



**APPLICATION OF THE ROLE PLAYING LEARNING MODEL TO  
IMPROVE CLASS VII STUDENT'S ENGLISH LEARNING OUTCOMES  
SMP NEGERI 1 WONGSOREJO ODD SEMESTER ACADEMIC YEAR  
2021/2022**

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***Abstract***

*Teaching and learning activities are a condition that is deliberately created. It is the teacher who creates it to teach students. Teachers who teach and students who learn. The combination of these two human elements creates an educative interaction by utilizing materials as the medium. There, all teaching components are played optimally in order to achieve the teaching objectives that have been set before teaching is carried out. The Role Playing Learning Model is a way of mastering lesson materials through the development of imagination and appreciation that is carried out by students by playing as story characters. Learning outcomes are increased changes in abilities possessed after someone follows the learning process. Learning outcomes achieved or achieved by students that reach the psychological realm of students which include (Cognitive, Affective, and Psychomotor). So learning with role playing is a way of learning that is done by dividing into several groups and each group playing a character according to the script made and the material that has been determined by the teacher, so that students more easily understand and remember the material that has been played. In this study, student activities support and support teacher activities in the application of the role playing learning model. Student activities are the main factors that play an important role in improving learning outcomes in the three domains, student activities, teacher activities, and improving student learning outcomes are three interrelated things. Results Based on the research and discussion, data obtained from student learning outcomes, namely getting an increase from before cycle 75%, Cycle I 81.2% and Cycle II 93.8% of the classical completeness target of 90%, it can be said if the Implementation of the Role Playing Learning Model can Improving Learning Outcomes of English Subjects for Class VII Students of SMP Negeri 1 Wongsorejo Odd Semester for the 2021/2022 Academic Year.*

***Keywords:*** Role Playing, Learning Model, Learning Outcomes

**INTRODUCTION**

English is an international language as a means of communication both spoken and written by humans around the world. In our country English is a second language that is recommended as a subject in the curriculum in schools that must be studied from elementary school to university. However, even though the students have studied English from Elementary School to Higher Education, the students' ability to speak English is still very concerning. This is due to several factors and obstacles faced. These factors include learning objectives, students, teachers, learning materials, methods and environment. Factors are grouped into

two, namely internal and external factors.

In the process of learning English, the selection of the right approach and method is also a very important factor because in addition to achieving goals, you must also really consider the characteristics and settings of learning English. So far, teachers use learning models with lectures and assignments. In this learning, the teacher dominates in teaching and learning activities while the students act as listeners and note-takers. Teachers tend to transfer their knowledge into the minds of students. Students are positioned as people who "do not know anything". As a result, students become passive and less actively involved in learning activities. Even though teachers are required to carry out an effective learning process so that learning objectives are achieved properly.

Effective learning can achieve learning objectives, according to Sutikno (2005: 38) effective learning is a learning that allows students to learn easily, fun and can achieve learning objectives in accordance with expectations. Therefore, there are many efforts that can be made by educators in increasing the interest of learning, especially in learning English, namely the role playing method.

This habit resulted in students being less independent, not daring to express their own opinions and less daring in speaking, having low English speaking skills. This is what is sought to be changed with these changes which are expected to improve student learning outcomes in the field of English.

From the results of observations made by researchers obtained data from English subject teachers, showing that the seventh grade students of SMP Negeri 1 Wongsorejo amounted to 32 students, almost 25% had English scores below or equal to the predetermined KKM (minimum completeness criteria) score of 70. There are many The factors causing the low participation of students in teaching and learning activities in class include: Students lack the ability to formulate their own ideas, students lack the courage to express opinions, students tend to get bored quickly in paying attention to lessons, then chat with their seat partner and students are not used to competing in expressing opinions in English with other friends.

Teaching and learning activities are conditions that are deliberately created. It is the teacher who creates it to teach students. Teachers who teach and students who learn. The combination of these two human elements creates an educational interaction by utilizing materials as the medium. There all teaching components are played optimally in order to achieve the teaching goals that have been set before teaching is carried out (Djamarah and Zain, 2006: 37).

Improving the quality of education is dominantly influenced by the learning system, for that it is necessary to improve the quality of education through the learning process. Learning is essentially a process of interaction between students and their environment so that behavior changes for the better. In this interaction, there are many factors that influence, both internal factors that come from within the individual, as well as external factors that come from the environment. Teachers must be able to condition the learning environment as well as possible to support behavior change for students. Environmental conditions that can support changes in student behavior are conditions that can make students active in participating in learning. The activeness of students in teaching and learning

activities is marked by the participation of students in carrying out the tasks given by the teacher. In fact, the current learning process does not describe these conditions.

Role Playing this model is especially designed to help students learn social and moral values and their reflection in behavior.

Besides, this model is also used to shape students to collect and organize moral and social issues, develop empathy for others, and seek to improve social skills. As a teaching model, this model tries to help individuals to find personal meaning in the social world and attempts to solve social dilemmas with the help of groups. Therefore, the social dimension of this model allows individuals to work together in analyzing social situations, especially interpersonal problems through democratic ways to deal with these situations (Aunurrahman, 2009: 155).

Role Playing is learning by using the drama method in learning that invites students to be active in learning. In this case the Role Playing model can be expected to foster student learning motivation, the problems faced by class VII students of SMP Negeri 1 Wongsorejo in learning English where in the learning process, students seem less enthusiastic in following English subjects so that it affects student learning outcomes. the.

