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Realia as A Medium To Improve Students' Speaking Skills <i>Artipah, Ditta Mustika Rakhmawati</i>	1 - 6
The Use of the Constructivism Method in Improving the Ability to Write Narrative Texts <i>Aleksandria Bangun, Erma Damayanti</i>	7 - 12
Pengaruh Penguasaan Tata Bahasa Terhadap Kemampuan Menulis Teks Berita Pada Program Studi Pendidikan Bahasa Dan Sastra Indonesia Universitas Tama Jagakarsa <i>Nur Adi Setyo, Maria Estriana Melda</i>	13 - 18
The Using of Interpersonal Dialogues as a Method for Improving Students' Speaking Skills <i>Edyson Baroes, Velysita Indah Prativi</i>	19 - 28
Peningkatan Keterampilan Berbicara dengan Metode Bermain Peran pada Mahasiswa Pendidikan Bahasa dan Sastra Indonesia (PBSI) Semester V <i>Ardiani Yulia, Arsenius Agung Paji Wuwur</i>	29 – 38
Measuring the Level of Effectiveness of Teaching Tenses Using Narrative Text <i>Lili Wahidni, Erma Damayanti</i>	39 – 46

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Realia as A Medium To Improve Students' Speaking Skills

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Abstract

This research discusses the role of language which has a central role in the intellectual, social, emotional and educating development of students, as well as language that supports success in studying all fields of study. For this reason, language learning also helps learners to be able to express ideas and feelings, participate in society and even discover the analytical and imaginative abilities that exist within them. This research uses a comparative technique where researchers compare scores between the experimental class and the control class. This shows that students need new methods and atmosphere in the classroom that have been provided by the techniques that the author applies in class to overcome difficulties in learning to speak. These methods can improve and influence students' speaking skills because students have an interesting, creative and fun way of capturing more utterances that will be used as material in their speaking.

Keywords: *realia, speaking skills, learning English, junior high school*

INTRODUCTION

Media is a very important component in the teaching and learning process. The existence of the media certainly facilitates the teacher's work as a source for explaining material to students. Since technology has a major influence in the field of education, many schools have adopted technology as a resource in the teaching and learning process. In fact, technology has had a positive effect on language teaching, especially in motivating students to learn languages.

Speaking is one of the most demanding skills in everyday life. Everyone needs to communicate with others through talking. Talking plays an important role in social interaction with other people to get information. Therefore, everyone needs to have good speaking skills.

Referring to the observations made by researchers, many SMP Kasih Depok students still have difficulty speaking English for several reasons. One reason is the ineffective media, especially in the process of teaching and learning English. This can affect students'

competence in English. As a result, it is difficult to make conducive speaking classes and requires higher efforts to increase students' willingness to learn to speak English.

In connection with these conditions, the authors are interested in conducting action research in improving the quality of the teaching and learning process, especially in the speaking class. In this action research, the authors worked in teams involving English teachers and students.

One of the problems for teaching and learning speaking techniques, teachers must be able to be good teachers for their students must also be able to play their role as facilitators and mentors for students in an effort to acquire spoken language. An effective technique given to students so they are not afraid of being wrong in speaking is to create a fun and enjoyable learning atmosphere. There are many activities that can simultaneously make fun of talking in class by using visual aids, one of which is realia. According to Mumford realia can be used to teach certain grammar, exercises and speaking. Because

it is one of the interesting visual aids in speaking activities that provide opportunities for students to practice speaking English skills, the author wants to observe the application of teaching speaking using realia and measure the success of using realia in speaking class.

There are some factors for determine the success of teaching and learning of speaking. The researcher interviewed the teacher and the students. The researcher also observed the English teaching and learning process at SMP Kasih Depok. Based on the interview and observation, the researcher found some problems. They are: the first problem is related to the teacher. The English teacher did not use interesting media to conduct the teaching and learning process. She did not optimize any teaching aids as the sources to help her to conduct the teaching. Consequently, the teaching and learning process seemed less interesting.

Second, the second problem is related to the students. Students have many difficulties in learning English as a compulsory subject at school. They often make mistakes in speaking because they must adopt the structures or patterns that differ from those of their mother tongue. As a matter of fact, the students have a minimum chance in practicing English in the daily context. They neither practice nor communicate in English. Even, they tend to speak in Indonesian instead of English. Therefore, they are reluctant to speak in English.

Third, the third problem is media. In SMP Kasih Depok, the media for teaching and learning process were available, whereas the English teacher of SMP Kasih Depok still got difficulties in applying those media in the teaching and learning process. In the teaching and learning process, the English teacher always used textbook and students' worksheet as the main media instead of using another interesting media. This condition made the students easily got bored to join the lesson. The last problem

comes from the activities during the speaking teaching and learning process. In fact, the activities during the English lesson seem to be boring and less interactive. This can be seen in the speaking activities, which consist of drilling materials in the textbook, practicing the material, and finally producing the task based on the text in the worksheet. There are no variations of learning English speaking which could engage students to be more involved to the speaking activities. In the classroom, the process of teaching and learning tends to be monotonous. This makes the process of the learning speaking tend to be passive and uninteresting. It affects the students' motivation in learning English. Besides that, the activities implemented by the teacher are sometimes not interactive. The teacher mostly uses individual performance so that the interaction among the students is quite minimal.

In reference to the above discussion, there are some problems concerned with the quality of speaking teaching and learning in SMP Kasih Depok. The crucial problems are the lack of students' motivation in joining English teaching and learning, ineffective teaching methods, and limited media. Those problems are believed to provide a big impact on the quality of English speaking teaching and learning process.

METHOD

To analyse the data, the researcher uses comparative technique. The researcher compares the scores between the experimental class and the control class. This case is also referred to as data processing. Data processing is the last step to find out the results of the experimental class and the control class and their differences.

In the experimental class, the authors used one class to investigate, then group classes were combined into an advanced control class and an experimental class. For the experimental class the author teaches speaking using realia media, while

for the control class the author teaches without realia media which tends to tolerate convergent rote learning responses, emphasizes the concept of information, exercises in text, and because the assessment is still in the form of a traditional paper and pencil test that only requires one correct answer. In addition, the authors conducted a test to determine the effect of realia as a medium for teaching speaking on improving students' speaking skills.

This research is an experimental research where research is conducted on the experimental class and the control class. In this research, the authors taught students in the experimental class using realia as a medium and the control class did not use realia as a medium in teaching speaking. Class tests are equal in quality and quantity to maintain research ability. This is given to find out how effective realia speaking learning media is to improve students' speaking skills. After obtaining the data from the pre-test and post-test, the data is analysed and processed using a statistical calculation of the t-test formula with a significance degree of 5% and 1% formula as follows:

$$T_o = \frac{\sqrt{(\sum x_1^2 + \sum y_2^2)(\sqrt{N_1 + N_2})}}{(N_1 + N_2 - 2)(N_1 \cdot N_2)}$$

- M_1 = Mean Score of Experiment Class
- M_2 = Mean Score of Control Class
- $\sum x_1^2$ = Sum of Square Deviation Score in Experiment Class
- $\sum x_2^2$ = Sum of Square Deviation Score in Control Class
- N_1 = Number of Students of Experiment Class
- N_2 = Number of Students of Control Class
- df = Degree of Freedom

FINDINGS AND DISCUSSION

In this research, the respondents were first grade students at SMP Kasih Depok. Respondents in this research were 20 students consisting of one class taught using realia media (experimental class) and 20 students from the conventional class (control class) for the control class taken from previous scores in the same period. To find out the results of the tests (pre-test

and post-test) the authors made a table of student scores from both classes (experimental class and control class). The following table is the results of students in the Control Class without realia in teaching speaking.

The Result of the Students in Control Class

STUDENT'S CODE	Pre Test	Post Test	Gain
X-1	60	70	10
X-2	50	55	5
X-3	50	60	10
X-4	60	70	10
X-5	60	65	5
X-6	55	57	2
X-7	50	60	10
X-8	60	63	3
X-9	60	70	10
X-10	55	63	8
X-11	50	58	8
X-12	60	70	10
X-13	72	75	3
X-14	60	63	3
X-15	50	50	0
X-16	50	60	10
X-17	50	55	10
X-18	53	55	25
X-19	50	55	5
X-20	60	62	2
N=20	1118	1236	121

Based on the table above, the authors conclude that the average pre-test and post-test scores for the Control Class are 55.75 for the pre-test, 61.8 for the post-test and 6 for the gain score. The following table is the results of students in the Experimental Class using realia in teaching speaking.

The Result of the Students in Experiment Class

STUDENT'S CODE	Pre Test	Post Test	Gain
Y-1	60	75	15
Y-2	62	65	3
Y-3	50	65	15
Y-4	63	63	0
Y-5	60	70	10
Y-6	50	65	15
Y-7	52	55	3
Y-8	50	68	18
Y-9	65	70	5

Y-10	62	75	13
Y-11	50	62	12
Y-12	60	68	8
Y-13	65	75	10
Y-14	50	62	12
Y-15	52	65	13
Y-16	60	65	5
Y-17	60	60	10
Y-18	70	70	0
Y-19	50	60	10
Y-20	60	75	15
N=20	1141	1333	192

Based on the table above, the authors concluded that the average pre-test and post-test scores for the Experimental Class were 57.05 for the pre-test, 66.65 for the post-test, and 9.6 for the gain score. The following table is the result of the post-test calculations for the two Experimental classes using realia in teaching speaking and the Control Class without realia in teaching speaking.

The Result of the Post Test both Experiment Class and Control Class

N	X	Y	X	Y	X ²	Y ²
1	15	10	+5.4	+3.95	29.16	15.6025
2	3	5	-6.5	-1.05	42.25	1.1025
3	15	10	+5.4	+3.95	29.16	15.6025
4	0	10	-9.6	+3.95	92.16	15.6025
5	10	5	+0.4	-1.05	0.16	1.1025
6	15	2	+5.4	-4.05	29.16	16.4025
7	3	10	-6.5	+3.95	42.25	15.6025
8	18	3	+8.4	-3.05	70.56	9.3025
9	5	10	-4.6	+3.95	21.16	15.6025
10	13	8	+3.4	+1.95	11.56	3.8025
11	12	8	+2.4	+1.95	5.76	3.8025

12	8	10	-1.6	+3.95	2.56	15.6025
13	10	3	+0.4	-3.05	0.16	15.6025
14	12	3	+2.4	-3.05	5.76	9.3025
15	13	0	+3.4	-6.05	11.56	36.6025
16	5	10	-4.6	+3.95	21.16	15.6025
17	10	5	+0.4	-1.05	0.16	1.1025
18	0	2	-9.6	-4.05	92.16	16.4025
19	10	5	+0.4	-1.05	0.16	1.1025
20	15	2	+5.4	-4.05	29.16	16.4025
N=20	Σ19	ΣY = 12	Σx = 0	Σy = 0	Σx² = 536.	Σy² = 234.95

It shows that the score of both classes are on average level, it means that the student's achievement in learning speaking by using realia is generally high, though there are differences in minimum and maximum standard of each class, the table shows the experiment class has higher standard. From the table above the researcher gets the calculating using that test formula.

