

Improving Students' Listening Skill by Using Role-Play Method in the Material of Asking for and Giving Directions

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ABSTRAK

Strategi komunikasi yang memungkinkan pendengar untuk memahami apa yang dikatakan disebut sebagai keterampilan mendengarkan. Hal ini juga memungkinkan terjalannya komunikasi yang efektif. Penelitian ini bertujuan untuk meningkatkan keterampilan menyimak siswa kelas VII F SMPN 6 Semarang tahun ajaran 2022/2023 dalam pembelajaran Bahasa Inggris pada materi "Asking for and Giving Directions" dengan menggunakan metode role-playing. Rancangan model penelitian menggunakan desain dari Kemmis dan Mc. Taggart. Penelitian tindakan kelas ini dilaksanakan dalam 2 siklus. Waktu yang digunakan untuk setiap siklus adalah 2 kali pertemuan dengan 2 kali pertemuan pemaparan materi, dan pada akhir pertemuan kedua diadakan evaluasi siklus. Setiap siklus memiliki 4 tahapan yaitu perencanaan, tindakan, observasi, dan refleksi. Jumlah siswa yang terlibat dalam penelitian ini adalah 34 siswa. Teknik pengumpulan data menggunakan observasi dan kuesioner. Data dianalisis secara deskriptif dan disajikan dalam bentuk tabel dan grafik. Hasil penelitian menunjukkan peningkatan skor menyimak siswa pada materi "Asking for and Giving Directions". Yakni pada siklus I 32,35% siswa mampu melampaui KKM, kemudian pada siklus II meningkat menjadi 61,76% siswa mampu melampaui KKM. Dengan demikian, metode bermain peran dapat meningkatkan hasil belajar siswa pada kegiatan menyimak dan "Asking for and Giving Directions" pada siswa kelas VII F SMPN 6 Semarang.

Kata kunci: bermain peran, kemampuan menyimak, sekolah menengah pertama

ABSTRACT

A communication strategy that enables listeners to comprehend what is said is referred to as listening skills. This enables effective communication to be established as well. This research aimed to improve listening skills in class VII F students of SMPN 6 Semarang for the 2022/2023 academic year in learning English with the material "asking for and giving directions" using the role-playing method. The research design uses Kemmis and Mc. Taggart. This classroom action research was carried out in 2 cycles. The time used for each cycle is 2 meetings with 2 material presentation meetings, and at the end of the second meeting, a cycle evaluation is held. Each cycle has 4 stages: planning, action, observation, and reflection. The number of students involved in this study was 34 students. Data collection techniques using observation and questionnaires. Data were analyzed descriptively and presented in the form of tables and graphs. The results showed increased students' listening scores on the material "asking for and giving directions". Namely, in the first cycle, 32.35% of students were able to exceed the KKM, and then in the second cycle, it increased to 61.76% of students were able to exceed the KKM. Thus, the role-playing method can improve student learning outcomes in listening activities and "asking for and giving directions" for class VII F students of SMPN 6 Semarang.

Keywords: role-playing, listening skill, junior high school

A. INTRODUCTION

In learning a language, at least four primary skills need to be learned: listening, speaking, reading, and writing. Listening is a language skill explicitly taught in learning a second or foreign language. It is related to an understanding of spoken language. Several factors affect one's understanding of oral communication. The first factor is a person's ability to identify sounds (level phonics). The accuracy of identifying sounds will affect the level of understanding of words (lexical level) which are combinations of existing speech sounds. Errors in identifying speech sounds will automatically cause errors in the interpretation of the words spoken by the speaker. Understanding words is closely related to semantics (meaning). To understand the spoken language of the foreign language or second language they learn, one must be able to recognize the sound of speech spoken by the speaker.

Listening skill is a personal understanding of what he heard and relies on his understanding of the meaning (Hamouda, 2013). Difficulties in listening are in the form of understanding vocabulary, sentence patterns, and others. In learning activities, the factors that influence listening skills are divided into two factors, namely internal factors and external factors. Internal factors can be hearing problems, personal interests, and even motivation from within each student. Meanwhile, external factors include learning media, learning methods, place, environment, and others.

According to Huy (2015), cognitive strategy is used to help the student obtain their knowledge, such as understanding the meaning of words from contexts and linking new information. As a result, it is clear that listening ability is not as passive as claimed. The models of cognitive processes include listening for main ideas, listening for details, listening for inferring meaning, listening for predicting, and listening for summarizing (Chen, 2013).

In teaching listening skills or other language skills, one of the essential things the teacher should consider is material (Mallapiang, 2014). Based on observations made by researchers at SMP Negeri 6 Semarang, researchers found it difficult for students to understand English through listening activities. They still need the help of their eyes to understand what the speaker is saying in English. Researchers found that students felt confused when listening to the text presented by the teacher. Most of the students could not understand the meaning of the text conveyed. To understand the contents of the text delivered, students often ask the teacher to convey or reread it 3 to 4 times.

