IMPROVING READING ABILITY THROUGH THE CLASS I ELEMENTARY SCHOOL ROLE PLAY METHOD

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1.   Abstract

This study aims to improve reading skills through the application of the role-playing method, in class I X Elementary School students in Sleman, Yogyakarta, totaling 10 people. This research is a Collaborative Classroom Action Research (PTKK) with the Kemmis and McTaggart model research design. Data collection is done by observation, testing, and documentation. The data analysis used is descriptive quantitative with data presentation in the form of tables and graphs. The results showed that after applying the role-playing method, students' reading ability increased. Based on the results of the pre-test and post-test, the increase in the score obtained by the subject during the pre-test was to obtain an average score of 54 with a completeness percentage of 20%. After the action cycle, I obtained an average score of 67 with a percentage of completeness of 60%, and cycle II an average value of 82.5 with a percentage of completeness of 80% and achieved indicators of research success. The conclusion is that through the application of the role-playing method, the reading ability of class I X elementary school students in Sleman, Yogyakarta has increased.

Keywords: *reading ability, role-playing method, elementary school*

2. Introduction

Beginning reading skills are the basis for mastering advanced reading. Activities in beginning reading include vocalizing language symbols. In reading activities, meaning is obtained from various combinations of letters, such as a child who is taught to know the meaning that each letter has will arrive at the ability to read (Rudolf Flesch in Muhsyanuur, 2014: 13). In addition, reading is an important material in learning Indonesian in elementary schools and one of the four language skills, namely listening, speaking, reading and writing.

Even though reading has been taught since grade 1 of elementary school semester 1, the reality is that in semester 2 there are still many who cannot and cannot read fluently. More than 50% of students in Elementary School X in Sleman Yogyakarta cannot and cannot read fluently. As a result of not being able and not fluent in reading, the learning process is not optimal and learning outcomes are also low because they have not reached the set minimum completeness criteria (KKM), which is 75.

Reading activity is an important concern in this study because from the results of observations in class I X Elementary School X in Sleman, Yogyakarta there are still many who cannot and are not fluent in reading. But to achieve the results of fluent reading skills certainly requires effort, both from teachers and students. A companion is needed in classroom learning activities, such as an appropriate learning model or method. This can affect students. They will be eager to learn to read and try to read fluently.

According to Joyce, Weil, and Calhoun (in Octavia, 2020: 12), a learning model is a description of the learning environment, including the behavior of the teacher applying it in learning. Learning models have many uses ranging from lesson planning and curriculum planning to designing learning materials, including multimedia programs. According to Lufri (2020: 48), the method is the method used by the teacher to convey learning material so that learning objectives can be achieved properly.

The model used by the teacher in learning is the Problem-Based Learning (PBL) model. The learning method used is role-playing or socio-drama or role-playing. The method of role-playing or role-playing is one way of mastering learning materials through the development of imagination and appreciation by students in playing them as characters. This game is generally played by more than one person, this depends on who is played (Kokom Komalaris in Adini, 2021:18). According to Lufri (2020: 65) through the role-playing method skills can be developed, observing, drawing conclusions, applying, and communicating.

Research on improving reading through the role-playing method is expected to help improve students' reading skills in obtaining information and good reading skills can improve student learning outcomes. The role-playing method in question is that students act according to the story/scenario by doing it themselves and training students in reading concentration.

Based on the description above, the researcher will examine this problem through Collaborative Classroom Action Research (PTKK) regarding reading skills with a research focus entitled "Improving Reading Ability Through Class 1 Elementary School Role Playing Methods".

3. Methods

3.1. Participants and Context

The type of research used is Collaborative Classroom Action Research (PTKK) or so-called collaborative classroom action research and uses a quantitative approach and research design/model by Kemmis and McTaggart. The Kemmis and Mc Taggart class action research procedures are planning, acting, observing, and reflecting (Abdillah, 2021: 108). In addition, the research was conducted in class I of X Elementary School in Sleman,

Yogyakarta. This research was carried out for approximately 2 months, from May 2023 to May 2023. The research subjects were students in class I of X Elementary School, semester II of 2022/2023. The number of students was 10 people consisting of 7 boys and 3 girls.

3.2. Material

The instruments used in this study were guidelines for observing the learning process using the role-playing method and reading ability test instruments. Guidelines for observing the learning process contain the participation of students during the implementation of actions in class. If the reading ability test instrument is related to students' reading ability through performance tests and written tests.

3.3. Data Collection and Analysis

Data collection techniques used are observation, tests, and documentation. Observations were made to determine the participation of students and the suitability of the lesson plan with the implementation of learning during the implementation of the action in class. If the test is used to measure the reading ability of grade 1 elementary school students before the role-playing method is applied (pre-test) and after the role-playing method is applied (post-test). Documentation of the implementation of research on improving reading skills by applying the role-playing method and obtaining information on subject data. The data analysis used in this research is descriptive quantitative. Quantitative data was collected in the form of an analysis of written tests that have been carried out to compare the initial test (pre-test) and the final test (post-test) to determine the increase in reading skills in students of Class I Elementary School. This research was said to be successful if the ability to read through the role-playing method for grade 1 Elementary School can be seen from the pre-test and post-test scores that have met the minimum completeness criteria (KKM) that must be achieved 75.

3.4. Ethical Considerations

This research was conducted to determine the strengths and weaknesses observed in cycle I, namely the application of the role-playing method to improve reading skills. The results of reflection in the first cycle are used for improvement in the next cycle until the expected results are following the achievement indicators.

3.5. Limitations to the Study

In collecting data, this study uses several techniques including observation, tests, and documentation.