Determining mean 1 with the formula:

$$M_1 = \frac{\sum x}{N} = \frac{192}{20} = 9.6$$

Determining mean 2 with the formula:

$$M_2 = \frac{\sum y}{N} = \frac{12}{20} = 6.05$$

Determining the standard of deviation of variable 1:

$$SD_1 = \frac{\sqrt{\sum x^2}}{N} = \frac{\sqrt{536.18}}{20} = \sqrt{26.809} = 5.18$$

Determining the standard of deviation of variable 2:

$$SD_2 = \frac{\sqrt{\sum y^2}}{N} = \frac{\sqrt{234,95}}{20} = \sqrt{11,74} = 3,42$$

The research hypothesis explains that there is a significant influence between student achievement in teaching speaking using realia and without realia for SMP Kasih Depok. Based on statistical calculations from the experimental class and the control class, it can be concluded that the use of realia has a higher influence in teaching speaking for first grade students of SMP Kasih Depok. The application of the use of realia in teaching speaking means helping students overcome their difficulties in learning to speak, especially oral procedures and descriptive. The use of realia can be an alternative method of teaching speaking, because it offers an interesting and fun learning atmosphere.

Based on the results of hypothesis testing, it is known and true that the use of realia in teaching speaking can have a significant effect on improving students' understanding and speaking, especially in procedural and descriptive. It can be seen that the value of the experimental class is higher than the control class. This means that the use of realia in teaching speaking is higher than without realia in teaching speaking. Through this technique, students have an interesting and fun way of learning to speak.

The application of the use of realia in teaching speaking that the author presents here is for first-year high school students. However, it can also be applied to other high school students, as long as the context is appropriate for the student. Teachers can create other activities that match the themes in the school curriculum.

CONCLUSION

Based on data analysis, it is obtained that the data about the use of realia in teaching speaking which has been compared with and without realia in teaching speaking. The researcher compares that the score of students in the

experimental class in using realia in teaching speaking is higher than students who do not use realia in teaching speaking. This shows that students need new methods and atmosphere in the classroom that have been provided by the techniques that the authors apply in class to overcome difficulties in learning to speak. These methods can improve and influence students' speaking skills because students have an interesting, creative and fun way of capturing more speech that will be used as material in their speaking. Conclusions can be seen from the results of statistical calculations in the previous chapter. From the explanation above, the meaning shows that there is a significant influence between the results of using realia in teaching speaking and without realia in teaching speaking.

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The Use of the Constructivism Method in Improving the Ability to Write Narrative Texts

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Abstract

This study aims to improve the ability to write narrative essays in first year students of Universitas Tama Jagakarsa using the constructivism method. This research is an action research conducted in 2 cycles. The data analysis technique used is an interactive model which has three components, namely data reduction, data presentation, and drawing conclusions or verification. Based on the results of the first study it was concluded that there was an increase in the quality of the learning process of writing narrative essays after carrying out class actions using the constructivism method. Likewise in the results of the second study there was an increase in narrative writing skills after carrying out class actions using constructivism. This can be demonstrated by increasing students' ability to write narrative essays before and after the action. Thus, using the constructivist method can improve the ability to write narrative essays for first year students of Universitas Tama Jagakarsa..

Keywords: *writing narrative, constructivism, English Learning method*

INTRODUCTION

Writing is a skill that is not as simple as other skills. Some people actually think that writing skills are not easy. To master writing skills, especially writing in English, a person must receive teaching and training since he was at school. This condition, where the importance of starting English writing education since attending school, is actually realized by teachers and becomes a challenge for teachers.

In a survey, it was found that many students found it difficult for them to master writing skills. The problem they face is actually in the learning system. The student learning system, of course learning to write English, is made by using the right diction and titles that are appropriate to the theme and plot of the story, especially for writing narrative essays. In fact, students are always preoccupied with the arrangement of sentences that are good and right. This causes many problems experienced by students in writing.

Students' ability to write narrative essays becomes stiff and less relaxed for posting.

In addition, the purpose of learning SBC English is to improve students' communication skills. effectively and efficiently in accordance with applicable ethics, both orally and in writing. This means that the skills possessed by students need to be considered to produce skills in using Indonesian as a communication tool.

In the world of language teaching, there is a phrase that must be considered by the teacher. The phrase goes: "Teach is not about language." This motto is appropriate and relevant to teaching language skills. Teaching or speaking a language is very different from language teaching. Language teaching that is suitable for the purpose of language skills is teaching about language that is in accordance with the purpose of teaching, namely knowledge. Influence the way teachers teach students how to learn. When the teacher only teaches with the lecture method students will learn by rote. The

essence of the entire educational process and the final results of all educational plans lies close if not to the teaching method itself, namely the way learning is born then follows.

The language teacher's ability should not sink into a prolonged illness, namely teaching routine, monotonous, without variation. Mastering the various skills that determine language proficiency and teaching techniques can greatly help to practice language teaching skills. In short, the selection and use of appropriate teaching techniques, including teaching skills, provide benefits for the implementation of the teaching and learning process, learning to use interesting techniques more effectively.

Based on the explanation above, the research which is limited to the problem of students' difficulties in writing narrative essays and using the constructivist method, has one big problem: How is the result of learning to write narrative essays taught using the constructivist method.

METHOD

In this study, researchers used critical data analysis techniques and interactive techniques. Critical analysis techniques aim to reveal the strengths and weaknesses of student and teacher performance in the teaching and learning process in the classroom during the learning process. This is done based on the criteria obtained from normative and theoretical studies of existing provisions.

The second analysis uses interactive analysis techniques. In the process of interactive data analysis, there are three steps that must be carried out by researchers. The three steps are: (1) data reduction; (2) data presentation; and (3) drawing conclusions or verification.

In relation to students' narrative writing abilities, interactive analysis is a narrative writing activity carried out by students in the initial survey. This is done to determine the initial conditions of

students' narrative writing skills. After the initial conditions are known, the researcher plans a cycle of actions to solve the problem. At the end of each cycle the strengths and weaknesses were analyzed so that there was an increase in students' narrative writing skills in each cycle.

FINDINGS AND DISCUSSION

The results of student observations in cycle I showed an increase in student activity in making narrative essays and essays. That means the role and participation of students in the learning process has increased. With increasing student activity it is hoped that in the learning process students will better understand narrative writing material which can affect student learning outcomes.

From the observations made, it is known that learning English in learning to write the main narrative which is carried out using the constructivism method in cycle I can be concluded that there has been an increase in student activity, but it is not optimal, even though there is no change from before. the first meeting to the second meeting. But the expected results cannot be achieved properly.

After making observations, the data obtained through observation is collected for analysis. The purpose of reflection is to determine constraints and implement solutions in the next cycle. Based on observations made during the implementation of the action in cycle I, there was no significant change, either in the activeness of students during learning or the achievement of learning outcomes in narrative writing skills.

Based on observations during the learning process, it shows that students' attitudes in participating in learning with the constructivism method are not fully visible. Even though it has been explained, there are still students who do not understand or know how to make fabricated narrative essays. In addition, there are still students who have not been

able to write narratives in accordance with the correct writing rules and the use of conjunctions in essays. This resulted in students not being fully able to compose narrative essays based on outlines so that the scores obtained by students in cycle I did not show significant changes. With a class average score of 65.8, students who scored <65 (KKM) were 8 students or 32%, and students who scored ≥ 65 (KKM) were 17 students or 68%.

Learning in cycle I was said to be successful if students' narrative writing skills scored ≥ 65 (KKM) reached 70%. From the data obtained 17 students or 68% of the 25 students scored ≥ 65 (KKM). This shows that learning using the constructivist method has not been successful. Data on the value of students' narrative writing ability in first year in cycle I can be seen in the table below:

No.	Interval Nilai	Frekuensi (fi)	Nilai Tengah (xi)	Fi Xi	Presentase (%)	Keterangan
1.	56-60	8	58	464	32%	DI BAWAH KKM
2.	61-65	4	63	252	16%	DI ATAS KKM
3.	66-70	8	68	544	32%	DI ATAS KKM
4.	71-75	2	73	146	8%	DI ATAS KKM
5.	76-80	2	78	156	8%	DI ATAS KKM
6.	81-85	1	83	83	4%	DI ATAS KKM
Jumlah		25		1645	100%	
$\text{Nilai rata-rata} = 1645 : 25 = 65,8$						
$\text{Ketuntasan Klasikal} = 17 : 25 \times 100\% = 68\%$						

From the table above it can be seen that after the action was taken in the first cycle of students who scored at intervals between 81-85 there was not 1 student or 4%, of students who scored at intervals between 76-80 there were 2 students. , or 8%, of students who scored at intervals

between 71-75 students as much as 2 or 8%, of students who scored at intervals of 66-70 there were 8 students or 32%, of students who scored at intervals between 61-65 there are 4 or 16%, so do students who get scores in the interval between 56-60 there are 8 students or 32%. In cycle I there was an increase in the average score from the previous 61.2 to 65.8 and an increase in student learning outcomes was indicated by the number of students who scored ≥ 65 (KKM) from previously 8 students to 17 students.

Thus it can be seen that the mastery results of learning to write narrative essays of students who score ≥ 65 (KKM) have not reached 70%, so that learning will continue to cycle II with the constructivist narrative essay writing method.

From the observations made it is known that learning English is carried out using constructivism, in the second cycle it can be concluded that the students' activities in teaching narrative writing are good, so that the desired results can be achieved properly.

After making observations in the second cycle, the data obtained through observation was collected for analysis. Based on observations made during the implementation of the action in cycle II there has been a significant change, both in the activeness of students during learning and the achievement of learning outcomes in narrative writing skills.

Based on observations during the student learning process in subsequent studies, the constructivism method has fully demonstrated changes from the previous cycle. Students know and understand how to make an outline used to write a narrative. Students are able to develop their outline based on experience, then students can express their thoughts in the form of narrative essays. This shows that students are fully capable of making narrative essays using the outline method. Students are also able to write narratives according to the correct writing rules and the use of conjunctives in essays. So that

the values obtained in the second cycle of students have shown significant changes with an average class score of 73.4. Students who scored <65 (KKM) were 4 students or 16%, and students who scored ≥ 65 (KKM) were 21 students or 84%.

