

Increasing Speaking Skills Through the Drama Method in Class IV Students of SD Unggulan Putra Kaili Permata Bangsa

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ABSTRACT

That aims to improve speaking skills through the drama method in fifth-grade students of SD Unggulan Putra Kaili Permata Bangsa. This research is a classroom. The subjects of this study were class IV students in the 2020/2021 academic year as many as 16 students consisting of 9 boys and 7 girls. Preliminary observation results show that 77% of fifth-grade students at SD Unggulan Putra Kaili Permata Bangsa do not yet have good speaking skills. The average score of student learning outcomes after the action in the first cycle was 71.15. The number of students who have completed the first cycle is 9 people or 56.25% and 7 people who have not completed or 43.75%. After being continued in cycle II, the average score of student learning outcomes on speaking subject matter was 79.85%. With the number of students who have passed in this cycle, there are 14 people or 87.50% and 2 people who have not passed or 12.50%. Based on the results of the assessment of speaking skills in the first cycle of action, the pronunciation aspect averages 71.50, the intonation aspect averages 71.50, the fluency aspect averages 77.75, and the expression aspect averages 76.00. Of the four aspects assessed, 2 of them did not reach the KKM (75) two aspects had reached the KKM but were not satisfactory. The factor causing the first cycle is that the students' activity in learning has not been maximized so that it affects their speaking ability. Efforts are made in the next action is to improve the detailed learning scenario and maximize student potential by motivating students. The results of the second cycle of action, the pronunciation aspect is 82.70, the intonation aspect is 88.75, the fluency aspect is 90.30, and the expression aspect is 83.75. Overall, it has reached the KKM so that the learning is declared successful.

Keywords: *Speaking Skills, Drama Method*

1. INTRODUCTION

The 2013 curriculum requires several subjects to be integrated into one learning, where everything is interconnected. One of the subject content is Indonesian. Besides being used as a subject matter, usually Indonesian is also only used as an introductory or introductory course, because within the scope of learning Indonesian several language skills are very important for smooth learning. Therefore, language is very important because it can be used to communicate in everyday life. Concerning the use of language topics, four aspects of language skills can be used for fluency in communication in everyday life, namely writing skills, reading skills, speaking skills, and listening skills [1].

Speaking as a language skill is needed for various purposes. We are required to have the provision of speaking skills so that at any time we need to be able to convey information to anyone properly. These speaking activities can be done individually, in pairs, or in groups. By mastering

speaking skills, students can express their thoughts and feelings intelligently according to the context and situation when they are speaking.

Someone who has speaking skills will find it easier to convey ideas or ideas to others. The success of using the idea so that it can be accepted by the person who is listening or being spoken to, on the other hand, someone who cannot speak will have difficulty conveying ideas to others. Children are environmental products if the environment often invites talk, always answers and pays attention to the questions asked, and the environment provides development opportunities for children, the child will be skilled at speaking, on the contrary, if parents, family members, and the community do not provide opportunities for child development, the child will have difficulty speaking.

Speaking is a behaviour that must be learned first, then it can be mastered. Speaking skill is a mechanistic skill, the more you practice, the more mastered and skilled a person will be in speaking.

No one is immediately skilled in speaking without going through the process of practising. In learning and practising speaking, a person needs to be trained: pronunciation, voice control, self-control, controlling body movements, choosing words, sentences and intonation, using good and correct language, and organizing or organizing ideas [2].

Speaking is a skill, and the skill will not develop if it is not practised continuously. The ability to speak is part of the basic literacy of the national literacy program that must be possessed by students in improving learning in the classroom. Therefore, the ability to speak will not be mastered properly without practice. If you always practice, speaking skills will certainly get better. On the other hand, if you are embarrassed, doubtful, or afraid of being wrong in practicing speaking, your intelligence or speaking skills will certainly get further and further mastery. In this environment, students are required to be skilled in speaking in the learning process. Students must be able to express their ideas. They must also be able to answer questions or ask questions well during the learning process [3].

Speaking skills in Indonesian subjects direct each student to improve the ability to communicate orally properly and correctly in front of the public. To achieve this, of course, students are also required to be skilled in speaking in the learning process. Students must be able to express their ideas or opinions. They must also be able to answer questions or ask questions well during the learning process. Likewise, in storytelling, students must be able to tell stories well and confidently because storytelling is one of the most important speaking skills to practice communication and the courage to appear in public [4].

Speaking skills are language skills that emphasize aspects of expressing ideas, feelings, and thoughts through speech. Other language skills such as writing, listening and reading [5]. Tarigan [6] says that speaking is the ability to pronounce articulation sounds or words to express, state, and convey thoughts, ideas, and feelings [6]. Speaking is the skill of conveying messages through spoken language. From these two opinions, it can be said that speaking is a person's ability to convey thoughts, ideas, and feelings using spoken language by Djago Tarigan in Rahman [6].

