00 <0.05, meaning that there was a difference in the results of learning to write drama texts between before and after using the role playing method.

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