Learning in cycle II was said to be successful if the narrative writing skills of students who scored ≥ 65 (KKM) reached 75%. From the data obtained, 21 students or 84% of the 25 students scored ≥ 65 (KKM). This shows that learning using constructivism has been successful. Data on the value of students' narrative writing ability in first year in cycle II can be seen in the table below:

No	Interval Nilai	Frekuensi (fi)	Nilai Tengah (xi)	fi xi	Prosentase (%)	Keterangan
1.	61-65	4	63	252	16%	DI BAWAH KKM
2.	66-70	4	68	272	16%	DI ATAS KKM
3.	71-75	10	73	730	40%	DI ATAS KKM
4.	76-80	3	78	234	12%	DI ATAS KKM
5.	81-85	1	83	83	4%	DI ATAS KKM
6.	86-90	3	88	264	12%	DI ATAS KKM
Jumlah		25		1835	100%	
$\text{Nilai rata-rata} = 1835 : 25 = 73,4$						
$\text{Ketuntasan Klasikal} = 21 : 25 \times 100\% = 84\%$						

From the table above it can be seen that after the action was taken in the second cycle of students who scored at intervals between 86-90 there were 3 students or 12%, students who scored at intervals between 81-85 there was not 1 student. . or 4%, of students who score at intervals between 76-80 students as much as 3 or 12%, of students who score at intervals between 71-75 there are 10 students or 40%, of students who score at intervals of 66 - 70 there are 4 or 16%, and students who score in the interval between 61-65 there are 4 students or 16%. In cycle II there was an increase in the average score from the previous 65.8 to 73.4 and an increase in student learning outcomes was shown by the number of students who scored ≥ 65 (KKM) from 17 students to 21 students.

Thus it can be seen that the results of the mastery of learning to write narrative essays of students who score ≥ 65 (KKM) show an increase and increase in class averages, thus learning in cycle II to write narrative essays using the constructivism method. has been successfully.

Based on the results of the analysis, it can be seen that the results of teacher and student activities in learning to write narratives using the constructivism method succeeded in increasing from cycle I to cycle II. Improving the quality of the learning process also resulted in an increase in students' narrative writing skills.

CONCLUSION

Based on the results of action research conducted in two cycles for four meetings, it can be concluded that constructivism learning can improve: first, the quality of the learning process of writing narratives in first year students of Universitas Tama Jagakarsa. Improving the quality of the learning process of writing narratives can be proven by increasing the average value of teacher and student activity in the learning process using the constructivist narrative writing method, namely: the average value of teacher activity in cycle I was 2.56 with good criteria and increased in cycle II value to 3.67 with very good criteria. While the average value of student activity in cycle I was 2.67 with good criteria and increased in cycle II to 3.75 with very good criteria. Thus, the use of the constructivism method in learning to write narratives can improve the quality of the process of learning to write narratives in first year Universitas Tama Jagakarsa.

Second, the ability to write narratives in first year Universitas Tama Jagakarsa. An increase in narrative writing ability can be evidenced by an increase in the value of narrative writing ability in each cycle, namely: the pre-action value of the average student narrative writing ability is 61.2, the first cycle average

student score is 65.8 narrative writing ability and the average value of the cycle II average students' writing ability is 73.4. The level of student learning completeness in the initial conditions was 8 students or 32%, in the first cycle there were 17 students or 68%, and in the second cycle there were 21 students or 84%. Thus, the use of the constructivism method in learning to write narratives can improve the ability to write narratives in first year students of Universitas Tama Jagakarsa.

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Bangun, Damayanti, "*The Use of the Constructivism Method in Improving the Ability to Write Narrative Texts*"

Pengaruh Penguasaan Tata Bahasa Terhadap Kemampuan Menulis Teks Berita Pada Program Studi Pendidikan Bahasa Dan Sastra Indonesia Universitas Tama Jagakarsa

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Abstrak

Penelitian ini bertujuan untuk mengetahui ada atau tidaknya pengaruh penguasaan tata bahasa Indonesia terhadap kemampuan menulis berita pada Mahasiswa Program Studi Pendidikan Bahasa dan Sastra Indonesia Universitas Tama Jagakarsa. Jenis penelitian ini adalah penelitian kuantitatif. Subjek penelitiannya adalah Mahasiswa Universitas Tamajagakarsa. Penelitian ini menyimpulkan Ada pengaruh positif dan signifikan penguasaan tata bahasa Indonesia terhadap kemampuan menulis berita mahasiswa Program Studi Pendidikan Bahasa dan Sastra Indonesia angkatan 2015. Diketahui bahwa terhitung penguasaan tata bahasa Indonesia sebesar 5,540 sedangkan t_{tabel} sebesar 1,753, artinya terhitung lebih besar dari tabel, dan p 0,002 lebih kecil dari taraf signifikansi 5% ($0,002 < 0,05$). Kesimpulannya berarti penelitian ini berhasil membuktikan hipotesis yang menyatakan bahwa ada pengaruh positif dan signifikan penguasaan tata bahasa Indonesia terhadap kemampuan menulis mahasiswa Program Studi Pendidikan Bahasa dan Sastra Indonesia Univertas Tama Jagakarsa. Hasil nilai R^2 sebesar 0,295. Dari prediktor tersebut dapat diketahui jumlah sumbangan efektif dari kedua variabel tersebut adalah 29,5%. Sisanya yaitu sebesar 71,5% merupakan sumbangan efektif dari faktor-faktor lain yang belum terungkap dalam penelitian ini.

Kata kunci: *Penguasaan Tata Bahasa, Kemampuan menulis, Teks Berita*

PENDAHULUAN

Penguasaan tata bahasa merupakan hal yang harus benar-benar dikuasai dan diperhatikan oleh mahasiswa dalam menulis berita yang harus dan saling berkaitan antara yang satu dan yang lainnya. Begitu pula dengan menulis. Keterampilan menulis perlu mendapat perhatian yang lebih besar dibandingkan ketiga keterampilan berbahasa yang lain. Salah satu cara yang dapat dilakukan untuk menumbuhkan dan mengembangkan kemampuan menulis adalah meningkatkan penguasaan kosakata dan tata bahasa. Kosakata merupakan bahan utama untuk merealisasikan ide dan gagasan, sedangkan tata bahasa merupakan seperangkat kaidah kebahasaan yang digunakan untuk menyusun kata dan kalimat sehingga menjadi kalimat yang

benar menurut kaidah bahasa yang berlaku.

Dalam tata bahasa suatu bahasa dikemukakan adanya kaidah-kaidah mengenai pola-pola kalimat yang bervariasi, yang mendukung maksud yang jelas dan tidak berputar-putar. Dengan penguasaan tata bahasa yang baik diharapkan seseorang mampu menulis dengan baik. Kegiatan menulis berita memang bukan hal yang mudah. Kemampuan menulis berita tidak datang dengan sendirinya, tetapi dibutuhkan latihan. Kemampuan ini memungkinkan mereka untuk menuangkan dan mengomunikasikan ide atau gagasan, penghayatan dan pengalamannya kepada berbagai pihak terlepas dari kesamaan waktu dan tempat dengan pihak-pihak lain.

Berdasarkan uraian di atas, penulis tertarik meneliti pengaruh penguasaan tata bahasa Indonesia terhadap kemampuan menulis berita pada mahasiswa Program Studi Bahasa dan Sastra Indonesia Universitas Tama Jagakarsa.

Rumusan Masalah

Berdasarkan identifikasi dan batasan masalah di atas, maka masalah yang dapat dirumuskan dalam penelitian ini adalah sebagai berikut; Bagaimana pengaruh tata bahasa Indonesia terhadap kemampuan menulis berita pada mahasiswa Program Studi Pendidikan Bahasa dan Sastra Indonesia Universitas Tama Jagakarsa?

Tujuan Penelitian

Berdasarkan uraian latar belakang dan rumusan masalah tersebut, tujuan penelitian ini dapat dikemukakan sebagai berikut; untuk mengetahui ada atau tidaknya pengaruh penguasaan tata bahasa Indonesia terhadap kemampuan menulis berita pada Mahasiswa Program Studi Pendidikan Bahasa dan Sastra Indonesia Universitas Tama Jagakarsa.

TINJAUAN PUSTAKA

Pada dasarnya, setiap orang memiliki kemampuan untuk berkomunikasi. Hanya saja tingkatan kemampuannya yang berbeda, dan setiap orang memiliki kefasihan berkomunikasi yang berbeda pula. Ada yang fasih berkomunikasi melalui cara bicarannya, ada pula yang fasih dalam menulis.

Menulis merupakan kegiatan menuangkan pikiran dan ide-ide melalui tulisan dengan tujuan tertentu. Menurut Tarigan (2008: 3), menulis merupakan keterampilan berbahasa yang dipergunakan untuk berkomunikasi secara tidak langsung, tidak secara tatap muka dengan orang lain. Menulis merupakan kegiatan yang produktif dan ekspresif. Menulis merupakan satu

kegiatan yang diperlukan di era modern seperti ini. Keterampilan menulis bisa dikatakan sebagai satu ciri dari orang yang terpelajar atau bangsa yang terpelajar.

Morsey (dalam Tarigan, 2008: 4) mengatakan,

"menulis dipergunakan, melaporkan/memberitahukan, dan memengaruhi; dan maksud serta tujuan seperti itu hanya dapat dicapai dengan baik oleh orang-orang yang dapat menyusun pikirannya dan mengutarakannya dengan jelas, kejelasan ini bergantung pada pikiran, organisasi, pemakaian kata-kata, dan struktur kalimat".

Menulis merupakan kemampuan menggunakan bahasa untuk berkomunikasi dengan menggunakan bahasa tulis (Keraf, 1996: 53). Robert Lado (dalam Suriamiharja, dkk, 1996: 1), mengatakan bahwa *"to write is to put down the graphic symbols that represent a language one understands so that other can read these graphic representation"*. Artinya menulis adalah menempatkan simbol-simbol grafis yang menggambarkan suatu bahasa yang dimengerti oleh seseorang kemudian dapat dibaca oleh orang lain yang memahami bahasa tersebut beserta simbol-simbol grafisnya.

Keterampilan menulis merupakan salah satu keterampilan berbahasa yang paling tinggi tingkatannya. Menulis adalah suatu proses penuangan ide atau gagasan dalam bentuk paparan bahasa tulis berupa rangkaian simbol-simbol bahasa (huruf). Menulis tidak serta merta didapat dengan alami, ada beberapa tahapan seseorang dalam latihan menulis. Baradja (dalam Nurhadi, 1995: 343), menyebutkan lima tahap latihan menulis, yaitu ;

1. Mencontoh, yaitu pembelajar menulis sesuai contoh.
2. Reproduksi, yaitu pembelajar menulis tanpa ada model.

3. Rekombinasi atau transformasi, yaitu pembelajar mulai berlatih menggabungkan kalimat-kalimat yang pada mulanya berdiri sendiri menjadi gabungan beberapa kalimat.
4. Menulis terpimpin, yaitu pembelajar mulai berkenalan dengan penulisan alinea.
5. Menulis, yaitu pembelajar mulai menulis bebas untuk mengungkapkan ide dalam bentuk tulisan yang sebenarnya. Misalnya, menulis laporan, menulis makalah, menulis berita dan sebagainya.

