The Role Playing Method on the Reading Ability of Elementary School Students

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A B S T R A K

Membaca merupakan kesulitan belajar yang paling banyak dialami oleh siswa sekolah dasar di kelas awal atau kelas bawah. Siswa sekolah dasar kelas awal memiliki masalah signifikan terkait dengan keterampilan membaca dan berbahasa. Hal tersebut berdampak pada nilai kemampuan membaca siswa kelas 2 SD yang masih rendah, sehingga diperlukan metode baru untuk meningkatkan kemampuan membaca siswa. Penelitian ini bertujuan untuk menganalisis penggunaan metode role playing terhadap kemampuan membaca siswa kelas 2 SD. Penelitian ini merupakan jenis penelitian eksperimen. Penelitian ini menggunakan metode penelitian pra eksperimen dengan desain one group pretest-posttest design (pretest-posttest single group). Subyek dalam penelitian ini adalah seluruh siswa kelas 2 SD yang berjumlah 32 siswa yang terdiri dari 13 anak perempuan dan 19 anak laki-laki. Metode yang digunakan untuk mengumpulkan data adalah observasi dan tes. Instrumen yang digunakan adalah soal kesulitan. Teknik analisis data menggunakan analisis statistik inferensial. Hasil penelitian menunjukkan bahwa metode bermain peran secara signifikan meningkatkan kemampuan membaca siswa kelas 2 SD. Dengan demikian, pemberian proses bermain peran dapat meningkatkan kemampuan membaca siswa kelas 2 SD.

A B S T R A C T

Reading is the most common learning difficulty experienced by elementary school students in the early or lower grades. Early-grade elementary school students have significant problems related to reading and language skills. It impacts the reading ability scores of Grade 2 elementary school students, which are still low, so new methods are needed to improve student's reading skills. This study aimed to analyze the role-playing method's use on the reading ability of Grade 2 elementary school students. This research is a type of experimental research. This study used a pre-experimental research method with a one-group pretest-posttest design (pretest test-posttest single group). The subjects in this study were all 2nd-grade elementary school students, totaling 32 students consisting of 13 girls and 19 boys. The methods used to collect data are observation and tests. The instrument used is a matter of difficulty. Data analysis techniques using inferential statistical analysis. The result of the study show that the role-playing method significantly improves the reading ability of grade 2 elementary students. Thus, giving the role-playing process can improve the reading ability of grade 2 elementary students.

1. INTRODUCTION

Elementary schools are an important component part of the national education system. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society (Kurniawan, 2015; Rosita, 2021). Given that education is a very important factor in human life, the process of developing human resources must be carried out by increasing knowledge, skills and attitudes and values so that they are able to adapt to their environment (Aini, 2018; Rosita, 2021; Widiansyah, 2018). In the context of education, evidence suggests that resilience can be increased through providing relevant and practical protective factors, such as an educational environment that is caring and learner-centered, has positive

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and high expectations and provides a positive learning environment, is placed in a strong, supportive social environment, community, and offer mutually supportive peer relationships (Aini, 2018; Dewi, 2020; McAllister & McKinnon, 2009). In the world of education, broad knowledge is needed, success in transferring knowledge is also influenced by the ability of articulation, or the extent to which knowledge can be verbalized, written, drawn or articulated (Cummings & Teng, 2003; Hakim & Windayana, 2016).

Aspects of development that are in the spotlight during elementary school age are more focused on children's cognitive and psychomotor abilities. The cognitive domain is a domain that includes mental (brain) activity and the psychomotor domain is a domain related to skills (Magdalena et al., 2021; Nyoman Sukajaya et al., 2015). There is an opinion that cognitive abilities and success in education can predict positive outcomes throughout life, better health and longevity, good life and educational attainment have a significant relationship with cognitive abilities possessed by a person (Malanchini et al., 2020). In early age is a short period of child development but is a very important period for his life. Therefore, at this time all the potential that children have needs to be encouraged so that they will develop optimally. For the development of intelligence, children in the early grades of elementary school are shown by their ability to serialize, group objects, be interested in numbers and writing, increase vocabulary, enjoy talking, understand cause and effect and develop an understanding of space and time (Rosita, 2021; Sabani, 2019). Elementary school education as a means that has a responsibility in helping students to develop reading skills, with good reading skills students can obtain all the knowledge, skills and values needed for their success at school and in everyday life (Priatna & Setyarini, 2019; Rohaeti & Saleh, 2021) . Children's early development requires good health, nutrition, security and safety care, responsive parenting, and early learning provided by parents and family interactions, and supported by an environment that allows these interactions (Asbari et al., 2019; Black et al., 2017).