Based on this, the researcher tries to use role-playing in learning English by asking for and giving directions to improve students' listening skills. With this method, students can hear and witness first-hand what meaning or intent the speaker wants to convey. Students can learn with fun because they learn differently. They also do not have to always listen to the voice of their teacher who has a disability or even bores them.

Therefore, researchers are trying to reduce the problem of students' listening skills and intend to find out what can be done to help them improve their listening skills. In this study, researchers want to use the role-playing method to improve the listening skills of seventh-grade students of SMP Negeri 6 Semarang for the 2022/2023 academic year.

Teaching through role-playing improves the effectiveness of the learning experience and makes it more realistic. According to Cherif, et al. (1998) role-playing teaching can be divided into four stages: (1) preparation and explanation of the activity by the teacher, (2) preparation of the activity by the students, (3) role-playing activity to have a better understanding of the situation, and (4) discussion or the debriefing of the whole process. There are three types of role play, they are: fully scripted role-play, semi-scripted role-play and non-scripted roleplay. In a fully scripted role-play, each word is given, and each student should understand or memorize his/her role (Harper-Whalen & Morris 2005). One example of this kind is when the model conversation from the textbook is explained. The main goal of the conversation is to make each word in the language meaningful and easy to remember. Byrne (1986) indicates that role play in this type can be appropriate for low level students who do not know the situation in the semi-scripted role play. In learning English with the theme "Asking for and Giving Directions," students are given the role-play method to listen to the contents of the message conveyed. As the researcher found in the observation stage, the authors found that the ability of students to grasp the meaning of messages heard only through audio was still deficient. The use of the role-play method is expected to help students capture the meaning of the message conveyed. Besides listening, students are assisted with demonstrations played by friends and teachers. That way, students will more readily accept and process the meaning to be conveyed.

According to (Hardiah, 2019) the listening process includes four stages namely listening, understanding, remembering, evaluating and responding. Students will be able to fully explore listening skills if the appropriate approach is used because of the complexity of the process. Some junior high school educators in Indonesia they assume that students can listen, educators typically employ an auditory approach to instruction. But their students' ability to listen is not presumed in this case. In many classrooms, passive listening-based learning is used to teach listening skills. The traditional classroom

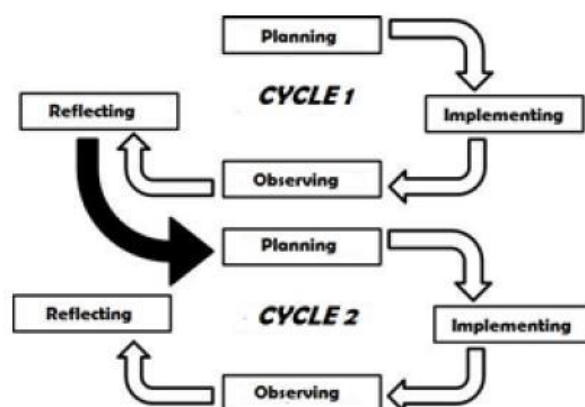
has rows of desks and chairs to represent this type of learning. The use of role-play is one method that teachers can use to teach listening skills that are relevant to their student's interests.

The role-play method is included in one method that involves audio-visual. In practice, the audio-visual method has several benefits. The benefits of using audio-visuals during the start of learning are as follows: It makes it easier to present and receives learning or information and can avoid misunderstandings. The second, encouraging students' curiosity in learning to use the audio-visual method. Then, ensure the understanding gained during audio-visual learning can reach students' memory in understanding the lesson.

B. METHOD

This research is classroom action research. Action research in education is carried out in the classroom area intending to solve learning problems. This research also includes descriptive research because it describes how a learning strategy is used and how the desired results can be achieved. This classroom action research was carried out in 2 cycles. The time used for each cycle is 2 meetings with 2 material presentation meetings, and at the end of the second meeting, a cycle evaluation is held. Each cycle has 4 stages: planning, action, observation, and reflection.

The classroom action research was conducted in class VII F of SMP N 6 Semarang in the 2022/2023 academic year. The subjects of this classroom action research were students of class VII F who were studying about asking for and giving directions. Methods of data collection are done through observation and questionnaires. This study used a qualitative descriptive analysis using the research design by Kemmis and Mc. Taggart.



Picture 1. Classroom Action Research Design by Kemmis and Mc. Taggart

C. FINDINGS AND DISCUSSION

In the initial conditions, the value of listening results possessed by students tends to be low. Students still need many repetitions in listening to a text orally. Students have yet to be able to capture the contents of the message to be conveyed, conclude, and answer questions related to the heard text. This is used as a reference to improve students' listening skills so that better learning processes and results are obtained.

