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RESEARCH ARTICLE

INCREASING TO IMPROVE SPEAKING SKILLS BY USING CREATIVE DRAMATIZATION METHODS CLASS IV OF EAST JAKARTA PUBLIC ELEMENTARY SCHOOL

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Abstract

Based on observations in SD Negeri 02 Jakarta Timur New conversational skills establish an Indonesian class I V is still below the minimum criteria, the study aims to improve speaking skills establish an Indonesian, through methods of learning dramatization of Creative. This research method, using classroom action research methods. The research procedure is in the form of a cycle. Each cycle consists of four stages including: planning, implementing actions, observing and reflecting. Data collection techniques through observation and tests. This data collection uses instruments in the form of observation sheets of student observations and teacher performance in the learning process, while to find out the improvement of students' speaking skills used evaluation / test sheets. The results of the study show that the use of Creative Dramatization learning methods can improve students' speaking skills in mathematics. From the average value of pre-cycle 1 6.66%, to become 24.70 % in the first cycle, 39, 86% in the second cycle.

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Introduction:-

Primary school is part of basic education (9 years) and is the first educational institution for students to learn to read, write and count (Calistung) which is an important learning in teaching which is the basis. Without having these abilities students will find it difficult to understand and develop other knowledge.[1]

Learning is a process of activities that allows teachers to teach and students can receive subject matter taught systematically by teachers and influence each other in teaching and learning activities to achieve a desired goal in the learning environment. Learning in schools currently emphasizes students to be active and have a curiosity about a problem around him, both at school, at home and in the environment where he plays. This is a big responsibility for elementary school teachers so that students are able to have maximum activity and high curiosity. All this can be done if students often practice or are accustomed to being responsive and sensitive to the social problems that occur around them.

Language has a very important role in the intellectual, social and emotional development of students and language is a supporter of success in all areas of study taught. Language skills possessed by students are still not enough to

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become a provision to be able to speak properly and correctly. Tarigan suggested that language skills consist of 4 aspects, namely: the ability to read, write, listen, and speak. One of the language skills that is very important is the ability to speak.[2]

Four functions to language that require the use of standardized types, namely (1) official communication, (2) technical discourse, (3) public speaking, and (4) conversation with respected people. Of the four language functions that demand the standard variety, only the last two are directly related to verbal or verbal communication. In other words, standard pronunciation needs to be used in public speaking, such as lectures, lectures, sermons, speeches, etc., or in conversations with respected people such as conversations with superiors, with teachers, with new people, and so on.[3]

The position of Indonesian both as a National Language and as a Language of the Country is very strategic in the life of the nation and the State. As one of the pillars supporting the life of the nation and the State of Indonesia, Indonesian must be mastered by all Indonesian users so that they have various opportunities to enhance their quality of life. Given the importance of the position and function of language in everyday life, mastery and improvement of language is very important. The improvement and development of mastery among others can be done through education channels in schools which are very effective and efficient channels.[4]

There are three speaking situations in speaking skills that are interactive, semi-interactive and non-interactive. Public speaking in person is an example of a semi-interactive situation. In this situation, the audience (listener) cannot interrupt the conversation, but the speaker can see the listener's realization from their facial expressions and body language. The learning strategy of speaking by using a script suitable for elementary school age children with the characteristics of learning is still concrete, that requires real learning tools or media experienced and seen by children[5].

Improving children's speaking skills requires some support from the internal and external children themselves. As happened in the school where the researchers taught, namely SDN Baru 02 Pasar Rebo District, East Jakarta. In speaking skills about conversing grade IV students, this is because if students have been able to read and write, they assume to have been able to speak.

According to the description of the fourth grade students of SDN Baru 02 Pagi, their low speaking ability was due to their difficulty in concentrating and their lack of vocabulary. In addition, the teacher teaching method is still conventional, so students feel bored and are not interested in participating in learning that is always done in the same way, the teacher reads, students listen, and answer questions. many students in primary schools lack mastery of speaking skills.

