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THE USE OF HAND PUPPET THROUGH ROLEPLAY TO IMPROVE SPEAKING ABILITY IN INDONESIAN SUBJECT (CLASSROOM ACTION RESEARCH FOR GRADE 5 SD NEGERI 04 PALUR, MOJOLABAN, SUKOHARJO ACADEMIC YEAR OF 2015/2016)

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ABSTRACT

The objective of this research is to improve speaking ability for grade 5 of SD Negeri (Public Elementary School) 04 Palur, Mojolaban, Sukoharjo in the academic year of 2015/2016 by using hand puppets media and role playing method. This research is a classroom action research. The research was carried out in three cycles. Each cycle consists of planning, action, observation, and reflection. The data were gathered by interview, observation, test, and documentation. The data were validated by data triangulation and method triangulation. This research used an interactive model of analysis. The steps of interactive analysis consist of data reduction, data display, and conclusion drawing or verification. The research concludes that the use of hand puppets through role playing can improve speaking ability in Grade 5 of SD Negeri 04, Palur, Mojolaban in the academic year of 2015/2016.

Keywords: speaking ability, hand puppets, role playing

INTRODUCTION

Indonesian language teaching aims are to improve students ability to communicate using Indonesian efficiently and appropriately both in spoken or written and to build appreciation to the literary works. Language skills cover four aspects such as listening, speaking, reading, and writing. Furthermore, students should acquire all language skills in order to be skillful in using the target language. The regulation of minister of education number 25, 2006 about graduate competence of elementary school point 17 stated that students are expected to be able to perform a range of skills such as listening, speaking, reading, writing, and counting. Hence, ideally language teaching in school not only focus on language theory but also it should teach how to use language for communication.

Teaching speaking in elementary school is formulated in curriculum into competence standard, basic competence and materials for each class. Speaking skill is one of the basic competence in Indonesian subject should be taught at grade 5 in elementary school. Speaking has an important role in order to succeed in learning Indonesian subject and all subject at all. Speaking skill should be acquired because this skill is closely related with all teaching and learning process.

The importance of speaking for children should be taken into serious consideration because it will be important and useful for the future. Furthermore, this idea is relevant with Slamet (2008) who states that someone who has high speaking skill will be easier to deliver idea or opinion to others. In contrast, someone who has low speaking skill will experience difficulty to deliver idea or opinion to others.
The observation conducted on 24 February 2016 revealed that students grade 5 in SD N 4 Palur, Mojolaban, Sukoharjo had low achievement in certain basic competence, was that oleplaying drama script using appropriate pronunciation, intonation, and expression. Students were not used to speak using appropriate pronunciation and intonation. They were also lack of vocabulary or diction so that they often did not speak fluently in front of the class. In addition, they also felt awkward when they did conversation to act certain character in front of the class, and their performance were also without expression and inappropriate intonation. They often did not realize that they did conversation and acted a character tend to be like reading a script and without any expression. Hence, speaking became uninteresting activity for grade 5 in SD N 4 Palur, Mojolaban, Sukoharjo.

Based on the explanation above, this action research conducted using title ‘The Use of Sand Puppet through Roleplay to Improve Speaking Ability in Indonesian Subject’ Classroom action research for grade 5 SD N 4 Palur, Mojolaban, Sukoharjo, Academic Year 2015/2016.

RESEARCH METHODOLOGY

This research was action research conducted at SDN 4 Palur, Mojolaban, Sukoharjo in even semester academic year 2015/2016. The condition of building in SD N 4 Palur are evident and strategies because its location can be accessed easily. It is near with main road. Subject of this research was students of grade 5 SD N 4 Palur, Mojolaban, Sukoharjo academic year 2015/2016. They were 30 students. Basically, they have various background. Most of them are involved in average to low economic family. However, all of them are normal students, they are not belong to special needs students.

Source of data of this research consisted of primary and secondary data. Data collection techniques selected in this research were observation, speaking performance test, and documentation. Validity was attained by using triangulation which covered data source triangulation, and method triangulation. In addition, data analysis used was interactive analysis Miles and Huberman including data reduction, data display, and conclusion drawing or verification.

Action research is a research conducted by the availability of cycle. Arikunto & Supardi 2006: 16) contended that generally, there are four cycles in action research including plan, action, observe, and reflect. These stages are involved into one cycle and these can be continued to the next cycle by doing plan, action, observe, and reflect. The cycle can be redesigned according the result of the previous cycle. Cycle I can be developed into cycle II and so forth depending on the main problem to be solved. In other word, the number of cycle in action research depends on the problem to be overcome.