According to Yunus [7] the first challenge for teachers in implementing learning in the context of the 2013 curriculum is that teachers must teach so that students can construct meaning. This means that the concept of teacher-based learning must be abandoned. Teachers must be able to organize education oriented to student activities in finding and establishing meaning independently so that the

learning process will be able to form higher-order thinking skills in students. This view is in line with the constructivist perspective which assumes that knowledge must be personal so that its meaning can be constructed by students through experience. Therefore, learning must be interpreted as a social and cultural activity where students construct meaning which is influenced by the interaction between previous knowledge and recent events. Learning should be focused not on how individuals try to understand a phenomenon, but also on the social role of learning media.

Ningsih [8] says that constructivism is an approach that shows that learning is more effective and meaningful when students can interact with problems or concepts. Zamani in Ningsih [8] argues that this approach allows students to build knowledge, integrate it into new situations, take their prior knowledge as the basis and benefit from social interaction and develop critical thinking. In other words, he views that instead of passive recipients waiting for the teacher to provide a stimulus to elicit a response, the learner is responsible for his or her learning. Constructivist learning is usually associated with a learner-centred approach, where students actively participate in meaningful activities. Therefore, students are not "empty cans to be filled with knowledge, but dynamic organisms seeking meaning." [8]. Learning outcomes of both cognitive processes and social interactions. That is, in addition to the processes of perception, organization, and recall of information, constructivism also refers to the interactions in which learners learn with and from others.

Altun and Sabah [9] state that since the beginning of human children, they collaborate for an equal determination to achieve their goals. The notion of cooperation has also been mentioned by Barfield in Altun [9] defining cooperative learning as "deciding goals together with" others, sharing responsibilities, and working together to achieve more than can be achieved by their individuals. Cooperation is not an easy grouping job, it also requires the ability to perform, take action, and take responsibility for those outcomes and consequences. In addition, cooperation has features depending on the skills and abilities of each. Ibrahim in Altun [9] makes students dependent on each other in the pursuit of knowledge and makes learning a more meaningful and interesting process.

Drama activities can be carried out through a learning model with the method of role-playing, puppet play, and drama performances. Role-playing can be done either with a script that is already available or made by the students themselves, meanwhile, drama performances can also be done by students in class with all simplicity

according to the class situation. ask questions properly during the lesson. When doing this process, students directly practice speaking Indonesian, not just memorizing vocabulary. The first step in learning with the practical method of drama and role-playing is that the teacher can choose a topic that can be dramatized, then the teacher asks the students to act it out.

Drama has a specialty compared to other literary genres. Drama text written by the author does not only stop at the stage of exposing events to be enjoyed artistically imaginatively by the readers but must be continued to be shown in a concrete performance of motion and behaviour that can be witnessed. This particularity of drama then causes the notion of drama as a literary genre to be more focused as a work that is more oriented to the performing arts. Drama is not just to be read, but created to be performed by an art group on stage. Bawana [10] Drama has a specialty compared to other literary genres. Drama text written by the author does not only stop at the stage of exposing events to be enjoyed artistically imaginatively by the readers but must be continued to be shown in a concrete performance of motion and behaviour that can be witnessed. This particularity of drama then causes the notion of drama as a literary genre to be more focused as a work that is more oriented to the performing arts. Drama is not only meant to be read but created to be performed by an art group on the Bawana stage [10].

Drama plays an important role in human life because drama has several functions related to human life. Jazuli in Bawana [10] says that one of the functions of drama is as a means of entertainment. This function is reflected in these of art to provide entertainment or pleasure alone or used to fill spare time. The function of drama as entertainment is to present stories about human life and history. Drama is a medium for staging stories in the twists and turns of life and local wisdom (human values, philosophy, love, and chivalry). Drama brings messages of humanity to society, as is the case with the arts of lenong, wayang, and ludruk. Drama has other functions, including as a means of communication, a means of providing knowledge about historical stories to the community, even as a means of education. Drama is also used as a means to provide counseling, such as counseling about safety, the dangers of drugs, and health. Many also use drama as a means of protesting against the government.

According to Djafar [3], when students play roles, the teacher can observe students' skills in speaking on drama scripts using good and correct Indonesian. Indonesian is also the official language of instruction. This can be seen in the teaching and learning process that occurs at every level of education, both educators and students use

Indonesian as the language of instruction to transfer knowledge for educators and to gain knowledge for students.

Then the teacher as a facilitator will direct students to be able to speak skillfully through the role-playing method. Because by playing a role (drama) students will express ideas or ideas through their thoughts and feelings, spontaneously and experienced directly in the language. Speaking skills through drama will appear a sense of courage, confidence.

Haris in Tarigan [5] describes the components that need special attention in the test (assessment) of four language skills. Assessment of speaking skills consists of four components, namely components of phonology, structure, vocabulary, and general fluency. In this study, the aspects assessed by the researcher were: a) pronunciation, b) intonation, c) fluency, d) expression.