This symptom can be seen from students who are still having difficulty in conveying ideas, thoughts, and desires to the teacher, parents and even to friends. Students still have difficulty in choosing the appropriate words. For this reason, an alternative is needed to develop students' speaking skills. The low ability to speak to students in schools where researchers teach is inseparable from learning Indonesian in the classroom.

The approach and method of learning Indonesian is very influential on the level of speaking skills of students. This can occur because in teaching and learning activities, teachers still use conventional methods (lectures). In these activities the teacher as a center of learning so as not to empower students and explore students' abilities well[6].

The ability of fourth grade students in speaking is still low, as seen from the inability of students to speak properly and correctly is characterized by the lack of students in conveying ideas, thoughts and feelings to others. This can be seen when students communicate verbally to others, students have not been able to speak a language that is good and right, students are still shy and afraid to stand in front of classmates, cold sweat and forget things that will be conveyed to others.[7]

According to observations made by the teacher in learning to speak, only 36% of the number of students are able to speak properly and correctly, 64% who have not been able to speak their own sentences and words coherently. This means that only 36% of students can master the ability to speak and the value is above the Minimum Mastery Criteria (KKM). It can be said that the speaking skills of grade IV SDN Baru 02 Pagi East Jakarta students are still low.

The success of the learning process is determined by many factors, including teachers, students, facilities, infrastructure, learning atmosphere and the use of appropriate learning methods. Teaching and learning process will achieve success if in learning the teacher uses appropriate learning methods. The teacher plays an important role in achieving success in the

teaching and learning process. Wise teachers are certainly able to use appropriate learning methods because the use of appropriate learning methods greatly affects student learning outcomes[8].

In addition to using appropriate learning methods, the success of students in the learning process at school also depends very much on the atmosphere of teaching and learning. A pleasant learning atmosphere will certainly make students more active in participating in learning. Efforts that have been made to make the atmosphere of teaching and learning in class are often boring because teachers only use conventional methods (lectures) and assignments only, without using other learning methods that can make students become more active and creative[9].

This will make learning centered only on the teacher (teacher centered) without involving students directly. In encouraging an active learning process. Much can be done by teachers to improve student activity one of which is the selection of appropriate learning methods. One alternative learning method that can be used in learning Indonesian is the Creative Dramatization Method.

One of the basic competencies of learning that is closely related to improving oral language skills is playing the role of drama. With literary experience, especially drama, students learn thoroughly about experiencing something that happens to humans, in a pleasant life journey, which is observed, thought, initiated, and done together. Experience makes students more active and more able to deal with panic problems.

Therefore, the Creative Dramatization Method is a learning method that is directed at solving those problems. The creative dramatization method places a person in someone else's situation. Besides that, creative dramatization allows the cast to learn the character of others how to get along with others, how to approach and relate to others[10].

Indonesian language learning is one of the most important subjects in the learning process because Indonesian is the most important in daily life. Thus, the use of the Creative Dramatization Method might be appropriate for learning Indonesian.

Considering the varied use of methods can bring to life and remind attention to lessons and support the achievement of educational goals, a teacher should not always trust in using only one method of teaching. Teachers who are too sympathetic to the use of one type of method can have a negative impact on the implementation of the teaching and learning process and can even result in the failure of achieving the goals set or formulated[11].

Observing the problems that arise in learning Indonesian above, it would be nice in the implementation of learning in the classroom, teachers need a method of learning that is arranged systematically and can further enhance the understanding of Indonesian learning concepts to be used as guidelines in implementing learning so that student learning outcomes can improve. One of the appropriate methods that can be used in applying Indonesian language learning is the Creative Dramatization Method, this provides an opportunity for all students to discuss with each other, express opinions, share experiences with friends, and appreciate different opinions, which will make all students active, reduce boredom, bored when the teaching and learning process, students can also exchange ideas with other students, so that it is expected to be able to add students' insights and affect the low student learning outcomes for the better, but in the learning process remains enjoyable and does not make students tensed up and feeling scared[12].