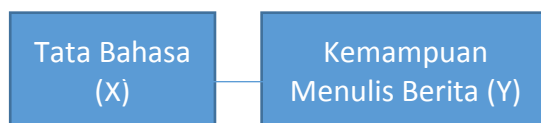
METODE PENELITIAN

Berdasarkan jenisnya, penelitian ini termasuk penelitian *ex-post facto*. Penelitian *ex-post facto* merupakan penelitian dimana variabel-variabel bebas telah terjadi ketika peneliti mulai dengan pengamatan variabel terikat dalam suatu penelitian. Pada penelitian ini, keterikatan antar variabel bebas dengan variabel bebas, maupun antar variabel bebas dengan variabel terikat, sudah terjadi secara alami, dan peneliti dengan setting tersebut ingin melacak kembali jika memungkinkan apa yang menjadi faktor penyebabnya (Sukardi, 2011: 165).

Paradigma penelitian erat kaitannya dengan variabel penelitian. Dalam penelitian ini dibahas dua variabel yang terdiri dari satu variabel bebas yaitu tata bahasa Indonesia (X), dan satu variabel terikat yaitu kemampuan menulis berita (Y). Selanjutnya paradigma penelitian ini digambarkan sebagai berikut:

Gambar 1

Kerangka Berpikir Penelitian



Ada dua variabel dalam penelitian ini yang terdiri atas 1 variabel bebas (X)

dan satu variabel terikat (Y). Variabel bebas tersebut adalah penguasaan tata bahasa Indonesia (X), sedangkan variabel terikat yaitu kemampuan menulis berita (Y).

Variabel bebas adalah variabel yang mempengaruhi atau yang menjadi sebab perubahannya atau timbulnya variabel dependen (terikat), sedangkan variabel terikat merupakan variabel yang dipengaruhi atau yang menjadi akibat, karena adanya variabel bebas (Sugiyono, 2009: 61). Ada dua cara pengumpulan data dalam penelitian ini. Pertama tes dipakai untuk mengumpulkan data penguasaan tata bahasa Indonesia. Kedua yaitu tes menulis digunakan untuk mengumpulkan data kemampuan mahasiswa dalam menulis berita. Teknik analisis data yang digunakan dalam penelitian ini terdiri atas dua macam, yaitu statistik deskripsi dan inferensial dengan menggunakan regresi sederhana. Statistik deskripsi untuk melihat keadaan penguasaan tata bahasa, dan kemampuan menulis berita. Statistik deskripsi digunakan terdiri atas tendensi sentral yang meliputi mean, median, modus, dan standar deviasi.

HASIL DAN PEMBAHASAN

Hasil analisis dengan menggunakan SPSS 17.0 menunjukkan bahwa nilai p hasil perhitungan X dengan Y sebesar 0,000 pada taraf signifikansi 5%. Hasil ini menunjukkan bahwa nilai p 0,000 lebih kecil dari taraf kesalahan 5% ($0,000 < 0,05$). Kesimpulannya berarti ada pengaruh yang signifikan, jadi hipotesis yang menyatakan bahwa ada pengaruh yang positif dan signifikan penguasaan tata bahasa Indonesia terhadap kemampuan menulis beritamahasiswa Program Studi Pendidikan Bahasa dan Sastra Indonesia diterima. Hasil uji diatas diperkuat kembali dengan melihat hasil uji F (Anova)

variabel penguasaan tata bahasa (X) terhadap kemampuan menulis mahasiswa (Y). Hal ini berarti ada pengaruh yang positif dan signifikan penguasaan tata bahasa Indonesia terhadap kemampuan menulis berita. Hal tersebut juga terbukti dari uji t, diketahui bahwa t_{hitung} penguasaan tata bahasa Indonesia sebesar 5,540 sedangkan t_{tabel} sebesar 1,753. Artinya t_{hitung} lebih besar dari t_{tabel} , dan $p < 0,002$ lebih kecil dari taraf signifikansi 5% ($0,002 < 0,05$).

Penelitian ini berhasil membuktikan hipotesis yang menyatakan bahwa ada pengaruh positif dan signifikan penguasaan tata bahasa Indonesia terhadap kemampuan menulis mahasiswa Program Studi Pendidikan Bahasa Indonesia. Sedangkan besarnya pengaruh variabel penguasaan tata bahasa Indonesia terhadap kemampuan menulis berita sebesar 29,50%, sedangkan 70,50% sisanya dijelaskan oleh faktor lain di luar variabel penelitian ini. Mengacu pada hasil perhitungan regresi sederhana diperoleh koefisien determinasi untuk regresi sederhana (R^2) sebesar 0,295 atau sebesar 29,50% yang berarti bahwa 29,50% variasi dalam variabel kemampuan menulis berita ditentukan atau dapat dijelaskan oleh variasi dalam variabel penguasaan tata bahasa Indonesia, sedangkan 70,50% (100% - 29,50%) sisanya dijelaskan oleh faktor lain di luar variabel penelitian.

KESIMPULAN

1. Ada pengaruh positif dan signifikan penguasaan tata bahasa Indonesia terhadap kemampuan menulis berita mahasiswa program studi

Pendidikan Bahasa dan Sastra Indonesia.

2. Hasil nilai R^2 sebesar 0,295. Dari prediktor tersebut dapat diketahui jumlah sumbangan efektif dari kedua variabel tersebut adalah 29,5%. Sisanya yaitu sebesar 71,5% merupakan sumbangan efektif dari faktor-faktor lain yang belum terungkap dalam penelitian ini

Saran

Berdasarkan hasil penelitian dan pembahasan, serta beberapa simpulan yang ada, penulis mengemukakan beberapa saran yang dapat dijadikan sebagai bahan masukan dan pertimbangan sebagai berikut.

1. Bagi Dosen
 - a. Dosen diharapkan untuk meningkatkan pengajaran tata bahasa Indonesia, karena penguasaan tata bahasa Indonesia memberikan pengaruh yang cukup besar terhadap kemampuan menulis mahasiswa.
 - b. Dosen diharapkan untuk meningkatkan pengajaran menulis, agar mahasiswa lebih mudah memahami karangan dan nantinya karya (tulisan) mahasiswa menjadi lebih baik.
2. Bagi Mahasiswa
 - a. Mahasiswa hendaknya semakin memperkaya penguasaan tata bahasa Indonesia. Penguasaan tata bahasa Indonesia yang baik akan semakin mempermudah dalam melakukan kegiatan menulis.
 - b. Mahasiswa hendaknya membiasakan diri berlatih menulis, semakin sering

berlatih maka akan semakin baik tulisannya, tentunya didukung dengan tata bahasa yang baik pula.

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The Using of Interpersonal Dialogues as a Method for Improving Students' Speaking Skills

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Abstract

This research discusses the problems students face in speaking English along with the techniques used to improve their speaking skills. The technique studied in this research is interpersonal dialogue. This research is a qualitative research using semi-structured methods such as in-depth interviews, focus groups, and participant observation. From this research, the authors found several problems faced by students that made them unable to speak English fluently. The first major problem relates to students' fluency, pronunciation, and vocabulary. The second major problem relates to student self-confidence. The researcher also found that interpersonal dialogue helped students improve their speaking skills.

Keywords: *speaking skills, teaching speaking, learning English, interpersonal dialogue*

INTRODUCTION

In the process of communication, especially communication using language. Speaking ability is an important skill to master. However, although it is important, speaking skills are not mastered by most students. This condition makes most students at school tend to be shy and rarely use English to speak. Students tend to speak their mother tongue, regional language, or Indonesian even though they are in the process of learning English. The problem of why students avoid speaking English may be different for each student.

One of the problems that causes students to lack the courage to speak English is a lack of vocabulary. If we are aware of this condition, a big question arises: "Why can something like this happen?" As we know, speaking English has been taught since students were still in elementary school, some have even received speaking skills teaching while still in kindergarten. The method used is generally the same, namely repeating what the teacher said. The teacher says a word or a line of sentences, followed by students. But whether we realize it or not, in fact learning habits like this have the risk of

leading to situations that can limit students' speaking abilities. In addition, this makes students unable to speak freely and correctly.

Teachers as facilitators of learning English at school have been using the same method for teaching speaking for a long time. The main common mistake teachers make is when they have to greet students and encourage students to answer their greetings. Teachers tend to repeat the same questions while students tend to answer questions with the same answers every time they start a lesson. The teacher himself hopes that the students' answers will vary, but the problem is that students are sometimes confused about how to answer these easy greetings. The success of teaching and learning activities depends on how the teacher can provide interesting but creative media to raise students' awareness to speak English. If the teacher can awaken students' awareness, the class will be as interesting as they hoped.

This research was conducted to find creative ways to improve students' English proficiency. The researcher is interested in this topic because the researcher observes that students cannot

speak English fluently even though English has become a universal language. The students found it difficult to express their ideas using English. The students are not good in their vocabulary and grammar. Because students do not have both skills, they are not confident enough to use English to convey or express their ideas. Another reason is that they are too shy to speak for fear of saying the wrong words. They are afraid of being laughed at by their peers.

In line with the problems that arise, the researcher wants to know what creative ways can be used to improve students' English proficiency. One way to improve students' speaking skills is through dialogue. Brown (1994) developed several ways to improve speaking skills. One of them is interpersonal dialogue.

The researcher conducted this research with the assumption that interpersonal dialogue would be very helpful to improve students' English proficiency. The researcher conducted this undergraduate research by conducting experimental research in one of the classes in class X at SMK Setia Negara. By conducting this research, the authors hope that today's students will be more confident in speaking English in everyday life. Another hope is to help teachers have an interesting way of teaching speaking so that students can speak fluently and well in everyday life.

This research is expected to contribute to teaching and learning activities. It is hoped that this research can provide additional information related to speaking strategies in teaching and learning activities. It is hoped that the teachers will be more creative in arousing students' curiosity to speak English more often.

METHOD

The research design is communicative language teaching. Experimental studies are used in this research. The author uses the theory of

interpersonal dialogue on a class X student at SMK Setia Negara. One class is being observed by the author. The author controls the process of teaching and learning activities but students are still the center of the communication process.

Qualitative research is used in this research. One characteristic of qualitative research is the use of semi-structured methods such as in-depth interviews, focus groups, and participant observation. In collecting data, the author first prepares several different topics of discussion. The researcher then divided the students into several groups. The author also emphasizes the vocabulary used in applying interpersonal dialogue theory. Each student gets the opportunity to speak either in groups or in pairs. One group consists of four students. While the students were talking, the researcher observed and rated their performance to analyze the data later.

FINDINGS AND DISCUSSION

The findings in this section are divided into two parts; before and after applying the theory of interpersonal dialogue in teaching and learning activities. The first part is the findings before carrying out interpersonal dialogue. The second part is the findings after implementing interpersonal dialogue. The following table is a table that shows students' scores in speaking before implementing interpersonal dialogue.