4. Results and Discussion

The research conducted was Collaborative Classroom Action Research (PTKK) in collaboration with class teachers. The action of this research is to apply the role-playing method to improve the reading ability of first-grade elementary school students. This research was conducted at Elementary School X in Sleman, Yogyakarta. In addition, this study used the role-playing method which was carried out in two cycles. Each cycle consists of two meetings which cover four stages, namely planning, acting, observing, and *reflecting*.

The first action taken before carrying out the cycle first held *a pre-test* or initial ability test through which the subject is given action in the form of applying the role-playing method. Then the implementation of the cycle and the final activity in each cycle was held *post-test* which was used to measure the increase in students' reading ability in cycle I and cycle II.

In cycle I and cycle II, the results of observing the learning process using the role-playing method. The following is the acquisition of students' reading ability test scores, starting from the pre-test, post-test scores I and II:

No	subject	Pre Test Value	Criteria	Post-Test Score I	Criteria	Post Test II Value	Criteria	Enhancement
1	AAP	40	not finished	60	not finished	75	complete	35
2	ACK	65	not finished	75	complete	85	complete	20
3	FAP	75	complete	80	complete	100	complete	25
4	IDR	50	not finished	60	not finished	80	complete	30
5	IAAM	30	not finished	45	not finished	65	not finished	35
6	ITA	65	not finished	75	complete	80	complete	15
7	NCS	30	not finished	45	not finished	65	not finished	35
8	RID	60	not finished	75	complete	90	complete	30
9	RAG	75	complete	80	complete	100	complete	25
10	RPF	50	not finished	75	complete	85	complete	35
	Amount	540	2 people finished 8 people not finished	670	6 people complete 4 people not finished	825	8 people complete 2 people not finished	285
	Average	54	20%	6 7	60%	82.5	80%	28.5%

Table 1. Improving Reading Skills Through the Role Playing Method for Grade 1 Elementary Schools.

This increase can also be seen from the results of the percentage of learning completeness, starting from *pre-test activities* to *post-test activities* I and II. The following is the result of the capitulation.

Action	Average value	Percentage completeness (%)
Pre Test	54	20%
Post Test I	67	6 0%
Post Test II	82.5	80%
Enhancement	28.5	60%

Table 2. Recapitulation of Student Achievement Values

Based on the table above, shows that the average value of students has increased, namely the *pre-test score* obtained an average of 54 with a completeness percentage of 20%. After the first cycle of action, *the post-test* I obtained an average score of 67 students with a percentage of 60%. Finally, in the second cycle of *post-test II activities*, the average score of students was 82.5 with a percentage of 80%. So it can be concluded that out of 10 students, there was an increase in the average value of 28.5 with a percentage increase of 60%.

The following is a graph of changes and improvements in the reading ability of class 1 of Elementary School X before and after the action was carried out through the role-playing method. Students who have achieved the minimum completeness criteria (KKM) that have been set are 75.
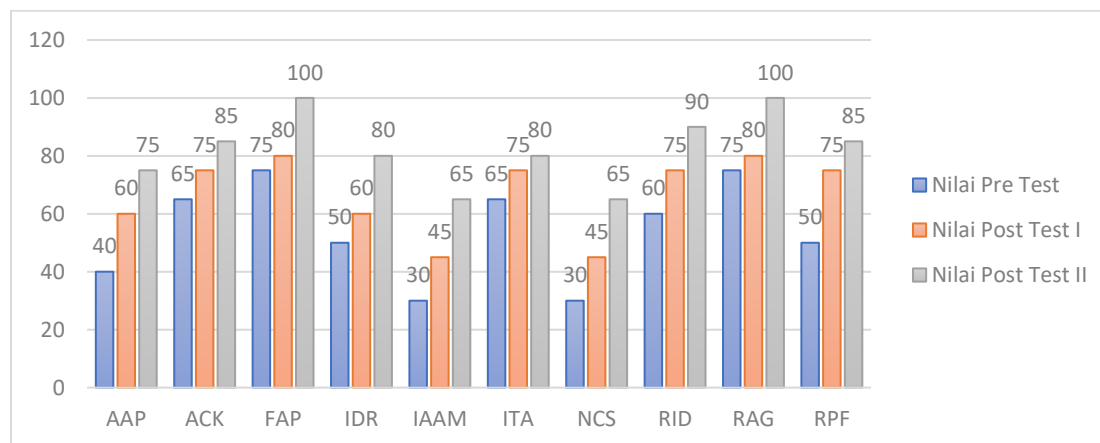
Figure 1. Percentage of Improved Reading Skills through the Role Playing Method for Grade 1 Elementary Schools.

Based on the graphic data above, it can be seen that there is an increase in reading ability for each student. From the pre-test scores, the post-test scores for cycles I and II always increase in a better direction. Of the 10 students, 8 people had fulfilled the KKM and 2 people were still below the KKM, but progress they all improved.

5. Conclusion

Based on the results of research that has been carried out for two cycles, it can be concluded that the role-playing method can improve reading skills in first-grade elementary school students. This increase can be seen from the average value of students and the percentage of learning completeness before the action to the actions of cycle I and cycle II. The reading ability of class I students in cycle I obtained an average of 67 with a percentage of 50% and after the actions in cycle II obtained an average value of 82.5 with 80% completeness. This percentage has reached the predetermined learning completeness indicator, namely 75% of the number of students participating in the learning process with a minimum completeness criterion score (KKM) of more than or equal to 75. Thus the role-playing method can be proven to be able to improve reading skills in class I Elementary School X in Sleman, Yogyakarta.

6. Acknowledgments

7.   References

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