Improving Skill Indonesian language in 4th grade Elementary School Students of the Macro Role Playing Approach

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Abstract: Through the use of role-playing, this study seeks to improve 4th-grade pupils' command of the Indonesian language. Students from SDN 1 Waringin in the fourth grade make up the research subjects. The role-playing technique is expected to enhance students' command of the Indonesian language, according to the study's action hypothesis. The study, which was conducted as a classroom action research project, spans three cycles. The outcomes show that the role-playing method can successfully increase students' command of Indonesian vocabulary, as indicated by their (1) better and fluent pronunciation of vocabulary, and (2) improved comprehension and application of vocabulary, progressing with each cycle. The following findings may be taken from the conducted research and discussion regarding the application of the macro role-playing learning approach to increase Indonesian vocabulary among 4th grade students at SDN 1 Waringin: The implementation of the macro role-playing learning method can enhance learning outcomes in the subject of Indonesian language, specifically in the material of student interviews for 4th-grade students in Waringin. The research findings indicate that in Cycle I, the average class score was 74.5, although it had not yet reached the defined classical mastery level of 80%, achieving a classical mastery percentage of 75%. Meanwhile, in Cycle II, there was an increase in the average class score to 86.75, with a classical mastery rate of 92%.

Introduction

The foundation of national development is the presence of capable people resources that have been developed throughout childhood through basic education. All kids' skills and capabilities, including the language they use to communicate, are laid out in the foundational years of elementary school. Elementary school pupils need specialized training to improve their oral communication abilities. When students actively assume the position of the principal participants in communication activities, oral communication skills are improved. Speaking fluently is made easier when the speaker's role is represented in the sentences they utter.

The development of learning is entrusted to the teacher's creativity in classroom management in accordance with the rules outlined in the Minister of National Education Decree No. 22 of 2006 concerning Basic Education and to support the School-Based Curriculum program. When learning the Indonesian language is combined with a variety of engaging, non-monotonous instructional methods, it becomes fun. In this situation, educators should choose instructional strategies that are compatible with both the students' creativity and the subject matter.

One way to encourage children's growth, particularly in the area of social behavior, is through macro role-playing. Children learn how to engage and communicate with their classmates through macro role-playing. Play like this is also referred to as imaginative or dramatic play. Role-playing can be broadly divided into micro and macro role-playing. Macro role-playing is a subset of this. But this study only focuses on macro role-playing. (Putri, Rakimahwati, & Zulminiati, 2018, 2019; Saputri & Widayati, 2016; Zahwa, Nisa, & Fajar, 2018).

Effective oral communication relies on a number of core skills, such as the capacity to create sentences, interpret sentence meanings, pronounce words with intonation, use facial emotions when speaking, and more. Intensive practice and pertinent approaches are required for the competence of expressing phrases in spoken language. Fluent expression is frequently hampered by the pupils' limited communication experience and inadequate vocabulary relating to the subject. (Hasanah, 2020; Ningtyas, 2014; Santosa, 2021; Syaputri & Efendi, 2021; Yuniarti, 2021).

Reading exercises including fairy stories, poetry readings, and other reading-related activities are part of learning the Indonesian language. Drama, role-playing, declamation, and several other activities also help make studying interesting. Unfortunately, pupils' expressive skills are noticeably lacking, especially in the areas of theater and public speaking. This conclusion was reached using data and interviews with 4th-grade instructors at elementary school, where over 60% of children did not meet the Minimum Mastery Criteria, which resulted in poor learning outcomes in the subject. The study's focus is on determining how well the macro role-playing teaching strategy works to help 4th grade pupils improve their vocabulary in Indonesian (Herdianto, 2020).

The decision to address this research problem is rooted in the notion that students are constantly evolving and can benefit from recognition and creative opportunities. The application of the role-playing method is more effective in acknowledging students' capabilities. Additionally, the research is conducted by a teacher who has close proximity to the students. Based on these considerations, the researcher seeks to observe a directed improvement in increasing Indonesian language skills using the macro role-playing technique. To streamline the focus of this study, several limitations are established to facilitate implementation and achieve optimal research outcomes. These limitations include:

- The study is conducted within the context of Indonesian language learning, specifically focusing on enhancing Indonesian vocabulary through drama interview activities;
- The employed method is macro role-playing during the learning process in the classroom. The subject of observation is the skill of oral language expression, analyzed using the classroom action research method;
- The study involves 20 students in 4th grade, subject to both process assessment and final evaluation.