By seeing this, active learning is needed to get maximum results, so the researcher wants to try whether with the role playing model students will be more active in the learning process. Because learning English emphasizes more on students to participate in every learning process, so that the use of these learning strategies is expected to improve student learning outcomes, especially in English subjects. Based on the description above then, The researcher took the title "*Application of the Role Playing Learning Model to Improve English Learning Outcomes for Class VII Students of SMP Negeri 1 Wongsorejo Odd Semester for the 2021/2022 Academic Year*". The formulation of the problem to be studied in this research is as follows: Can the Application of the Role Playing Learning Model Improve English Learning Outcomes for Class VII Students of SMP Negeri 1 Wongsorejo Odd Semester in the 2021/2022 Academic Year?

## **METHODS**

### **Research subject**

The research subjects in this classroom action research are students Class VII SMP Negeri 1 Wongsorejo Odd Semester for the Academic Year 2021/2022. Then selected sampling class VII F, Class VII F selected one class as the research subject, on the grounds that class VII F students have characters who still tend to be silent, less active and less able to communicate with teachers, so this is a motivation for teachers to invite students learn more actively. Meanwhile, for class VIII the students already have varied characters and have started to be active, so there is less challenge for the implementation of CAR in the class. Meanwhile, class IX should not be disturbed because they are prepared to take the national final exam which will determine their fate in the future.

Determination of research subjects that is by using the technique of purposive sample or sample that aims. According to Suharsimi Arikunto (2006:139) Purposive Sample is the determination of the research area not based

on literature, random, or regional but based on the existence of a particular purpose. The determination of the research area aims to ensure that the research carried out is effective, efficient, and the treatment can be adapted to the circumstances or conditions of the area concerned. While the sample is some sources of information that have the same nature and can be trusted, so that the data and information obtained can be used to answer research problems or to test hypotheses, which of course the sample of this research is students.

### **Research Design and Methods**

This study uses a Classroom Action Research plan (Classroom Action Research) who is trying to study the student learning process to improve English learning outcomes for class VII F students of SMP Negeri 1 Wongsorejo Odd Semester for the 2021/2022 Academic Year by using the Role Playing learning model. According to Arikunto et al. (2006:3), Classroom Action Research (Classroom Action Research) is an observation of learning activities in the form of an action, which is deliberately raised and occurs in a class together, the action is given by the teacher or by direction from the teacher by the students.

According to the design of classroom action research, there are four major stages, namely: Planning, Implementation, Observation and Reflection. This research was conducted in two or more cycles, which later in each cycle will be held 3 times for deepening the material and one meeting for evaluation / test that lasts for 2 X 40 minutes. then according to Arikunto et al. (2009:16) This classroom action research is presented in the form of a spiral scheme from one cycle to the next. Every cycle covers planning (plan), action (action), observation (observation), and reflection (reflection).

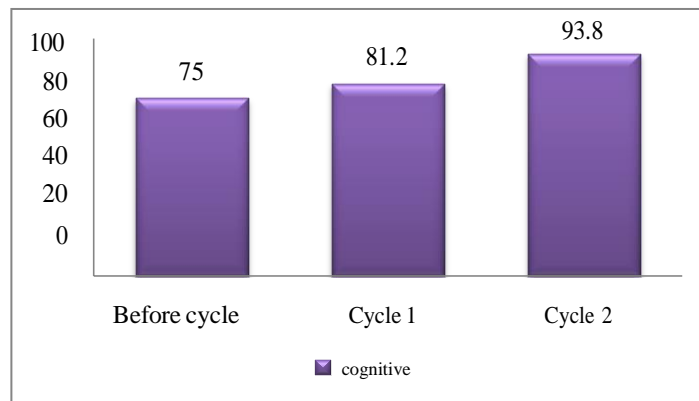
### **RESULTS AND DISCUSSION**

In the cycle 1, students who did not complete were 6 students or 18.8% of 32 students. After cycle 2, students who completed were 30 students or 93.8% of 32 students. This result has reached the target of classical learning completeness which is 90%. The results of learning mastery in the first cycle are 81.2%, while in the second cycle, students' mastery reaches 93.8%. So in this cycle the student's completeness has increased by 12.6%.

In the second cycle Psychomotor domain assessment, 30 students received A" grades, while 2 students received B scores, C , D", and E" scores were non-existent / zero. This proves that the improvement in the psychomotor domain from cycle I to cycle II has improved very well.

Observation is a very important factor of this research, because with observations, researchers can reflect on the activities that have been carried out so that they know the advantages and disadvantages that can be used to perfect the next action process.

This research is a classroom action research that aims to improve student learning outcomes. The results of initial observations before the action showed that there were still low student learning outcomes so that the application of this role playing learning model was very suitable to be applied. After seeing the results of these observations, the researchers then took action in cycle I and cycle II, namely by applying learning with a role playing learning model. The results of observations showed that with the implementation of learning with the role playing learning model the value of student learning outcomes increased from cycle I and after cycle II.



**Figure 1. Improving Student Cognitive Learning Outcomes**

From the graph above, it can be seen that there is a percentage increase in students' cognitive learning outcomes from before the 75% cycle to 81.2% after the first cycle and increased to 93.8% in the second cycle.

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In this study, student activities are very supportive and support teacher activities in implementing the role playing learning model. Student activities are the main factors that play an important role in improving the learning outcomes of the three domains, student activities, teacher activities, and improving student learning outcomes are three things that are interrelated with one another. With the increase in the value obtained in the observation of student activities, the increase in the value also in the observation of teacher activities. When both of these things increase, automatically student learning outcomes also increase from the initial results before the research, in cycle I and cycle II.

Data obtained from student learning outcomes, namely from before cycle 75%, Cycle I 81.2% and Cycle II 93.8% of the classical completeness target of 90%, it can be concluded if the Implementation of Role Playing Learning Model can Improve Results Learning English subjects Class VII students of SMP Negeri 1 Wongsorejo Class VII F Odd Semester for the 2021/2022 academic year.

## CONCLUSIONS

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