

THE INFLUENCE OF ROLE-PLAYING METHOD IN INTERVIEW MATERIAL IN SUNDANESE SUBJECT TOWARD PHASE E STUDENTS AT SMAN 1 LEMBANG

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Author **POPPY SOFIA,**





INTRODUCTION

Human cannot be separated with language, which is used as a tool for communicating with others. In order to be a good communicator, each individual person must be able to use language in a variety of contexts especially mastering language skills.

- These language skills applied in languages all over the world, including Sundanese, which is a mother tongue and communication tool for Sundanese peoples who live in West Java and its surroundings. In Sundanese, language skills called *kaparigelan basa*.
- Those language skills are listening (in Sundanese: *ngaregepkeun*), speaking (in Sundanese: *nyarita*), reading (in Sundanese: *maca*), and writing (in Sundanese: *nulis*). These skills essentially connected from one to another skill, although in reality, some people just capable to master particular skills. These language skills can be improved by learning and practicing.



LITERATURE REVIEW

According to Moleong (2017:186), interview is conversation which has specific purposes or goals. It is conversation exchange between two parties (individual or group): interviewer, people who is/are asking questions during the interview session, and interviewee, people who is/are answering the asked questions.

One of the teaching methods which can be used is role-playing (*bermain peran*). This method is used in interview material because the researcher believes that this kind of method can create an interesting and fun learning experience, moreover the teaching-learning process can be effective. Students perform their role-plays in group and they can practice how to do interview in a right way.

Malik in Wijaya (2017) stated that in role-playing method, students who were asked to portray specific roles and do some dialogues which represent the characters, personal traits, and attitudes that must be analyzed.

According to Joice (2016: 418), *the gist of role-playing is the students' involvement in real situation and their willingness to face and be aware of the involvements. In addition, role-play serves as a tool for students to: (1) explore their feelings; (2) gain insight of their attitudes; (3) improve their problem-solving skills; (4) explore knowledge in particular subject by any ways they can do.*

METHOD

This research used experimental method, which compared two or more samples or different condition due to the manipulated variable. Samples in this research are divided into two groups: experimental and control groups. True experimental design is conducted by giving pre-test and post-test, which means every group, whether experimental or control groups, have to accomplish the pre-test before the treatment and accomplish the post-test after being given the treatment.

The researcher gathers the data from students phase E (grade X) of SMAN 1 Lembang in odd semester at 2022/2023 academic-year. Phase E2 class was chosen to be the control group while phase E6 class was chosen to be the experimental group; both of the class consist of 36 students. The data had been collected on October 11, 18, 25, 2022.

The researcher in this research was the participant observer, whose role as an observer and a data collector. The researcher expects to be able to solve the problem which was tackled by phase E students in interview material.

Table 1. Experimental Research Design

Group	Pre-test	Treatment	Post-test
Experimental (R)	01	X	02
Control (R)	03	-	04



FINDING AND DISCUSSION

1. Prerequisite Test Instruments

a. Validity Testing

The validity is measured by using SPSS V.25 application: which steps are analyzing – correlating – bivariating, followed by decision-making. If $r_{\text{count}} \geq r_{\text{table}}$ (2-sided test with sig. 0.05) then the instrument or item has a significant correlation with the total score (declared valid).

b. Reliability Testing

Reliability refers to how consistently a method measures something or a series of measuring instruments. The researcher measured the reliability by using SPSS V.25 application, which steps are: Analyzing – Scaling – Reliability Analysis. If the alpha is > 0.90 , the reliability is perfect. If the alpha is between $0.70 - 0.90$, the reliability is high. If the alpha is between $0.50 - 0.70$, the reliability is moderate or not good. If the alpha is < 0.50 , the reliability is low; there are possibilities that one or more items are not reliable.

c. Gain Score Analysis

Gain score is the measured difference of students' scores between the beginning of treatment (pre-test) and at the end of treatment (post-test). To find out the quality of students' interviewing skill improvement by using role-playing method, the formula of Normalized Gain Score (N-Gain Score) is applied. The formula as follows:

FINDING AND DISCUSSION

Table 4. Data of the Pre-test Result

No	Data Criteria	Class	
		Experimental	Control
1	Amount of student	36	36
2	Mean	57	61
3	Median	60	60
4	Modus	60	60

According to table 4, it showed that both of experimental and control classes consist of 36 students which experimental class obtained average score 57 while average score 61 was obtained by control class.

Table 5. Data of the Post-test Result

No	Data Criteria	Class	
		Experimental	Control
1	Amount of student	36	36
2	Mean	84	80
3	Median	85	79
4	Modus	85	75

Table 5 above showed that both of experimental and control classes consist of 36 students which experimental class obtained average score 84 while average score 80 was obtained by control class.

The speaking skill in interview material result of phase E6 students as experimental class was increasing from the pre-test. This happened due to the improvement of average score obtained by students of phase E6, from 57 to 84.

Whereas, post-test result of phase E2 students as a control class was increasing as well: from average score of pre-test 61 became 80. All scores of the students had been improved, although there were several students' scores which did not increase significantly.

FINDING AND DISCUSSION

Table 6. N-Gain Score Analysis

No	Data Criteria	Class	
		Experimental	Control
1	Amount of student	36	36
2	Mean	57	61
3	Minimum	38	-47
4	Maximum	88	70

According to N-Gain score analysis, the result showed that the score which obtained by experimental class was 57, classified sufficiently effective. Alongside with N-gain scores which were obtained: minimum at 38 and maximum at 88. Meanwhile, N-Gain score obtained by control class was 61, classified sufficiently effective. Alongside with N-gain scores which were obtained: minimum at -47 and maximum at 70. It could be concluded that role-playing method was **sufficiently effective** to improve students' learning outcomes in grasping interview material for phase E students at SMAN 1 Lembang.

Tabel 7. The Result of Experimental Control

Variable	t_{count}	t_{table}	Decision
Experimental Control	11.309	1.99495	H_0 rejected

The implementing of role-play method in interview material toward students' speaking skill in this research had been showed that the method was sufficiently affective but unfortunately did not showed significant improvement. Due to the increasing of the obtained pre-test and post-test scores, students' speaking skill in interview material in Sundanese subject was improved.



CONCLUSION

According to findings, the implementation of role-playing method was sufficiently effective to be implemented in interview material in Sundanese subject. The result showed that $t_{\text{count}} > t_{\text{table}}$ ($11.309 > 1.99495$), which mean that H_0 was rejected and H_1 was accepted. Consequently, it could be concluded that role-play method in interview material had a good influence toward phase E students' speaking skill at SMA Negeri 1 Lembang.

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