No	Name	Gender	Score
1	Adila Febriana	F	88
2	Akbar Rizki Fadilah	M	64
3	Alwi Yahya Muhaimin	M	66
4	Annisa Titis Salashi Azzahra	F	80
5	Arif Fajarudin	M	68
6	Asriningsih Wijiastuti	F	80
7	Berliana Putri Maisyita	F	76
8	Crisna Putra Wira Perdana	M	82
9	Diah Ayu Lestari	F	72
10	Dinda Lutpi Anggi	F	94
11	Farhan Aprisandi	M	82
12	Giovanny Berly Putri	F	70
13	Harutoushi Samna	M	78

14	Ichsan Mohammad Hafidz	M	52
15	Jawari Samosir	M	78
16	Kiki Desitarahma Rismawati	F	84
17	Khrisna Setiyani	F	84
18	Maharani	F	82
19	Maham Ridwan	M	98
20	Martino Ibrahiem Armando	M	76
21	Mohamad Raihan Prestasi Sukri	M	74

From the first observation, the researcher finds that there are some significant problems in students' ability. Therefore, the researcher discusses the problems that arise and ways to improve what students need to improve.

The first major problem relates to student self-confidence. The researcher found that the students were so shy that they could not express what they were thinking freely. The students are still unsure whether they will be able to speak English fluently or not. They tend not to express themselves casually. When the researcher asked some of them about what they were doing, most of the students just kept quiet because they didn't know how to answer that simple greeting. Some of the others only answered with a short answer "okay ms." Others tend to just smile rather than answer questions.

Apart from being hesitant, most of the students looked nervous when asked to speak in English. The students tend to speak more using their mother tongue, namely Indonesian. Most of the time, students choose to use Indonesian rather than English to express their ideas or thoughts. Some other students need more time to think about grammatical concepts so they are quite slow in speaking. The intention to carry out good oral communication with good grammatical concepts makes students slow to speak because they think too much.

The second main problem is their vocabulary, pronunciation and fluency. In terms of fluency, the researcher found that the students were not fluent enough. From

the example of the conversation between the author and Hafids as a student, it can be seen that Hafids is not fluent. Hafids tends to pause every time he tries to answer a question.

Because students are still distracted by using their mother tongue, they feel more comfortable using Indonesian rather than English. This affects the way students answer questions fluently. Students tend to think in Indonesian before translating these words into English. For the most part, they didn't translate but immediately answered in Indonesian. Whenever students speak the English, it shows that they think of sentences in the Bahasa and then translate them into English. The way of thinking must be changed.

In terms of pronunciation, the students made some big mistakes. They often mispronounce words. The most common mispronounced word is 'preferred'. It should be pronounced /laɪkt/, but most students pronounce it /laɪkted/. They don't know if words ending in 'd' after 'k' are pronounced as 't'. They think it's the same as when they pronounce 'ed' as in 'wanted'. Another mispronounced word is found when there is an "s/es" ending; like a watch. Students tend not to say "s/es". Instead of saying /wɒtʃes/, students pronounce the word as /wɒtʃ/. Another example is the word sleep. The students tend not to pronounce the 's' ending.

In terms of vocabulary, students have difficulty finding suitable vocabulary to represent their ideas. Because the students lacked their vocabulary, they could not express what they wanted to talk about comfortably. From the first example, the student doesn't seem to know the word 'carry a conversation' or even the simplest word 'speak'. Instead of answering using these two words, students answered by 'talking-talking'.

The third major problem is with grammar. From the first example it is stated that the student answered 'I am having a conversation with you.' From this sentence

it can be seen that after using *am* it is not followed by *is*. Here the students used *are*. This may be due to their habit of always giving after class.

The teacher initially sets up a situation for the two students to talk about their plans for the weekend. However; Turns out they were talking about their plans after school. The grammatical errors found here are:

- a) Its use is after each sentence. "How are you?", "Yes, I'm fine."
- b) The use of Bahasa in almost every dialogue. This shows that the students' vocabulary is not as much as expected.
- c) Use of the auxiliary verb "do, does" before not. From the example above, it can be seen that students do not know the use of "do and does".

Based on the findings above, the authors found that almost all students were not good at conveying their ideas or thoughts in oral communication. There were long pauses between conversations indicating they were stuck. The topic given was actually the simplest but the two students could not have a dialogue smoothly. Their English is not fluent enough.

The vocabulary used is also limited. The students need to enrich their vocabulary so they will be more confident to express their ideas. By having a varied vocabulary, students will be able to apply the vocabulary in their speeches. It will make their dialogue more sophisticated and meaningful. It can also make conversations livelier too.

In addition, students need to practice a lot in their pronunciation so that their fluency will also increase. The researcher saw from the two dialogue examples above, the students made a few words that were wrongly pronounced. They are:

- 1) Great. It was supposed to be pronounced /greIt/ but the students pronounced it as /great/. They tended to pronounce the word they don't know how to pronounce using Bahasa.

- 2) Talking. It was supposed to be pronounced /tɔ:k/ but instead of pronouncing that way, the students pronounced it as /talking/ exactly the same pronunciation when they speak using Bahasa.
- 3) Conversation. This word might be new for the students so that's why they made a mistake in their pronunciation. It was supposed to be pronounced /kɔnvəseɪʃn/ but the students pronounced it /kɔnvərsetʃn/.

Considering the facts mentioned, the researcher concludes that students need to be taught more in their vocabulary and pronunciation. The researcher made several plans to help students improve their speaking ability. The researcher uses interpersonal dialogue to help students in this case. The researcher first helps students by teaching them more new words to enrich their vocabulary. Later, the researcher taught them to pronounce the words correctly. In addition, the researcher also teaches them how to actively respond to others during oral communication.

In teaching dialogue, the researcher provides several examples of good dialogue for students to learn. The students try to read and understand the main concepts of the dialogues. Then students are encouraged to carry out dialogues in their groups or with their partners. By conducting dialogues, the teacher implicitly teaches students how to pronounce words correctly. The researcher wrote down the words that were mispronounced and then asked the students to read them again. The researcher then gave the students the correct pronunciation. The researcher then asked the students to repeat the words. At the end, students are asked to say the words themselves.

In addition, the researcher also provides some useful expressions in oral communication. This is done so that students know how to respond well to others. Some common useful expressions that the authors provide are:

- 1) In a situation where there are people who give greetings; Instead of just saying "I am good", students can say "I am fine today", "I am not good today" in case they are not feeling well because it is okay to state their condition. , "I've been having fun lately" and more. Useful phrases like these can be used in response to the simplest of greetings.
- 2) In situations where students are in a party or a new environment; instead of just asking "How are you?", they might ask "Are you all right?", "It was a nice birthday party, wasn't it?", "I'm a newbie here, do you mind if I join you?" and etc. The students need to change about how they greet others for the first time or whenever they meet their friends or even their family. By asking such questions, the listener will find that the speaker is quite interesting and the rest of the conversation can be carried on with fluent.
- 3) In situations where students are asked to tackle multiple plans over the weekend. Students might ask questions like "What are you going to do this coming weekend?", "Are you free this coming weekend?", "Do you mind if I drop by your house this coming weekend? ?", "There is a football game coming up Saturday, would you like to go with me to the game?" and many other types of questions that can be asked. On the other hand, a listener might reply something like this, "I think I'll be free next weekend. Do you want to go somewhere?", "You can go to my house if you want and we can play together or even we can do our homework together", "I'm afraid you can't stop by my house for the weekend because I going to go with my parents but you can come next week (in case the listeners have anything else to do)", "It's a great idea to watch the football game. What time does it start?" etc.
- 4) In asking for help, students may ask "Can you help me?" or "Would you mind helping me?"

The above are examples of useful common expressions that students can use. The author in this research encourages students to practice making questions and answering questions using these expressions.

After teaching some important grammar to the students, enriching the students' vocabulary and giving the correct pronunciation, the researcher then made a second observation. The steps that the author takes are the steps of implementing interpersonal dialogue. Students are encouraged to talk more and ask lots of questions so that the conversation becomes livelier. The students will find that speaking is not boring but interesting. It is hoped that through this kind of dialogue, students will apply spoken English not only in class but also outside of class.

The second part deals with the findings after implementing interpersonal dialogue. The following table is a table showing student scores after implementing interpersonal dialogue.

Students can express their ideas well. They kept asking each other. Even though it is seen that students still make some grammatical errors, it can be assumed that students feel more relaxed when they have to carry out the dialogues. It can be seen that the students' vocabulary has increased. They are able to use a varied vocabulary in asking and answering questions.

At first the researcher found that the students were nervous but from the second observation, the researcher found that the students were not nervous. They feel comfortable using English in speaking. The use of Indonesian has decreased. Most of the time, the students have used English. They are quick in expressing ideas and thoughts. They take very little time to think about grammar and vocabulary. They spontaneously communicated in English.

The second main problem faced by the students before was their vocabulary, pronunciation and fluency. The students were not fluent enough with their verbal communication. The students often mispronounce the words. The students have a limited vocabulary. After being taught and applying the lessons learned, students improve. The students were quite fluent in expressing their thoughts in groups and even when they had to speak only with their single partner. Previously it was difficult to get them to speak even the simplest English introduction in front of the class. However; students can introduce themselves without difficulty in front of the class. They are also able to speak English fluently.

They were given a topic and the conversation went smoothly. In addition to fluency, students' pronunciation has improved greatly. The students have got the idea to pronounce the words correctly. Words like "like" and "watch" have been pronounced correctly. Most students have mispronounced words ending in "s/es", but in the end they have pronounced the words correctly. The last major problem is their vocabulary. Because students lack vocabulary, they cannot speak English. However; in the end after being taught, the students have enriched their vocabulary. They have expanded their vocabulary and it helps them speak English better.

No	Name	Gender	Score
1	Adila Febriana	F	96
2	Akbar Rizki Fadilah	M	90
3	Alwi Yahya Muhaimin	M	92
4	Annisa Titis Salashi Azzahra	F	92
5	Arif Fajarudin	M	94
6	Asriningsih Wijastuti	F	86
7	Berliana Putri Maisyita	F	92
8	Crisna Putra Wira Perdana	M	98
9	Diah Ayu Lestari	F	90
10	Dinda Lutpi Anggi	F	96
11	Farhan Aprisandi	M	84
12	Giovanny Berly Putri	F	94
13	Harutoushi Samna	M	98
14	Ichsan Mohammad Hafidz	M	94

15	Jawari Samosir	M	96
16	Kiki Desitarahma Rismawati	F	88
17	Khrisna Setiyani	F	96
18	Maharani	F	98
19	Maham Ridwan	M	98
20	Martino Ibrahiem Armando	M	90
21	Mohamad Raihan Prestasi Sukri	M	94
22	Muhamad Zikry Hamdi	M	90
23	Muhammad Alfin Nur Irfany	M	90
24	Nabila Putri Setiawati	F	88
25	Novita Dewi Ayu Pramesti	F	92
26	Nur Atthala Rizqi	M	92
27	Nur Hidayat Fanesa	M	90
28	Putri Siffa Amalia	F	80
29	Rachmah Fidiastuti	F	98
30	Ramatul Fitri	F	98
31	Ray Jansen Pogalamun	M	94
32	Rina Marsanti	F	92
33	Siska Eka Prianti	F	92
34	Sven	M	90
35	Yuli Sontantri	F	98
36	Zikri Rahmanto	M	94

The table above is the scores of students' speaking ability after applying interpersonal dialogue. The second observation was carried out by using interpersonal dialogue. Compared to the previous observation, this second observation is much better. The application of interpersonal dialogue has helped students a lot. After being taught, the students showed improvement.