RESULTS

The improvement of students’ speaking skill can be seen in table 1.1. This table shows the comparison of students’ speaking skill score achieved in pretreatment, cycle I, cycle II, and cycle III.

<table>
<thead>
<tr>
<th>Keterangan</th>
<th>Pretreatment</th>
<th>Cycle I</th>
<th>Cycle II</th>
<th>Cycle III</th>
</tr>
</thead>
<tbody>
<tr>
<td>lowest Score</td>
<td>48</td>
<td>54</td>
<td>60</td>
<td>66</td>
</tr>
<tr>
<td>highest Score</td>
<td>80</td>
<td>82</td>
<td>86</td>
<td>90</td>
</tr>
<tr>
<td>mean Score</td>
<td>63,47</td>
<td>69,26</td>
<td>74,8</td>
<td>80,93</td>
</tr>
<tr>
<td>% Classical</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
<td>90%</td>
</tr>
</tbody>
</table>

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Exhaustiveness

From table 1.1, it can be seen that students’ exhaustive achievement was increase in pretreatment, cycle I, cycle II, and cycle III. Many students did not achieve the expected minimum: exhaustiveness criteria in the initial condition or pretreatment. There were 12 students or 40% who got score above minimum exhaustiveness criteria. This condition was increase in the cycle I. Students who got score above minimum exhaustiveness criteria was 18 students or 60%. The score improvement also happened in the cycle III. Students who achieved minimum exhaustiveness criteria were 24 students or 80%. The improvement happened again in the last cycle, cycle III. There were 27 students or 90% who got score above minimum exhaustiveness criteria.

The effectiveness of the implementation of hand puppet through role play to improve speaking skill was affected by some factors, such as students, teacher, and the availability and relevancy of school facilities. Students’ readiness and seriousness to participate in learning activity were the main factor from students that influence the implementation of hand puppet through role play to improve speaking skill. When students are ready and serious to participate in learning activity, they will participate actively and hinder any kind of activities that emerges conducive situation, such as making a joke or chatting with others. Teacher’s factors that affected the implementation of hand puppet through role play to improve speaking skill were teacher’s ability in managing the class and teacher competence in acquiring the material. Teacher has important role in the classroom. When teacher have an ability to create good atmosphere in the classroom, students will be interested to participate in learning activity. The last factor is facilities was that the condition of the available facilities in SD N 4 Palur. During conducting this research, the condition of available facilities in SDN 4 Palur were good, all supporting facilities could be utilized. As a result, the implementation of hand puppet through role play to improve speaking skill in SD N 4 Palur was successful.

Dealing with constraints faced during conducting this research, the researcher experienced different constraints for each cycle. In cycle I, students did not fully understand yet how to use hand puppet through role play because it was the first time they were introduced with hand puppet and role play. Hence, most of students did not not active and did not pay attention to the lesson given. Moreover, the students’ readiness to perform in front of the class was also still minimum. This problem had been solved in the next cycle by giving more attention to the students. Teacher gave more attention to the students individually and classically as well. She also explained the instruction and stages to do the activity to the students clearly. In cycle II, all students seemed that they did not participate actively yet in learning activity. Creating drama script. They did not actively deliver idea or opinion in creating drama script. This problem had been solve by giving more attention to the students. In addition, the teacher also provided rewards to attract the students motivation so that they could participate actively in learning activity. Cycle III, this was the last cycle conducted in this research. Even though, the improvement of students speaking ability did not achieve 100%, this research had been attained 90%. Furthermore, for students who did not achieve exhaustiveness score would be provided similar treatment by their teacher.

Based on the description above, it can be seen that students’ exhaustiveness score of grade 5 in SD N 4 Palur was increase. In other word, it can be said that the improvement of students’ speaking skill of grade 5 in SD N 4 Palur was the result of the implementation of hand puppet through role play. Furthermore, this improvement was indicated by the increasing score achieved by students in speaking performance test.
DISCUSSION, RECOMENDATIONS, AND IMPLICATIONS

The result of this research concludes that there is a significant improvement of students’ speaking skill of grade 5 SD N 4 Palur after they taught using hand puppet through role play. Other researchers also found that speaking skill can be increased by providing action or treatment.