Communication can be done in various ways, including verbal communication and non-verbal communication. Verbal communication uses language as a means, while non-verbal communication uses means of gestures such as colors, pictures, bell sounds, and so on. Verbal communication is considered the most perfect, efficient, and effective. Oral communication often occurs in human life, for example dialogue in the family environment, conversations between neighbors, conversations between buyers and sellers in the market and so on [13].

There are three speaking situations in broad speaking skills namely interactive, semi-interactive and non-interactive. Public speaking in person is an example of a semi-interactive situation. In this situation, the audience (listener) cannot interrupt the conversation, but the speaker can see the listener's realization from their facial expressions and body language. The learning strategy of speaking by using a script suitable for elementary school age children with the characteristics of learning is still concrete, that requires real learning tools or media experienced and seen by children[14].

As stated by Supriyadi speaking skills in elementary schools are the core of the language learning process in schools, because with learning to speak students can communicate inside and outside the classroom in accordance

with the development of their souls. Speaking skills are important because mastering speaking skills will produce the next generation of people who are intelligent, able to think critically and be able to socialize with others well [15].

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With the application of the learning methods of the Creative Dramatization Method it is expected to better understand the content of Indonesian language learning about conversing in the teaching and learning process, so that the speaking skills of students in class IV SDN Baru 02 Pagi can be improved. Based on these reasons, the researcher is interested in conducting class action research in class IV SD Negeri Baru 02 Pagi with the title "Efforts to Improve Speaking Skills by Using Creative Dramatization Methods Class IV SDN Baru 02 East Jakarta".

The above research problem formulation can be put forward the problem formulation as follows: (1) Is the application of the Creative Dramatization Method able to improve speaking skills in the content of learning Indonesian Language Class IV SDN Baru 02 Pagi ?; (2) How to improve the speaking skills of Grade IV SDN Baru 02 students with the Creative Dramatization Method?.

Research Method:-

This type of research is an Action Research . Action research is the process of assessing learning problems in the classroom through self-reflection in an effort to solve problems through various planned actions in real situations as well as analyzing each effect of the treatment. Action research is one of the efforts that can be done by teachers to improve the quality of the roles and responsibilities of teachers in classroom management [18].

Classroom action research is a reflective form of research by taking certain actions in order to improve and improve the quality of the learning process in the classroom in a more professional manner [19]. Classroom action research is a reflective study. Classroom action research is an examination of learning activities in the form of actions that are intentionally raised and occur in a class simultaneously [20]. This action is carried out by the teacher or by students with direction from the teacher.

Model This model was designed by Stephen Kemmis and Robbin Mc Taggart and is called the Kemmis & Taggart model. The Kemmis & Taggart model is relatively similar and there is almost no substantial difference with the Lewin model. The Kemmis & Taggart model also consists of four stages in each cycle, namely planning (planning), action (acting) and observation (observing), and reflection (reflecting). [21]

Differences that are not substantial, lie in the stages of action and observations that are combined into one because both are carried out at the same time. Based on the problem that is clear, then the action research is carried out in one or several cycles whose path is fixed, as can be seen in the following figure.