The teacher in question will analyze several aspects of effective teaching strategies. The role-playing technique is just one of several viable methods. This study draws attention to the problem of pupils' acting skills. How well the role-playing teaching approach is used to develop expressive theatrical abilities in Indonesian language learning is the main issue that has to be addressed.

From the conducted research, it is hoped that the results will contribute to the educational environment. The research benefits include:

- By understanding the macro role-playing method's effectiveness in enhancing Indonesian vocabulary, the findings can serve as a reference for elementary school teachers to develop role-playing teaching methods.
- The demonstrated effectiveness of the macro role-playing method in enhancing expressive skills in Indonesian language lessons can motivate teachers to train students in expressive drama topics using role-playing techniques (sociodrama).
- Through the application of role-playing teaching, the research results offer an alternative learning method for teachers in the teaching and learning process.

Research Method

The Classroom Action Research (CAR) method was used in this study, which was carried out across two cycles. Given the two-cycle structure, the second cycle is started with the goal of enhancing the variables under research following reflection on the previous cycle. Twenty fourth-graders from SDN 1 Waringin are the study's subjects for the 2023 academic year. The study is carried out at SDN 1 Waringin, which is situated in the Waringin village, Suralaga sub-district, and East Lombok district. May 2023 has been set aside for the study. The research process consists of:

Planning: This phase involves designing the learning materials using the macro role-playing model, including Learning and Teaching Devices (LKPD) and teaching materials. The researcher prepares an observation sheet for the pre-cycle phase to assess the overall social skills of fourth-grade students at SDN 1 Waringin. Additionally, observation sheets are created for Cycle 1 and Cycle 2, focusing on specific observed aspects (sub-variables). Observers are tasked with monitoring how students communicate politely, how they collaborate in groups, and their level of engagement in these tasks. The researcher, with the assistance of an observer, documents the initial classroom conditions of fourth-grade at SDN 1 Waringin.

Implementation: Before initiating the cycle, the researcher conducts a preliminary observation during the pre-cycle phase to thoroughly assess the students' social skills using the pre-cycle observation sheet. Subsequently, the researcher implements the prepared learning materials using the macro role-playing model. The next step is observation, during which an observing peer conducts observations using the Cycle 1 observation sheet while the researcher applies the macro role-playing model.

Reflection: Due to less than optimal outcomes, the researcher repeats the implementation phase by reapplying the macro role-playing model. Observer assessments continue using the Cycle 2 observation sheet for the second cycle of research. If the obtained results meet the criteria, the cycle is concluded. The analysis and reflection of the cycles' outcomes are used to determine whether an improvement in social skills of fourth-grade students occurred after implementing the macro role-playing model.

Data Collection Techniques: This study employs observation and documentation techniques for data collection. Observation involves direct scrutiny of the observed activities, specifically focusing on the social skills of the students, particularly when the teacher is applying the macro role-playing model. The assessment involves evaluating whether the students in fourth grade can engage in polite communication, work effectively within groups, and participate actively in group tasks. The documentation technique captures additional data, such as images or videos, throughout the research period.

Data Analysis: Data analysis in this study is based on percentage descriptions. The data utilized by the researcher include the social skills of the students, observed during the pre-cycle, Cycle 1, and Cycle 2. Data analysis is conducted for each cycle using percentage calculation.

Result and Discussion

The Results of the research on the implementation of the macro role-playing teaching method for enhancing Indonesian vocabulary among the students of SDN 1 Waringin reveal the following:

Cycle I: The study was conducted over two cycles. Prior to implementing the macro role-playing teaching method, student performance in the Indonesian language subject was relatively low. Students expressed boredom, and the teaching methods lacked variety, resulting in decreased engagement during the learning process. To address these issues, the macro role-playing teaching method was introduced to enhance vocabulary in the Indonesian language, specifically in the topic of interviews.

Macro role-playing is understood as a form of play where individuals portray characters in relation to a given storyline. Players are responsible for acting in accordance with their assigned roles, either through genuine acting or through structured decision-making and character development. According to Soetrisman (1981), role-playing is a performance or presentation of a scripted dialogue that is memorized and acted out in front of an audience. Wiyanto (2002) similarly asserts that role-playing is a performance that emphasizes conversation (dialogue) and actions of the actors on stage, visually narrating the written story. The actions taken by the researcher to enhance the learning process before implementing the macro role-playing teaching method in Cycle I included:

Planning Phase: Identifying issues related to determining problems in planning, execution, and evaluation factors.