The current research found that speaking skill can be enhanced by implementing drama. Students were able to perform drama fluently and confidently. This finding is in line with Lamsaat and Kerdpol (2015) in English Language Teaching Journal. They contend, “...communicative speaking skill by dramatic activities enables learners to have confidence in performing their roles and develop their communication more fluently and efficiently”. It means that performing dialog through drama encourages students to speak fluently and efficiently. Similar with the current research which found that performing certain character in drama provide significant influence to the students in developing their speaking skill. In addition, it also provided the students with meaningful experiences toward what they had performed. Furthermore, Cerkez (2012) in Journal of Education and Learning argue, “The position of drama and role playing has impact to practice future professional experience”. In sum, role play that performing into drama provides advantages such as improving students skill and providing valuable experiences for their future life.

This research also found that teaching speaking skill through role play enables students to get meaning moral value because they perform the character and are feel the situation they experienced based on the script drama given. This finding is relevant with Jose and Raja’s opinion (2012) in i-manager’s Journal on English Language Teaching. They argue that role play brings situations from real life into the classroom.

Teaching using hand puppet and role play also improved students’ participation in learning activity. It seemed that they were more active and were motivated to engage in learning process due to its conducive and enjoyable classroom atmosphere. This finding is supported by Edwards (2015) in Middle School Journal that active learning is more likely to achieve meaningful learning, which will empower students throughout their lifetimes.

In addition, this research also found that the achievement of teaching speaking was closely related with teacher’s efforts to enhance learning activity and manage the classroom. Teacher spent their effort to create conducive classroom so that the students are enjoy participating in the classroom activity. Furthermore, teacher’s efforts to attract students’ participation in learning process really need teacher’s creativity including selecting media and implementing appropriate teaching method. The implementing of hand puppet and role play had been as one of the example of teacher’s creativity. This finding is in line with Haron’s argument (2013) in International Education Studies. He argued that some teachers did spend efforts to make the lessons more interactive and encourage students’ participation.

The results of this research provide an overview about the improvement of speaking skill is influenced by some factors, one of them is teacher. Teacher’s ability in identifying learning problem impacts to the teaching and learning process. Teacher is encouraged to create an interesting classroom by using media and innovative teaching. Furthermore, speaking ability is also influenced by students. Speaking ability can be developed by practicing regularly. Driven by this phenomenon, students’ motivation and interest need to be encouraged in order to enhance speaking skill.

Furthermore, the results of this action research can be used as reference in selecting media and innovative teaching method, especially in developing speaking skill for grade 5. The implementation of hand puppet through role play encourages students’ interest and
motivation. When students enjoy in learning, it impacts learning achievement and learning activity.

The result of this research also shows that students are the center of learning that must be participate actively in the learning process, so that learning process become valuable and meaningful. This research can be applied and developed by teacher to overcome similar problem. The existence of constraints in teaching speaking should be overcome to succeed the teaching and learning process.

CONCLUSION

Based on the results of action research about the implementation of hand puppet through role play to improve speaking skill for students at grade 5 in SD N 4 Palu Mojolaban, Sukoharjo academic 2015/2016 can be conclude that:

1. The implementation of hand puppet through role play can improve students’ speaking skill of grade 5 in SD N 4 Palu. It can be seen from the minimum exhaustive score that 70, and mean score 63.47 improved become 69.26 in the cycle I. Furthermore, continuously increased become 74.8 in cycle II, 80.93 in cycle III. Percentage classical exhaustiveness in pretreatment was 40%, and then it increased into 60% cycle I. In cycle II it had achieved 80% and it continuously increase into 90% in cycle III.

2. The implementation of hand puppet through role play can improve teacher’s activity during teaching and learning process that has been elicited from observation. It can be seen from the mean score for teacher activity in cycle I that with 3.06 categorized into good. In cycle II the mean score increased that was 3.31 involved into good. Meanwhile, in cycle III the mean score was 3.66, it was very good. Similarly, the improvement also happened in students’ activity. In cycle I the mean score was 11.37, it was enough. In cycle II it had increased into 13.08, it is categorized into enough. Moreover, in cycle III mean score achieved 14.38, it was involved into good.

3. Impacting factors toward the achievement of the implementation of hand puppet through role play covered teacher factor, students’ factor, and school facilities that support teaching and learning process. These factors were impacted to each other.

4. The source of constraint that faced in implementing of hand puppet through role play was students’ readiness. When students are ready to participate into treatment activity they will be able to perform speaking skill test and finally the score got good score.

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