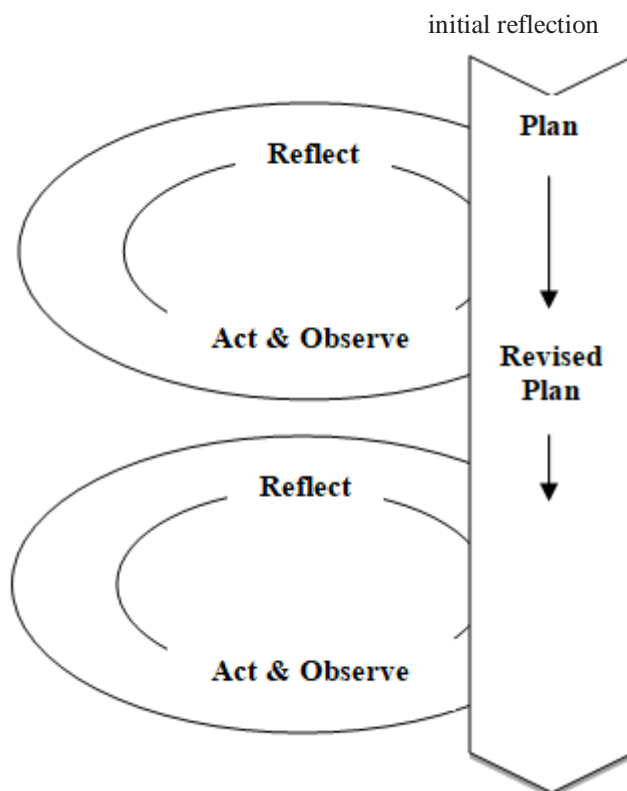


Figure 2.2:- Research Flow of the Kemmis & Taggart Model Actions Action.

Research in the Kemmis & Taggart model is preceded by an initial reflection to understand what aspects of the problem are learning. Initial reflection is usually carried out based on preliminary study data and pre-action results data. Action research can be carried out in one or several cycles. Each cycle consists of stages of planning, action and observation, and reflection. At the stage of reflection in each cycle, a joint discussion between the teacher-researcher and teacher-observer was conducted regarding the achievement of the objectives of the action research.

Data analysis techniques look for and systematically compile data obtained from the results of interviews conducted. Qualitative data analysis is analyzing data that occurs in the learning process through handicraft activities from the implementation of initial observations to the implementation of the cycle with the implementation procedures which include planning, implementation, observation and reflection. Analysis of qualitative data was obtained through the results of performance, field notes, observation sheets and documentation about the implementation process through handicraft activities. Analysis of qualitative data is inductive based on the data obtained, developed with a certain pattern of relationships or hypotheses which are then searched for data repeatedly, after which conclusions can be drawn. Data that appear in qualitative research are in the form of words rather than numbers. Qualitative data analysis uses techniques according to Miles and Huberman consisting of data reduction, data display and concluding drawing or explanation services are as follows[22]:

1. Data reduction (Data reduction) is the process of analysis to choose, focus attention, simplify, abstract and transform data that appears from field notes. Reducing means making a summary, choosing the main thing focusing on the important things.
2. Data presentation (Data display), used to describe data that has been classified and sorted by assessment table then narrated in a few sentences or paragraphs.
3. Draw conclusions (Concluding Drawing / Verication), drawing conclusions based on the development of values in each cycle and with the development of values at the end of each meeting. Withdrawal of conclusions is also based on the researchers' field notes, teacher observation sheets, interviews and documentation.

The final stage is data analysis, namely the process of conclusion or verification. In this case the complete data is interpreted and concluded based on the signs of the analysis of the process and learning outcomes of increasing

Ecoliteracy and students' creativity in utilizing waste. Withdrawal of conclusions is followed by checking the validity of the data by means of perseverance of observation with data triangulation.

The acquisition score is then converted to the following formula:

$$FS = \frac{ES}{MS} \times 100$$

ES = Earnings Score
MS = Maximum Score

Keterangan:
SA = Skor Akhir

Final Score Interpretation:

The final score is interpreted in a way compared to the criteria score. Criteria score is determined at 75% of the maximum score. The maximum score is 100, then 75% of 100 = 75. Thus, the implementation of the action model is declared effective if the final score is ≥ 75 .

Weighting the Problem Form:

The weighting of the question form is based on the provisions as stated in the following table. This is explained in Table 3.10 Weighting the Problem Form

Table 2:- Weighting the Problem Form.

Number and weight of form questions	Multiple choice	Description
Number of questions	20	5
Form Weight	60	40

Based on the weighting of the value, the next step is to do the scoring.