Action Phase: Providing subject matter in line with the developed Lesson Plan (RPP), implementing each stage outlined in the RPP (introductory activity, core activity, and concluding activity).

Observation Phase: Observing students during the execution of the macro role-playing teaching method in the Indonesian language, specifically focusing on interview topics.

Reflection Phase: Applying the macro role-playing teaching method to enhance Indonesian vocabulary among fourth-grade students, with the following steps:

- Presenting discussion topics to student groups in the Learning and Teaching Devices (LKPD).
- Dividing students into four groups, each comprising five members chosen randomly using materials provided by the researcher.

- Students engaging in group discussions to complete the LKPD tasks. During these discussions, the researcher guides and encourages students, aiding them in understanding any unclear questions.
- Each group summarizes their discussion results on the LKPD sheet and shares their conclusions. Feedback and questions from other students are addressed to ensure accurate understanding.

Students record the discussion results. Upon completing the active learning teaching method, the researcher administers the Cycle I test to the students.

The data analysis from the Cycle I test indicates an average class score of 75 in the Indonesian language, specifically the interview topic, for fourth-grade students at SDN 1 Waringin during the even semester. Given that the minimum success indicator for the average class score is set at 70, the average class score achieved during the Cycle I test meets the established criteria. The calculated average class score is 75.

Cycle I data analysis reveals that the average student score is 75, and the classical mastery percentage is 75%. While learning mastery has improved, it has not yet reached the established 80% classical mastery threshold. This could be attributed to students' lack of readiness to participate in the active learning teaching method.

Data analysis indicates that only 9 students (75%) achieved classical mastery standards, falling short of the established indicator which stipulates that at least 80% of students should score 70 or higher. Therefore, the Cycle I test results indicate that the level of classical mastery among students remains below the desired level. The research progresses to Cycle II.

Cycle II: The average class score obtained during the Cycle II test for the Indonesian language, specifically the interview topic, among fourth-grade students at SDN 1 Waringin during the even semester is 86.75. This represents a 9% increase from the Cycle I average class score of 74.5. Considering the minimum success indicator for the average class score is set at 70, the average class score achieved during the Cycle II test meets the criteria with a calculated average class score of 86.75.

Classical mastery data from Cycle II shows that 11 fourth-grade students (92%) at Waringin achieved classical mastery standards. This represents a 17% increase from the 75% classical mastery achieved in Cycle I. Consequently, the level of classical mastery has improved in Cycle II.

Based on the Cycle II analysis, the researcher concludes that students' readiness for the learning process is relatively strong. Learning outcomes have improved and are satisfactory, as evidenced by the average student scores. The implementation of the macro role-playing teaching method effectively improved learning outcomes among students at Waringin, as demonstrated by the results of the Cycle I and Cycle II tests.

Tabel 2. Cycle Learning Outcomes I dan II

No	Name	Learning Outcomes	
		Cycle I	Cycle II
1.	Auliana Khusnul Hotimah	75	85
2.	Ayu Wandira Insani	70	80
3.	Desyla Rahmayanti	60	70

4.	Diana Rini Antika	80	85
5.	Emral Gazy	85	90
6.	Febryan Khaer Alfarazi	70	95
7.	Hijatul Ersa Ma'wa	70	85
8.	Kaeza Indriani	85	95
9.	Lilis Febrianti	80	90
10.	M. Kevin Wikoya	85	95
11.	Muzakki Elfadil	70	80
12.	M. lutfi Hidayatullah	75	95
13.	Nur Ahmad Fikri Rohmani	75	95
14.	Natasya Salsabila Islami P.	80	85
15.	Rindiani Purnama	80	85
16.	Septiana Hikmatul Zahra	75	85
17.	Suryadi	50	70
18.	Verry Setya	70	95
19.	Waliyul Adly Afdhala	85	90
20.	Zahratul Wahidah	70	85
	Total Score	**1.490**	**1.735**
	Average Score	**74,5**	**86,75**

Conclusion

Based on the conducted research and the discussion regarding the implementation of the macro role-playing teaching method to enhance Indonesian vocabulary among fourth-grade students at SDN 1 Waringin, the following conclusions can be drawn: the application of the macro role-playing teaching method can improve learning outcomes in the Indonesian language subject, specifically in the interview topic, for fourth-grade students at Waringin. This conclusion is drawn from the research results, where in Cycle I, the average class score was 74.5, although it didn't yet reach the established classical mastery threshold of 80%, achieving a classical mastery percentage of 75%. In Cycle II, there was an improvement in the average class score to 86.75, and the classical mastery percentage reached 92%.

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