Students are encouraged to use English to express their ideas or thoughts freely. The students are given a topic and they have to speak in their group or with their partner. From the data of student scores and the author's observations, it can be seen that students do not hesitate to use English in oral communication. They are willing to convey their ideas and thoughts in English. One of the topics given by the author is about their last vacation. The researcher hopes that by giving this topic, students can make the dialogue as interesting as possible.

The topic given was about the weather but it turned out that students

could talk about other things than just talking about the weather. From the data taken by the author, it appears that the student's score is good. Their speaking skills have improved. The students got good grades because they could do good verbal communication.

The second observation can be described better than the first observation. Most students expressed their thoughts that they felt more enthusiastic about using English orally if interpersonal dialogue techniques were applied during teaching and learning activities. The reason is simple because students are the center of teaching and learning activities. The teacher is only a helper and facilitator of the process.

The data shows that most students find themselves enjoying teaching and learning activities when teachers use interpersonal dialogue. Students gave a positive response during the activity. It can be concluded that the use of interpersonal dialogue has been successfully applied in this research. The reason for this success is that interpersonal dialogue provides new experiences for students.

Students tend to get bored when they have to just sit and listen to monotonous teaching techniques. Students tend not to increase their vocabulary because they are bored with teaching and learning activities. After the interpersonal dialogue was applied, the students felt that this was a new way to get them interested in speaking English. Students can express their ideas and thoughts freely with a varied vocabulary too.

From the data taken, it can be concluded that interpersonal dialogue helps not only the way students enrich their vocabulary and become more fluent but also students' self-confidence. Students experience an increase in speaking ability. Now they can speak more fluently with varied vocabulary and correct pronunciation.

The third part discusses the comparison between before and after

implementing interpersonal dialogue. The researcher compares the findings and analyzes them. The following comparisons were made:

No	Name	Gender	Score (pre-test)	Score (post-test)	Gain Score
1	Adila F	F	88	96	8
2	Akbar	M	64	90	26
3	Alwi Y	M	66	92	26
4	Annisa	F	80	92	12
5	Arif	M	68	94	26
6	Asri	F	80	86	6
7	Berliana	F	76	92	16
8	Crisna	M	82	98	16
9	Diah	F	72	90	18
10	Dinda	F	94	96	2
11	Farhan	M	82	84	2
12	Giovann	F	70	94	24
13	Harutous hi	M	78	98	20
14	Ichsan	M	52	94	42
15	Jawari	M	78	96	18
16	Kiki	F	84	88	4
17	Khrisna	F	84	96	12
18	Maharani	F	82	98	16
19	Maham Ridwan	M	98	98	0
20	Martino	M	76	90	14
21	Mohamad	M	74	94	20
22	Muhamad Zikry	M	72	90	18
23	Muhammad Alfin	M	86	90	4
24	Nabila Putri	F	80	88	8
25	Novita D	F	84	92	8
26	Nur Atthala	M	76	92	16
27	Nur Hidayat	M	42	90	48

28	Putri S	F	84	80	-4
29	Rachmah	F	76	98	22
30	Ramatul	F	84	98	14
31	Ray Jansen	M	80	94	14
32	Rina	F	78	92	14
33	Siska E	F	86	92	6
34	Sven	M	74	90	16
35	Yuli S	F	80	98	18
36	Zikri R	M	58	94	36
			$\sum y^1 = 2768$	$\sum y^2 = 3334$	$\sum y = 566$
			$M_{y^1} = 76,88$	$M_{y^2} = 92,61$	$M_y = 15,722$

The table above shows the pre and post-test results taken by students. The pre-test results obtained ranged from 42 to 98 and the average score was 76.88. While the post-test results obtained ranged from 84 to 98 and the average value was 92.61. The results of data analysis can be concluded as follows:

SPEAKING FLUENCY	
PRE-TEST	POST-TEST
$M_{x1} = 76,88$	$M_{x2} = 92,611$
$\sum x^1 = 2768$	$\sum x^2 = 3334$
$N_{x1} = 36$	$N_{x2} = 36$

After getting the results of the pre-test and post-test scores obtained, the researcher calculates them based on the following t-test formula:

$$a. \quad t_o = \frac{MX2-MX1}{\sqrt{(\sum y1 + \sum y2) \cdot (NX1 + NX2)}} \\ (NX1 + NX2 - 2) (NX1 \cdot NX2)$$

$$t_o = \frac{92,61-76,88}{\sqrt{(2768+3334) \cdot (36+36)}} \\ (36 + 36 - 2) (36 \cdot 36)$$

$$t_o = \frac{15,73}{\sqrt{(87,17) \cdot (0,05)}}$$

$$t_o = \frac{15,73}{4,36}$$

$$t_o = \frac{15,73}{2,09} = 7,53$$

$$b. \quad df = N1 + N2 - 2 \\ = 36 + 36 - 2 \\ = 70$$

- In degree of significance 5 % from 70 in $t_t = 3,50$
- In degree of significance 1 % from 70 in $t_t = 0,70$

The researcher compared to t_o table that if $t_o > t$ table it means that H_o is rejected and H_a is accepted, but when to $< t$ table it means that H_o is accepted and H_a is rejected.

to : $t_t = 7.53 > 3.50$ in degree of significance 5%

to : $t_t = 7.53 > 0.70$ in degree of significance 1%

To get the answer of question, the researcher proposes alternative hypothesis (H_a) and null hypothesis (H_o) as below:

- H_a = "There is a significant difference between the students' speaking scores using interpersonal dialogue",
- H_o = "There is no significant difference between the students' speaking scores using interpersonal dialogue",

The criteria for presenting the hypothesis state that: If $t_o > t_t$ H_a is accepted and H_o is rejected; and if $t_o < t_t$ then H_a is rejected and H_o is accepted. As the problem statement mentioned in chapter I is whether Interpersonal Dialogue helps students to improve their oral communication skills or not; based on calculations it is known that the statistical value of the t-test on the post-test results is

7.53, while the critical value of the t-table with a significant level of 0.05 and 70 degrees of freedom is 3.50. This means that the value of the t test statistic is greater than the critical value of t table ($7.53 > 3.50$). It can be concluded that there is a significant difference in scores between the scores obtained before and after implementing student interpersonal dialogue.

CONCLUSION

The researcher found that interpersonal dialogue has helped students to be more actively involved in teaching and learning activities and made the class come alive as well. The way students appear in front of the class without hesitation shows that interpersonal dialogue has helped them. The fluency shown by students also shows that this technique has been successfully applied in the classroom.

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Peningkatan Keterampilan Berbicara dengan Metode Bermain Peran pada Mahasiswa Pendidikan Bahasa dan Sastra Indonesia (PBSI) Semester V

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Abstrak

Penelitian Tindakan Kelas (PTK) ini bertujuan untuk: (1) meningkatkan kualitas proses keterampilan berbicara, dan (2) meningkatkan kualitas hasil keterampilan berbicara melalui metode Bermain Peran pada mahasiswa PBSI. Bentuk penelitian ini adalah Penelitian Tindakan Kelas (PTK) atau *Classroom Action Research* (CAR) adalah kegiatan yang bertujuan untuk memecahkan masalah dalam pembelajaran secara bersiklus. Setiap siklus terdiri dari empat tahap: (1) perencanaan (2) pelaksanaan tindakan (3) observasi, dan (4) refleksi. Adapun subjek penelitian ini adalah kelas dan objek penelitiannya adalah seluruh mahasiswa PBSI Semester V dengan dibantu mahasiswa semester III, sehingga berjumlah total 28 orang. Teknik pengumpulan data melalui angket, observasi, tes, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan metode Bermain Peran dapat meningkatkan kualitas pembelajaran, baik proses maupun hasil, pada keterampilan berbicara mahasiswa PBSI. Peningkatan kualitas ditandai dengan meningkatnya keaktifan mahasiswa selama mengikuti proses pembelajaran dari tiap-tiap siklus yang dikualifikasikan dengan kriteria cukup dan baik. Di siklus I sebesar 89,28% dengan kriteria cukup dan di siklus II sebesar 92,85% dengan kriteria baik. Sementara peningkatan kualitas hasil ditandai dengan meningkatnya persentase dari tiap-tiap siklus. Di siklus I dari total 28 mahasiswa terdapat 25 orang atau 64,28% yang berada di atas nilai minimum. Di siklus II mengalami peningkatan dari total 27 mahasiswa terdapat 26 orang atau 78,57% yang berada di atas nilai minimum.

Kata Kunci: *Keterampilan Berbicara, Metode Bermain Peran*

PENDAHULUAN

Nilai edukatif mewarnai interaksi yang terjadi antara pengajar dan peserta didik. Interaksi dikatakan bernilai edukatif karena kegiatan tersebut dilakukan dan diarahkan untuk mencapai tujuan tertentu yang telah dirumuskan sebelum pengajaran dilakukan. Tujuan yang hendak dicapai, yaitu meningkatkan dan memelihara perhatian peserta didik terhadap relevansi proses belajar mengajar, memberikan kesempatan kemungkinan berfungsinya motivasi, membentuk sikap positif, memberi kemungkinan pilihan dan fasilitas belajar individual serta mendorong untuk belajar. Keterampilan berbicara mahasiswa PBSI semester V masih belum maksimal. Hal

ini disebabkan oleh beberapa faktor. Faktor tersebut di antaranya berasal dari diri mahasiswa tersebut yang membuat mereka jarang berbicara di depan kelas. Selain itu karena aktor malu, takut, dan kurang rasa percaya diri.

Untuk mengoptimalkan hal tersebut diperlukan metode pengajaran yang lebih menekankan pada aktivitas belajar aktif dan kreativitas pada mahasiswa. Tidak jarang penggunaan metode tertentu mempunyai andil yang cukup signifikan dalam kegiatan belajar mengajar. Keterampilan yang diharapkan agar dimiliki peserta didik lebih ditentukan pada kesesuaian penggunaan suatu metode dengan tujuan. Tujuan pembelajaran akan dapat tercapai bila metode yang digunakan

tepat. Penggunaan metode yang tepat dimaksudkan agar peserta didik bersemangat dalam belajar.