Scoring Multiple Choice Questions:

Scoring for multiple choice questions based on correct answers and wrong answers. Each item has a score of 1 for the correct answer and a score of 0 for the wrong answer. Based on the scoring, the value of multiple choice questions is obtained through the following formula:

$$\text{Multiple Choice Value} = \frac{\text{Number of scores obtained by students}}{\text{Maximum number of scores}} \times 60$$

Based on the opinions of the experts above, it can be concluded that action research is reflective research conducted in the classroom through certain actions to solve problems that occur in the learning process aimed at improving the quality of learning in the classroom. This action research was carried out with the aim to improve speaking skills using the Creative Dramatization Method in Indonesian Language subjects grade IV SD Negeri Baru 02, East Jakarta.

Table 1:- Students' speaking skills before using the Creative Dramatization method.

No	Rated aspect	The number of students appears	Presentation
1	Pronunciation	5	17.24%
2	Intonation	6	20.68%
3	Volume	5	17.24%
4	Word choice	4	13.79%
5	Smoothness	6	20.68%

Table 2:- Students' speaking skills using the creative cycle I dramatization method.

No	Observed aspects	Average per I	Average per II	Average per III	Cycle I Average
1	Pronunciation	20.68	27.58	31.03	26.43%
2	Intonation	24,13	27.58	31.03	27.58%
3	Volume	20.68	24,13	27.58	24.13%
4	Word choice	17.24	20.68	24,13	20.68%
5	Smoothness	24,13	27.58	31.03	27.58%
6	Confidence	13.79	24,13	27.58	21.83%

Average		24.70%
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Table 3:- Students' speaking skills using the Creative Dramatization Method cycle II.

No	Observed aspects	Average per I	Average per II	Average Per III	Average Cycle II
1	Pronunciation	37.93%	44.82%	44.87%	43.67%
2	Intonation	34.48%	41.37%	44.82%	40.22%
3	Volume	31.03%	37.93%	41.37%	36.77%
4	Word choice	27.58%	34.48%	37.93%	32.33%
5	Smoothness	37.93%	44.82%	48.27%	43.67%
6	Confidence	34.48%	44.82%	44.27%	42.52%
Average					39.86%

Figure 1:- Effects of selecting different switching under dynamic conditions.

(a) Cycle table I, (b) Cycle table II

Results And Analysis:-

Based on the results of observations made during the study of Indonesian language and literature both from the initial observation before being given an action until the first cycle and the second cycle after being given an action using the Creative Dramatization Method there was an increase in speaking skills. The observations that have been carried out during the research process, students who speak with good pronunciation seen from the base line amounted to 5 students or 17.24% in the first cycle 26.43% and in the second cycle 43.67%.

Students who speak with good intonation have increased. Starting from the observation before being given an action that is amounted to 6 students or 20.68%, in the first cycle 27.58% and in the second cycle 40.22%. Students who have a good aspect of the volume assessed at the initial observation or base line are 5 students or 17.24%, in the first cycle 24.13% and in the second cycle 36.77%.

The choice of words of students in speaking in learning Indonesian has increased. Starting from the initial observations before taking action which amounted to 4 or 13.79%, in the first cycle to 20.68% and 32.33% in the second cycle. The speaking fluency of students has increased, starting from the initial observation before taking action or the base line, amounting to 6 students or 20.68%, in the first cycle to 27.58% and in the second cycle to 43.67%.

Based on the results of the initial observations obtained, students' skills in speaking have increased, in the aspect of students' confidence when speaking at the initial observation before taking action or baseline which amounted to 3 students or 10.34% in the first cycle to 21.83%, and in the second cycle to 42.52%.