The results of research conducted by previous study found information that difficulty learning to read is the type of learning difficulty most faced by elementary school students in the early or lower grades (Jamaris, 2009). There are around 85% of early grade elementary school students who are identified as having learning difficulties, having major problems related to reading and language skills. Furthermore, other study showed results that the reading ability of grade IV SD/MI students in Indonesia was relatively low, only 5% of Indonesian students studied showed reading skills up to high and advanced levels, while more than 30% have very low levels, almost 40% only have low levels and even only 25% of students reach the intermediate level (Krismanto et al., 2015). Then, the results of a study conducted by previous study show that students' learning difficulties in reading appear in four forms, namely unnatural reading habits, mistakes in knowing words, mistakes in reading comprehension, and various symptoms (Fauzi, 2018). There are differences and similarities in the characteristics of learning difficulties faced by students in certain forms of difficulty. In the aspect of learning outcomes, students who have difficulty learning to read show low learning outcomes in other subjects. This means that reading difficulties are associated with low student learning outcomes in other subjects.

A similar thing happened at SDN 23 Ampenan, many grade II students were still unable to read fluently and stuttered while reading, this was seen in students who could not read simple sentences in a short text. In addition, some students had difficulty in distinguishing letters, that is, it was difficult to read the consonants at the end of the word. In addition, students often differentiate between the letters "n" and the letter "m", the letter "b" and the letter "d", as well as other letters that have quite the same shape. To overcome this problem, the learning process must be adjusted to the factors that affect initial reading ability (Azkia & Rohman, 2020; Oktaviyanti et al., 2022). Therefore, it cannot be denied that learning to read early for children that occurs in the field has various problems, such as: (1) difficulties for children to recognize letters, (2) errors in reading each word, wrong phrases, pronunciation errors, use of gestures. lips, as well as the use of the index finger and moving the head. In this case reading activity becomes a complicated activity for children, because it involves many aspects that require children to not only recite written words but also involve visual, thinking and cognitive psycholinguistic activities.

From the results of observations at SDN 1 Boyolai grade 2, several problems were found, including low reading skills. Based on the results of observations with class teachers as well as Indonesian language subject teachers, it was found that some of these problems included difficulty spelling words, difficulty putting letters together with words, and some reading words and letters (Oktadiana, 2019; Oktaviyanti et al., 2022). Based on the problems obtained from the observations and interviews at SDN 1 Boyolai grade 2, it is necessary to take action to develop students' interest in reading, here the teacher must be able to create and develop further learning models so that students will be more interested in reading (Hidayah & Novita, 2016; Levesque et al., 2017; Oktaviyanti et al., 2022). One of the methods used can be used by teachers, namely by using the role playing learning method (Role Playing). Role playing is an effort to convey material or teaching materials in a show, appearance and showing the events experienced by someone. Role playing becomes a model where students are given assignments by the

teacher to dramatize situations that contain problems, in order to solve problems in life situations (Deliyana & Fitriani, 2019; Lan, 2020). Role playing is a role playing learning model that will guide and help students to practice speaking by playing a role like in real life, role playing is able to encourage students to be able to express their feelings. Implementation of role playing in learning activities can affect psychologically in the form of values, attitudes and beliefs (Alrehaili & Al Osman, 2022; Saputri & Yamin, 2022).

The Role Playing learning model has advantages including inviting students to join in honing their potential, giving freedom to students to make decisions quickly and precisely, a game can create opportunities for teachers to facilitate the achievement of learning objectives so as to make quality education (Aprinawati, 2017; Saputri & Yamin, 2022). Continuous teacher learning is driven by teacher needs and reflective dialogue, including continuing to discuss curriculum, teaching, and student development, meaning that teachers are also required to continue to develop their knowledge and be varied in providing learning methods to students (Vangrieken et al., 2017; Yanto, 2015). Especially in pandemic situation presents unplanned changes in schools. As school buildings around the world are closed to protect the health of children and educators, many educators are also rapidly shifting to remote teaching involving technology. Education researchers have repeatedly emphasized the importance of teachers as educational reforms and dedicated and sustained teacher behavior will be critical to a successful educational response to the current pandemic. This means that teachers must be creative and innovative in all changes from conventional to digital-based (Sokal et al., 2020; Vélez et al., 2017).