2. METHODS

2.1 Research Design

This research uses classroom action research. Classroom Action Research (CAR) is scientific research that has two objectives, namely taking action for improvement and building knowledge or theory about action. The second dimension in action research is that the researcher collaborates with the subject under study, the subject actively participates in the research cycle [11]. The research design uses the Coast model (Sugiono, 2015: 47) [11] which includes four steps in one cycle, namely Plan (plan), Act (implementation), Observe (observation), and Reflect (reflection).

2.2 Data Collection

In this classroom action research, the researcher used several data collection techniques, namely preliminary tests, observations, interviews, documentation studies, and final tests.

2.3 Data Analysis

Data analysis in Classroom Action Research was conducted during and after data collection. The collected data is then analyzed through the following stages: a) reducing data, b) presenting data, and c) concluding.

3. RESULT AND DISCUSSION

Based on the results of observations and assessments that have been carried out during the process of learning speaking skills for fourth-grade students of SD Unggulan Putra Kaili Permata Bangsa through the drama method, the results are as follows:

Table 1: Value of Pre-cycle Speaking Skills

Value	Number of Students	Percentage
Students did not complete (≤ 70)	13	81,25%
Completed student (≥ 70)	3	18,75%
Total	16	100%

Table 1 shows that students who did not achieve mastery learning outcomes on speaking skills in the cycle were more than the scores of students who achieved mastery. Students who did not achieve completeness were 13 students (81.25%), while students who achieved completeness were 3 students (18.75%). The student mastery guidelines used by SD Unggulan Putra Kaili Permata Bangsa are said to be complete if students' learning outcomes are 70% individually, and classically 75%. Based on the pre-cycle results obtained, namely the large number of students who have not achieved the mastery of learning speaking skills, so it is necessary to have the right method to improve speaking skills, namely by applying the drama method.

Table 2: Value of Speaking Skills Cycle I

Value	Number of Students	Percentage
Students did not complete (≤ 70)	7	43,75%
Completed student (≥ 70)	9	56,25%
Total	16	100%

Table 2 shows that students have experienced changes, especially in speaking skills using the drama method in the first cycle. Students who achieve complete learning are 9 students (56.25%). Students who have not achieved complete learning are 7 students (43.75%). Learning outcomes in the first cycle showed an increase from pre-cycle activities even though the scores obtained by students both individually and classically were not maximized. Therefore, there need to be further improvements to student learning outcomes, namely doing the next stage in cycle II.

Table 3: Value of Speaking Skills Cycle II

Value	Number of Students	Percentage
Students did not complete (≤ 70)	2	12,5%

Completed student (≥ 70)	14	87,5%
Total	16	100%

Based on the data in Table 3, student learning outcomes in speaking skills using the drama method in cycle II were very good. Students who achieve complete learning are 14 (87.5%), while those who do not achieve complete learning are 2 students (12.5%). This has met the standard of student learning completeness so there is no need for the next cycle to be held.

Based on the results of the speaking ability assessment in the first cycle of action, the average pronunciation aspect is 71.50, the intonation aspect is 71.50, the fluency aspect is 77.75 and the expression aspect is 76.00. Of the four aspects assessed, 2 of them did not reach the KKM (75) two aspects had reached the KKM but were not satisfactory. The factor causing the first cycle is that the students' activity in learning has not been maximized so that it affects their speaking ability. Efforts are made in the next action is to improve the detailed learning scenario and maximize student potential by motivating students. The results of the second cycle of action, the pronunciation aspect is 82.70, the intonation aspect is 88.75, the fluency aspect is 90.30, and the expression aspect is 83.75. Overall, it has reached the KKM so that the learning is declared successful.

4. Conclusions and Suggestions

Based on the results of the study, it can be concluded that the application of the drama method in learning Indonesian can improve the speaking skills of fourth-grade students of SD Unggulan Putra Kaili Permata Bangsa.

Several things need to be put forward as suggestions, namely (1) The researcher suggests that students, especially fourth graders of SD Unggulan Putra Kaili Permata Bangsa to be more active in participating in Indonesian language and literature subjects as well as more exercises on drama scripts so that their abilities speaking can be further improved; (2) The school should provide learning facilities (supporting books on drama) related to Indonesian language and literature lessons. This will motivate and broaden students' knowledge to study harder with complete books; (3) It is hoped that other researchers will conduct more complete research on speaking skills specifically using drama texts so that the results are even better.

5. RESEARCH CONTRIBUTION

5.1 Theoretical Benefits

The results of this study can contribute additional knowledge in learning in general and learning in particular so that speaking skills can increase

optimally.

5.2 Practical Benefits

Increasing students' interest and activity in learning speaking skills, students will experience fun and innovative learning.

For Teachers:

- a. Teachers can apply the role-playing method in improving the learning of speaking skills in drama material.
- b. Teachers can be motivated to apply varied and fun learning methods to achieve learning objectives.

For Schools:

- a. The results of this study can improve the quality of the learning process at school, which is related to learning speaking skills in drama material with the role-playing method.
- b. The results of this study can be used as a reference to innovative learning methods in schools.
- c. The results of the study can also improve the quality of school education services which are increasing.

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