The following is a table of the results of students' listening scores in the initial conditions.

Table 1. Students' Listening Scores in Pre-cycle

Criteria	Score
The lowest score	20
The highest score	85
Average score	52.65
Beyond the KKM	8 Students
Not exceeded the KKM	26 Students

The table above shows that the highest score is 85, and the lowest is 20, with an average value of 53.65. Students who exceeded the KKM were only 23.53%, while 76.47% had not exceeded the KKM. The students' learning completeness was still far from what was expected. Therefore, as a follow-up to improve listening skills in asking for and giving directions, the researchers conducted this classroom action research.

After obtaining the learning outcomes in the pre-cycle, the researchers together with the team identified problems related to students' listening skills and capturing information in learning English. Researchers collaborate with teachers to determine the steps to be taken in cycle I, starting from lesson planning, and implementation, to the learning evaluation process. Based on the results of problem identification, the steps to take action are obtained, in this part the researcher using the role-play method. The following is a table which displays the learning outcomes in pre-cycle and cycle 1 after the researcher takes action by applying the role-play method.

Table 2. Data on Student Evaluation Results in Pre-Cycle and Cycle I

Criteria	Pre-Cycle	Cycle I
The lowest score	20	30
The highest score	85	100
Average score	52.65	69.03
Beyond the KKM	8 Students	11 Students
Not exceeded the KKM	26 Students	23 Students

The results of listening scores in the English subject of asking for and giving directions from class VII F students of SMPN 6 Semarang from cycle 1 to cycle 2 show an increase in the results of students' abilities during the learning process by applying the role-playing method. It can be seen in the student evaluation test data that has been carried out in this study can be seen in the following table:

Table 3. Data on Student Evaluation Results Cycles I and II

Criteria	Cycle I	Cycle II
The lowest score	30	55
The highest score	100	95
Average score	69.03	78.67
Beyond the KKM	11 Students	21 Students
Not exceeded the KKM	23 Students	13 Students

Based on the research that has been carried out, it is known that the results of the evaluation of listening to students in learning English through the application of the role-playing method. The average score of students increased from cycle I, 69.03 to 78.67 in cycle II. Based on these data, it is known that students who passed the KKM (Minimum Completeness Criteria) in cycle I were 11 out of the total number of students with a percentage of 32.35%. In cycle II, there was an increase reaching 61.76% of students who had passed the KKM.

Using role-playing in asking for and giving directions makes learning English more fun, meaningful, and can bring out students' activeness. It happens because this learning involves students actively finding answers to a problem through thinking and discussion. With this atmosphere, students can be more motivated to learn because they are more enthusiastic and interested in learning activities. When viewed from the results of observations, the activities and learning outcomes of students in listening to English learning activities through the role-play method in the material "Asking for and Giving Directions" have increased in each cycle. This shows that this method can be used as an alternative for teaching listening to early-level students like most junior high school students in Indonesia.

D. CONCLUSION

Applying the role-playing method of learning listening to the material "Asking for and Giving Directions" for class VII F students of SMP Negeri 6 Semarang in the 2022/2023 school year shows an increase. Based on the results of classroom action research that researchers have carried out through cycle I and cycle II to class VII F students, the researcher concludes that there are still many difficulties in the listening skills of class VII F students of SMP Negeri 6 Semarang on the material Asking for and Giving Directions. It can be seen from the pre-test results before being given treatment using the role-playing method. Only 8 out of 34 students scored above the KKM (74). On the other hand, the application of the role-playing method can improve students' listening skills in learning "Asking for and Giving Directions" in class VII F at SMP Negeri 6 Semarang. The data presented by the researchers showed an increase in Cycle I and II. In the first cycle, the average percentage of students' scores was 69.03, while in the second cycle, the average percentage was 78.67. This data shows an increase of 9.64 digits. Besides, the application of the role-playing method can improve the teacher's ability to manage listening lessons on "Asking for and Giving Directions" material at SMP Negeri 6 Semarang. It can be seen from the research results, which show an increase in the teacher's ability to manage learning. Data from cycle I showed that the number of students who completed according to the KKM was 11 students or as much as 32.35%. In cycle II, the number of students who passed became 21 or as much as 61.76%. There was an increase of 29.41%.

Thus, learning using the role-playing method can improve students' abilities in Asking for and Giving Directions material. The researcher's data shows that the students' listening scores have increased each cycle. The researcher will make the following recommendations based on the findings and conditions of the study. For the instructors, particularly English educators who experience issues passing material on to understudies, can track down elective showing strategies, for instance, utilizing media pictures, audio, or video. The second, Students should develop listening abilities by listening to songs, web recordings, watching movies, or using different techniques. In addition, please do not give up on learning English lightly because it will be beneficial in the future. Then, because this is an effort to improve student learning and school quality, schools are always encouraged to support teachers when they conduct classroom action research.

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