Furthermore, as one solution this study uses the Role Playing method as a learning model to improve students' reading skills. In addition, the role playing method can also arouse enthusiasm and foster a sense of togetherness and kinship in students and make learning more memorable and long lasting in students' memories. Based on the description above, the researcher is interested in conducting research with aims to analyze the role-playing method's use on the reading ability of Grade 2 elementary school students.

2. METHOD

The type of research used in this study is experimental research, namely research methods that are validation or testing, namely testing the effect of 1 or more variables on other variables. Variables that give effect are grouped as independent variables. In this research design used is a pre-experimental design type of one-group pretest-posttest design (single group pretest-posttest). The one group pretest-posttest design hereby consists of one predetermined group. In this design, the test was carried out twice, namely before the treatment was given it was called the pretest and after the treatment it was called the posttest. This design uses an initial test given before the start of instructions or treatment, so that there are two tests O_1 is pretest, and O_2 is posttest. From this explanation, the researcher creates before and after treatment.

The purpose of this study was to determine the effect of the Role Playing method on the reading ability of Grade 2 students at SDN 1 Boyolali. At the end of the meeting students were given a posttest, namely by giving a reading ability test conducted in that class with the same test questions to determine the effect before and after being given treatment on student achievement. First of all, what must be done before being given treatment is given a pretest first to find out the stability and clarity of the condition of the class before being given treatment. After the pretest is given, the state of the class will appear. After that, the treatment was carried out using the Role Playing method. The treatment given aims to investigate whether there is influence from the Role Playing method. Then at the end of the meeting students were given a posttest, namely by giving a reading ability test conducted to the class with the same test questions as the pretest. The data obtained from the test results of giving questionnaires to research subjects and measurements are still insignificant and are only limited to scores as research data. To get conclusions or meaning from the data, it is necessary to process and analyze statistically. The data in this study were processed and analyzed based on statistical calculation steps. The data processing includes calculating the average and standard deviation, as well as testing the significance.

3. RESULT AND DISCUSSION

Result

The results of the descriptive analysis, the average value of the students' pretest = 39.38 and at the posttest = 42.03 was obtained showed in Table 1. This means that there is an increase in the value of students' reading skills after getting the role playing method.

Table 1. Calculation Results of the Average and Standard Deviation of the Questionnaire

Test Period	Average	Std. Deviation
Reading Ability Pretest	39.38	2.661
Reading Proficiency Posttest	42.03	2.765

In calculating the hypothesis test, a two-difference test approach is used on average, the aim is to find out how much influence the role playing method has on the reading ability of Class 2 students at SDN 1 Boyolali. The calculation results can be seen in the Table 2.

Table 2. Calculation Results of Significance Test Differences in Pretest and Posttest

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Reading Ability Pretest - Posttest	-2.656	1.208	0.214	-3.092	-2.221	-12.441	31	0.000

Based on Table 2. show the t test results, the value of sig = 0.000 is obtained. It means that it is smaller than α 0.05. Thus, Ho is rejected and Ha is accepted. Ho = There is no difference in the scores of students' reading ability before and after being given the role playing method, declared rejected and H1 = there is a difference in the scores of students' reading ability before and after being given the role playing method, declared accepted. Thus, it can be concluded that the provision of the role playing method has a significant effect on increasing the reading ability scores of Grade 2 students at SDN 1 Boyolali.

Discussion

The results of the study showed that the use of the role playing method of learning had a significant effect on the reading ability of Grade 2 students at SDN 1 Boyolali. This is shown by the results of the pretest and posttest students' reading ability has a greater and significant influence with the result of a value of sig = 0.000, which means it is smaller than α 0.05, which means that the role playing method has a significant influence on the reading ability of Class 2 students SDN 1 Boyolali. Thus the hypothesis put forward is that there is an effect of applying the role playing method to the reading ability of Grade 2 students at SDN 1 Boyolali which is declared accepted. This means that the application of the role playing method has a significant effect on improving the reading ability of Grade 2 students at SDN 1 Boyolali. The role playing method is a teaching method in which students receive assignments from the teacher to dramatize a social situation that contains a problem or problem, so that students can solve a problem that arises from that social situation (Harahap, 2020; Harsono et al., 2012). In the role playing method there are several advantages, while the advantages of role playing include: a) Students train themselves to practice understanding and remembering the material to be dramatized or played out. As a player, you have to understand and live up to the contents of the story as a whole, especially for the material that you have to play. Thus the memory and skills of students will be trained. b) Students will be trained to take initiative and be creative. At playing time students are required to express their opinions in accordance with the material and time available. c) Talents that are hidden in students can be fostered so that it is possible that a generation of artists will emerge from the school. If their dramatic art is well developed, they will most likely become good performers one day. d) Cooperation between players can be grown and fostered as well as possible to educate students in appreciating the work or learning outcomes of other students. e) Students gain experience to accept and share responsibility with others. f) Students' spoken language can be developed into good language so that it is easily understood by others (Jehaut et al., 2020; Yanto, 2015).