Sub section 1:**Discussion:-**

The results of observations on aspects observed pronunciation of students in speaking meeting I with an average of 20.68% meeting II with an average of 27.58%, and meeting III with an average of 31.03%, so the percentage obtained is $MX = \frac{79,29\%}{3} = 26,43\%$. The results of observations on aspects of student intonation in speaking I meeting with an average of 24.13% meeting II with an average of 27.58% and meeting III with an average of 31.03% so that the average percentage obtained is $MX = \frac{82,74\%}{3} = 27,58\%$. The results of observations on aspects observed in the volume of students in speaking I meeting with an average of 20.68% meeting II with an average of 24.13%, and meeting III with an average of 27.58% so that the percentage obtained is $MX = \frac{72,39\%}{3} = 24,13\%$. The results of observations on aspects of word choice of students in speaking the first meeting with an average of 17.24% meeting II with an average of 20.68% and meeting III with an average of 24.13% so that the average percentage obtained is $MX = \frac{62,05\%}{3} = 20,68\%$. The results of observations on the observed aspects The smoothness of students in speaking meeting I with an average of 24.13% meeting II with an average of 27.58%, and meeting III with an average of 31.03% so that the percentage obtained is $MX = \frac{82,74\%}{3} = 27,58\%$. The results of observations on the aspects of student confidence in speaking the first meeting with an average of 13.79% the second meeting with an average of 24.13% and the third meeting with an average of 27.58% so that the average percentage obtained is MX

$= \frac{65,5\%}{3} = 21,83\%$. Then, the average obtained in speaking skills in using the Creative Dramatization Method in the first cycle is $MX = \frac{148,23\%}{6} = 24,70\%$.

Sub section 2:

Discussion : The results of observations on aspects observed pronunciation of students in speaking the first meeting with an average of 37.39% the second meeting with an average of 44.82%, and the third meeting with an average of 44.87%, so the percentage obtained is $MX = \frac{134,02\%}{3} = 43,67\%$. The results of observations on aspects of students' intonation in speaking I meeting with an average of 34.48% and meeting II with an average of 41.37% and meeting III with an average of 44.82%, so the average percentage obtained is $MX = \frac{120,67\%}{3} = 40,22\%$. The results of observations on aspects observed in the volume of students in speaking I meeting with an average of 31.03% and meeting II with an average of 37.93%, and meeting III with an average of 41.37%, so the percentage obtained is $MX = \frac{110,33\%}{3} = 36,77\%$. The results of observations on aspects of word choice of students in speaking the first meeting with an average of 27.58% the second meeting with an average of 34.48% and the third meeting with an average of 37.93%, so the average percentage obtained is $MX = \frac{96,99\%}{3} = 32,33\%$. The results of observations on observed aspects The smoothness of students in speaking meeting I with an average of 37.93% meeting II with an average of 44.82% and meeting III with an average of 48.27%, so the percentage obtained is $MX = \frac{131,02\%}{3} = 43,67\%$. The results of observations on the aspects of student confidence in speaking I meeting with an average of 34.48% meeting II with an average of 44.82% and meeting III with an average of 44.27%, so the average percentage obtained is $MX = \frac{127,57\%}{3} = 42,52\%$. Then, the average obtained in speaking skills in using the Creative Dramatization Method in the first cycle is $MX = \frac{239,18\%}{6} = 39,86\%$.

Conclusion:-

Based on research that has been done on grade IV students of the New State Elementary School 02 Morning East Jakarta, it can be concluded that the use of the Creative Dramatization Method in learning Indonesian language and literature, in fact can improve the ability of teachers to carry out learning and speaking skills of students in learning the ability of teachers to implement learning using the Creative Dramatization Method is in the first cycle with an average score of 2.23 and the second cycle with an average score of 3.11 or an increase of about 0.88.

Based on the results of the research, the implications can be stated as follows: The selection of appropriate learning methods can affect the achievement of students' speaking skills. For Indonesian language lessons, which use the Creative Dramatization method. The results of this study are used as input for teachers and prospective teachers. Improving themselves in connection with the teaching that has been done and the students' speaking skills that have been achieved by paying attention to appropriate learning methods to improve the speaking skills of Indonesian language lessons.

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