Mengajar dalam pemahaman seperti di atas tentu memerlukan strategi yang tepat. Mutu pengajaran tergantung pada pemilihan strategi yang ingin dicapai, terutama dalam upaya mengembangkan kreativitas dan sikap peserta didik. Untuk itu, perlu dibina dan dikembangkan keterampilan profesional pengajar untuk mengelola program pengajaran dengan strategi belajar mengajar. Bertitik tolak dari uraian di atas, pengajar dituntut untuk menentukan pendekatan tertentu agar kegiatan belajar mengajar dapat terselenggara dengan optimal.

Djamarah Syaiful Bahri & Zain Aswam (2013: 88) berpendapat bahwa mengartikan bermain peran adalah pura-pura atau berbuat seolah-olah, melalui proses tingkah laku, imitasi, bermain mengenai suatu tingkah laku yang dilakukan seolah-olah dalam keadaan yang sebenarnya. Tujuan bermain peran adalah agar peserta didik dapat menghargai dan menghayati perasaan orang lain, memupuk rasa tanggung jawab pada diri peserta didik. Maksud dari pernyataan tersebut adalah peserta dipersiapkan oleh pengajar untuk menghayati perasaan orang lain agar mengerti bahwa kedudukan orang lain itu sama pentingnya dengan dirinya sendiri, sehingga perlu untuk bisa mengungkapkan perasaannya kepada orang lain.

Berdasarkan fakta tersebut, perlu diadakan suatu penelitian guna membantu menyelesaikan masalah yang ada, maka peneliti menerapkan metode bermain peran dalam bentuk penelitian tindakan kelas. Adapun alasan pemilihan metode tersebut adalah bahwa metode itu dirasa lebih efektif dan lebih efisien untuk diterapkan dalam meningkatkan keterampilan berbicara. Tujuan bermain peran adalah agar mahasiswa menghargai dan menghayati perasaan

orang lain, memupuk rasa tanggung jawab pada diri peserta didik.

Tujuan Penelitian

Adapun tujuan penelitian ini adalah untuk mengetahui peningkatan kualitas proses keterampilan berbicara melalui metode Bermain peran dan untuk mengetahui peningkatan kualitas hasil keterampilan berbicara melalui metode bermain peran mahasiswa PBSI Semester V yang dibantu semester III.

KAJIAN TEORETIS

Pengertian Berbicara

Tarigan (2008:3) berpendapat bahwa berbicara merupakan suatu keterampilan berbahasa yang berkembang pada kehidupan yang didahului oleh keterampilan menyimak dan pada masa tersebutlah keterampilan berbicara mulai dipelajari. Berbicara merupakan tindakan penggunaan bahasa secara lisan.

Keterampilan berbicara menjadi bagian dari keterampilan berbahasa, keterampilan berbicara harus diajarkan kepada peserta didik. Tarigan (2008:3) mengatakan bahwa keterampilan berbahasa berhubungan erat dengan keterampilan lainnya. Keterampilan berbahasa dapat diperoleh melalui urutan yang bertahap, yaitu keterampilan menyimak (*listening skills*), keterampilan berbicara (*speaking skills*), keterampilan membaca (*reading skills*), dan keterampilan menulis (*writing skills*).

Empat keterampilan tersebut pada dasarnya merupakan suatu kesatuan yang tak dapat dipisahkan karena saling berhubungan.

Keterampilan-keterampilan tersebut berhubungan erat dengan proses-proses berpikir yang mendasari bahasa. Bahasa seseorang mencerminkan pikirannya. Seseorang semakin terampil berbahasa semakin cerah dan jelas pula jalan pikirannya. Keterampilan hanya dapat diperoleh dan dikuasai dengan cara berpraktik dan

banyak latihan. Melatih keterampilan berbahasa berarti pula melatih keterampilan berpikir.

Keterampilan berbahasa hanya dapat diperoleh dan dikuasai dengan jalan praktik dan banyak latihan. Oleh karena itu, setelah berpraktik dan berlatih perlu diadakan tes untuk mengetahui sampai dimana hasil yang telah dicapai. Komponen-komponen yang perlu mendapat perhatian khusus dalam tes itu adalah seperti yang tertera pada tabel di bawah ini.

Berbicara Sebagai Suatu Keterampilan Berbahasa

Tarigan (2008: 3-4) menyatakan bahwa berbicara berhubungan erat dengan perkembangan kosakata melalui kegiatan menyimak dan membaca. Keterampilan-keterampilan yang diperlukan bagi kegiatan berbicara yang efektif banyak persamaannya dengan yang dibutuhkan bagi komunikasi efektif dalam keterampilan-keterampilan berbahasa yang lainnya itu. Berikut adalah gambaran secara terperinci hubungan antara berbicara dan menyimak; dan berbicara dan membaca dan ekspresi lisan dan ekspresi tulis

Sistem ini memberi keefektifan bagi individu dalam mendirikan hubungan mental dan emosional dan anggota-anggota lainnya. Oleh karena itu, peranan bahasa dalam kehidupan sangat penting. Tarigan (2008:9) mengemukakan ada delapan prinsip bahasa: (1) bahasa adalah sebuah sistem, (2) bahasa adalah vokal (bunyi ujaran), (3) bahasa tersusun dari lambang-lambang manasuka, (4) bahasa bersifat unik dan khas, (5) bahasa dibangun dari kebiasaan-kebiasaan, (6) bahasa alat komunikasi, (7) berbahasa berhubungan dengan kebudayaan tempatnya berada, (8) bahasa berubah-ubah.

Tujuan Berbicara

Tarigan (2008:16) mengatakan bahwa tujuan utama dari berbicara

adalah untuk berkomunikasi. Cara supaya dapat menyampaikan secara efektif sang pembicara memahami makna segala sesuatu yang ingin dikomunikasikan. Seseorang harus mampu mengevaluasi efek komunikasinya terhadap pendengar dan harus mengetahui prinsip-prinsip yang mendasari segala situasi pembicaraan baik secara umum maupun perorangan. Pada dasarnya berbicara mempunyai tiga tujuan umum: (a) memberitahukan dan melaporkan, (b) menjamu dan menghibur, dan (c) membujuk, mengajak, mendesak, dan meyakinkan.

Kegiatan berbicara berarti kegiatan menggunakan bahasa, dalam menggunakan bahasa dipengaruhi oleh beberapa faktor seperti penampilan, cara mengungkapkan perasaan, sikap, dan cara pemecahan masalah. Faktor-faktor tersebut mempengaruhi penggunaan bahasa dalam berbicara sehingga maksud yang disampaikan melalui bahasa tersebut akan tercapai melalui serangkaian perbuatan yang dilakukan selama berbicara. Perbuatan yang dilakukan selama berbicara itu dimaksudkan untuk memperjelas pesan yang disampaikan kepada penyimak agar penyimak memiliki makna yang sama dengan pembicara.

Ragam Seni Berbicara

Secara garis besar Tarigan (2008:24-25) membagi kegiatan berbicara ke dalam dua bagian, yaitu berbicara di muka umum dan konferensi. Berbicara di muka umum atau masyarakat dibagi ke dalam empat jenis: (1) berbicara dalam situasi-situasi yang bersifat memberitahukan atau melaporkan yang bersifat informatif, (2) berbicara dalam situasi-situasi yang bersifat kekeluargaan, persahabatan, (3) berbicara dalam situasi yang bersifat membujuk, mengajak, mendesak, dan meyakinkan, dan (4) berbicara dalam situasi-situasi yang bersifat

merundingkan dengan tenang dan hati-hati.

Faktor- faktor yang Mempengaruhi Berbicara

Abdul Chaer (2009:149) berpendapat bahwa seseorang yang berbicara di depan orang lain belum tentu lancar seperti yang diharapkan. Menjadi pembicara yang baik seorang pembicara selain harus memberikan kesan bahwa dia menguasai masalah yang dibicarakan, si pembicara juga harus memperhatikan keberanian dan kegairahan. Selain daripada itu pembicara harus berbicara dengan jelas dan tepat. Hal ini ada beberapa faktor yang harus diperhatikan dan perlu diajarkan kepada mahasiswa mempunyai keefektifan keterampilan berbicara yaitu faktor kebahasaan dan faktor non kebahasaan. Faktor penunjang keefektifan berbicara menurut Arsyad Mukti (2005:17) diklasifikasikan sebagai berikut:

Faktor-faktor kebahasaan sebagai penunjang keefektifan berbicara yaitu:

- 1) Ketepatan ucapan
Seorang pembicara harus membiasakan diri mengucapkan bunyi-bunyi bahasa secara tepat. Pengucapan bunyi bahasa yang kurang tepat, dapat mengalihkan perhatian pendengar.
- 2) Penempatan tekanan, nada, sendi, dan durasi yang sesuai penempatan tekanan, nada, sendi, dan durasi akan merupakan daya tarik tersendiri dalam berbicara bahkan kadang-kadang merupakan faktor penentu.
- 3) Pemilihan kata (Diksi)
Pilihan kata hendaknya tepat, jelas, dan bervariasi. Jelas maksudnya mudah dimengerti oleh pendengar yang menjadi sasaran. Pemilihan kata harus disesuaikan dengan pokok pembicaraan dan dengan siapa kita berbicara
- 4) Ketepatan sasaran pembicaraan

Hal ini menyangkut pemakaian kalimat efektif kalimat yang mengenai sasaran sehingga mampu meninggalkan kesan menimbulkan pengaruh atau menimbulkan akibat.

Metode Bermain Peran

Saiful Bahri Djamarah dan Aswan Zain (2013:72) mengartikan metode adalah cara yang teratur dan terpikir baik-baik untuk mencapai maksud, cara kerja yang bersistem untuk memudahkan pelaksanaan suatu kegiatan guna mencapai tujuan yang ditentukan. Cara yang digunakan pengajar dalam mengadakan hubungan dengan mahasiswa pada saat berlangsungnya pengajaran. Oleh karena itu, peranan metode mengajar sebagai alat untuk menciptakan proses belajar mengajar. Metode ini diharapkan tumbuh berbagai kegiatan belajar mahasiswa sehubungan dengan kegiatan mengajar, dengan kata lain terciptalah interaksi edukatif. Di Interaksi ini, pengajar berperan sebagai penerima atau yang dibimbing. Proses interaksi ini akan berjalan baik jika peserta didik banyak yang aktif dibandingkan dengan pengajar.

Oleh karena itu, metode mengajar yang baik adalah metode yang dapat menumbuhkan kegiatan belajar peserta didik. Proses belajar mengajar yang baik dapat menggunakan berbagai jenis metode mengajar secara bergantian atau saling bahu membahu satu sama lain. Saiful Bahri Djamarah dan Aswan Zain (2013:74) menjelaskan bahwa tugas pengajar adalah memilih berbagai metode yang tepat untuk menciptakan proses belajar mengajar. Ketepatan penggunaan metode mengajar tersebut sangat bergantung kepada tujuan, isi proses belajar mengajar dan kegiatan belajar mengajar. Ditinjau dari segi penerapannya, metode mengajar ada yang tepat untuk peserta didik dalam jumlah yang banyak dan ada yang tepat untuk jumlah yang sedikit. Ada juga

yang tepat digunakan di dalam kelas atau di luar kelas. Subari (2012:73) menjelaskan perihal metodologi pengajaran yang merupakan cabang dari didaktik atau ilmu mengajar, oleh karena itu sering juga metodologi pengajaran disebut didaktik khusus. Kata metodologi dibentuk dari dua kata yaitu "methodos" yang artinya "jalan ke" sedangkan "logos" berarti "ilmu".