With the advantages possessed by the role playing method, it creates a new atmosphere and provides a different learning experience, thus forming students to think more creatively and actively. This method is one application of teaching based on experience. The benefit of applying the role playing method is that students are able to identify real world situations and with other people's ideas. This identification allows a way to change student behavior and attitudes as students accept each character they play (Nurhasanah et al., 2016; Setiawan & Lubis, 2016). The role playing method is a way of

mastering learning materials through the development of imagination and appreciation. Learning with the role playing method emphasizes emotional involvement and sensory observation into real problems faced. Students as learning subjects actively practice communicating and interacting with their friends in certain situations or conditions. Students are given the freedom to express the roles they get when learning takes place, this is possible to practice self-confidence (Deliyana & Fitriani, 2019; Santoso, 2016). Role-playing games are useful for getting students to apply their knowledge to a given problem, for reflecting on the problems and views of others, for illustrating the relevance of theoretical ideas by placing them in a real-world context, and for illustrating the complexities of decision making (Annan-Diab & Molinari, 2017; Kartini, 2007).

This role playing learning model is used to achieve several forms of learning objectives both instructionally and as accompaniment. Playing a role (role playing) as a learning model aims to help students find the meaning of self (identity) in the social world and solve dilemmas with the help of groups. That is, through role playing students learn to use the concept of roles, realize that there are different roles and think about their own behavior and the behavior of others. So that when students play a role of another person within themselves, students become aware of the character played by the student to become themselves (Nurhasanah et al., 2016; Rohmanurmeta, 2017). The important role of teaching methods in achieving learning objectives is very important. The success of a subject, especially the success of mastery of subject matter by students will be largely determined by how well a teacher applies his teaching methods in class and outside the classroom. The role playing method as one of the selected learning methods in the teaching and learning process in the classroom is believed to be able to become a special attraction for students. Students are very enthusiastic or pay very close attention to the lesson when the lesson really concerns their daily life in the community (Kartini, 2007; Priatna & Setyarini, 2019).

Schools as educational facilities have a great responsibility to assist students in developing reading skills. With good reading skills students can acquire all the knowledge, skills and values necessary for their success in school and in everyday life. Through reading activities students can add information and become intelligent, critical and have high analytical power to reflect, think and develop creative thinking. Given the important role of reading for student development, teachers need to encourage their students to read correctly and selectively. In line with previous study that state teachers must have adequate competence regarding the substance of reading and the ability to manage learning reading skills (Hidayah & Hermansyah, 2016). The ability to read is a basic ability that is very important for students to master. If reading activity is low, it can be ascertained that the learning achievement is low. This is not an exaggeration considering that the most important element in education is reading activity. Disruption of reading activities can be ascertained that the goals of education in general will not be achieved. Moreover, previous study also state that in facing the challenges of the 21st century, literacy activities must be prioritized (Widodo et al., 2020). The implications of this study provide information related to the effect of role play on reading skills. With the results of this study, educators are expected to realize that learning using the Role Playing Method can improve students' reading skills. Therefore, teachers should be able to use the Role Playing Method in each learning process. In the context of the Role Playing Method, teachers are required not only to act as teachers or educators, but also as facilitators and motivators for students. The limitations of this research lie in the scope of the research, especially the research subjects which only involve one school institution. It is hoped that future research will be able to deepen and broaden the scope of research related to role play activity.

4. CONCLUSION

The study results are that there is a significant influence between the role-playing learning method on improving the reading ability of grade 2 students at SDN 1 Boyolali. The teacher's efforts to create a pleasant learning atmosphere include using various methods, optimizing learning media, providing rewards and punishments, and always motivating students. The benefits of applying the role-playing method for teachers include developing the teacher's ability to improve students' reading skills and students being able to improve reading skills, as well as the use of effective role-playing methods to improve students' reading skills.

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