Syaiful Bahri Djamarah (2013:72) sebagai salah satu komponen pengajaran, metode menempati peranan yang tidak kalah pentingnya dari komponen lainnya dalam kegiatan belajar mengajar. Kegiatan belajar mengajar tidak ada satupun yang tidak menggunakan metode pengajaran. Berdasarkan pernyataan tersebut berarti pengajar harus benar-benar memahami kedudukan metode sebagai alat motivasi ekstrinsik dalam kegiatan belajar mengajar. Motivasi ekstrinsik adalah motif-motif yang aktif dan berfungsinya sebagai alat perangsang dari luar yang dapat membangkitkan belajar seseorang. Kegiatan belajar mengajar tidak semua anak didik mampu berkonsentrasi dalam waktu yang relatif lama. Murid memiliki macam-macam daya serap terhadap bahan yang diberikan; ada yang cepat, ada yang sedang, dan ada yang lambat. Perbedaan daya serap yang dimiliki anak didik sebagaimana tersebut di atas, memerlukan strategi pengajaran yang tepat. Dalam hal ini peneliti memilih Metode bermain peran sebagai salah satu metode yang efektif untuk mengatasi berbagai masalah tersebut.

Dengan demikian peneliti menerapkan metode bermain peran sebagai alat untuk mencapai tujuan yang diharapkan. Saiful Bahri Djamarah dan Aswan Zain (2013:74) menyatakan bahwa tujuan adalah suatu cita-cita yang akan dicapai dalam kegiatan belajar mengajar. Tujuan adalah pedoman yang memberi arah kemana kegiatan belajar mengajar akan dibawa. Pengajar tidak

bisa membawa kegiatan belajar menurut sekehendak hatinya dan mengabaikan tujuan yang telah dirumuskan

Pengertian Bermain Peran

Jumanta Hamdayana (2014:189) menjelaskan perihal bermain peran bahwa pada prinsipnya bermain peran merupakan metode untuk 'menghadirkan' peran-peran yang ada dalam dunia nyata ke dalam suatu 'pertunjukan peran'. Peserta memberikan penilaian terhadap keunggulan maupun kelemahan masing-masing peran kemudian memberikan saran untuk pengembangan peran-peran tersebut. Metode bermain peran ini lebih menekankan terhadap masalah yang diangkat dalam 'pertunjukan' dan bukan pada pemain dalam melakukan permainan peran.

Bermain peran adalah sejenis permainan gerak yang di dalamnya ada tujuan, aturan dan sekaligus melibatkan unsur senang. Bermain peran merupakan sebagai suatu bentuk aktifitas dimana pembelajar membayangkan dirinya seolah-olah berada di luar kelas dan memainkan peran orang lain. Kegiatan bermain peran murid dikondisikan pada situasi tertentu seakan-akan di luar kelas meskipun itu pembelajaran terjadi di dalam kelas. Syaiful Bahri Djamarah (2013:88) mengemukakan pendapatnya bahwa seseorang dapat memahami dengan cara mengamati perilaku waktu memerankan dengan spontan. Hakikat pembelajaran bermain peran terletak pada keterlibatan emosional pemeran dan pengamat dalam situasi masalah yang secara nyata dihadapi. Melalui bermain peran dalam pembelajaran diharapkan para peserta didik dapat mengeksplorasi perasaannya, memperoleh wawasan tentang sikap, nilai, dan persepsinya, mengembangkan keterampilan dan sikap dalam memecahkan masalah yang dihadapi, mengeksplorasi inti permasalahan yang diperankan melalui berbagai cara.

Shaftel dalam Rianto (2010:214) menyatakan bahwa bermain peran diartikan sebagai suatu metode pemecahan masalah yang melibatkan dua orang atau lebih untuk mengambil keputusan secara terbuka dalam situasi yang dilematis. Pemeranan diakhiri pada saat mencapai titik dilema dan masing-masing pemeran bebas menganalisa apa yang terjadi melalui diskusi yang melibatkan para pengamat untuk mencari pemecahannya. Hamalik (2010:138) berpendapat bahwa bermain peran adalah suatu kelompok yang bertindak memecahkan masalah terutama pemecahan masalah yang berkenaan dengan hubungan antar insani.

Karakteristik Bermain peran dalam Strategi Mengajar

Menurut Hamalik Oemar (2014:190) ada beberapa alasan yang luas untuk menggunakan bermain peran. Bermain peran dapat mendorong bentuk-bentuk interaksi sosial yang memberikan stimulus penting untuk menantang keyakinan peserta didik dan merupakan langkah pertama dalam mengubah pemahaman mereka. Pembelajaran yang efektif terjadi ketika pengajar memberikan tantangan kepada peserta didik tentang sebuah masalah pengalaman dan memfasilitasi proses menemukan solusi untuk mengatasi masalah tersebut.

Saiful Bahri Djamarah dan Aswan Zain (2013:90) menyebutkan bahwa ada lima kelemahan bermain peran: (1) peserta didik yang tidak ikut bermain peran sebagian besar akan menjadi kurang aktif, (2) banyak memakan waktu, baik waktu persiapan dalam rangka pemahaman isi bahan pelajaran maupun pada pelaksanaan pertunjukan, (3) memerlukan tempat yang cukup luas karena jika tempat sempit menjadi kurang bebas, (4) kelas lain sering terganggu oleh suara pemain dan para penonton yang kadang-kadang

bertepuk tangan, (5) pembekalan ini sangat penting, tetapi sering tidak dianggap serius oleh peserta didik.

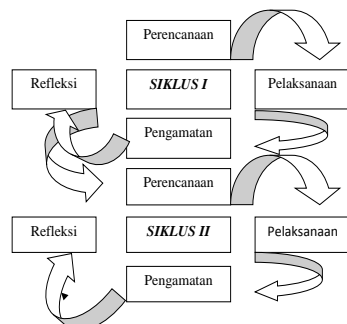
METODOLOGI PENELITIAN

Penelitian tindakan kelas merupakan suatu pencerminan terhadap kegiatan belajar berupa sebuah tindakan, yang sengaja dimunculkan dan terjadi dalam sebuah kelas secara bersamaan (Suharsimi, 2009:2-4). Peningkatan kemampuan berbicara dapat diketahui melalui kegiatan bermain peran serta keaktifan mahasiswa dalam berbicara ketika diberi kesempatan untuk menjawab pertanyaan dari seorang pengajar. Penelitian tindakan kelas mencakup seluruh kegiatan proses pembelajaran yang dilakukan di dalam kelas baik kegiatan tindakan maupun kegiatan penelitian. Pelaksanaan kedua aktivitas ini dapat dilakukan oleh orang yang sama atau orang yang berbeda tetapi bekerja sama dengan kolaborator. Kolaborator yang dimaksud adalah kerja sama dengan pihak-pihak lain seperti mahasiswa, pengajar, lembaga pendidikan, teman sejawat.

Penelitian dilaksanakan di Universitas Tama Jagakarsa. Peneliti membatasi ruang lingkup penelitian yaitu kelas PBSI FKIP agar penelitian ini sesuai dengan apa yang diharapkan. Peneliti melakukan penelitian di prodi tersebut karena penulis berkepentingan dengan masalah keterampilan berbicara. Kelas yang digunakan dalam penelitian ini adalah PBSI FKIP Universitas Tama Jagakarsa. Waktu penelitian ini berlangsung selama kurang lebih dua bulan, mulai bulan Oktober sampai dengan November 2020.

Subjek dalam penelitian ini adalah mahasiswa PBSI semester V dengan dibantu mahasiswa semester III tahun akademik 2020/2021 yang berjumlah 28 orang yang terdiri dari laki-laki 13 orang dan perempuan 15 orang.

Penelitian Tindakan Kelas adalah penelitian yang berbasis kelas (Arikunto, 2008:16). Prosedur penelitian tindakan kelas menggunakan model siklus yang dikembangkan oleh beberapa ahli. Secara garis besar terdapat empat tahap yang dilalui, yaitu: perencanaan, pelaksanaan, pengamatan atau observasi dan refleksi.



Penelitian ini menggunakan empat komponen penelitian tindakan dalam suatu sistem spiral yang saling terkait antara langkah satu dengan langkah yang berikutnya. Penelitian ini dilakukan dalam dua siklus. Siklus I bermaksud untuk mengetahui keaktifan mahasiswa dalam mengikuti proses pembelajaran, kemudian sejauh mana pemahaman mahasiswa terhadap materi yang telah diajarkan serta sejauh mana tingkat keterampilan berbicara mahasiswa melalui metode bermain peran. Siklus berikutnya yaitu siklus II bermaksud untuk mengetahui keaktifan, pemahaman serta peningkatan keterampilan berbicara melalui metode bermain peran.

Nilai akhir yang diperoleh diolah dengan menggunakan rumus:

$$\frac{\text{Jumlah Skor}}{28} \times 100\% = \text{Nilai Akhir}$$

Simpulan awal yang dikemukakan masih bersifat sementara dan akan berubah bila tidak ditemukan bukti-bukti yang kuat yang mendukung pada tahap pengumpulan data berikutnya.

HASIL PENELITIAN

Responden penelitian adalah mahasiswa yang duduk di semester III, sehingga jumlah total menjadi 28 orang dengan rincian laki-laki berjumlah 13 orang dan perempuan 15 orang. Kegiatan awal yang dilakukan peneliti yaitu mengadakan kegiatan survei awal untuk mengetahui keadaan yang sebenarnya serta mencari informasi. Peneliti menemukan berbagai kendala yang dihadapi sekolah dalam proses pembelajaran bahasa Indonesia. Peneliti melakukan pendekatan dengan pengajar, selanjutnya mengadakan observasi dan tes. Tes digunakan untuk mengetahui keterampilan awal peserta didik dalam berbicara sebelum dilaksanakan tindakan.

peserta didik yang memperoleh nilai 60-69 ada 10 orang (35,71%) kategori kurang. Mahasiswa yang memperoleh nilai 70-79 ada 8 orang (28,57 %) kategori cukup. Adapun kategori baik dengan perolehan nilai 80-89 berjumlah 9 orang (32,14%) dan kategori sangat baik dengan perolehan nilai 90-100 hanya 1 orang (3,57%). Hal ini menunjukkan bahwa nilai yang diperoleh belum memenuhi target yang telah ditentukan. Target yang ditentukan apabila minimal 70% peserta didik berkategori cukup.

Hasil penelitian observasi pada siklus I didapatkan dari hasil pengamatan. Pengamatan bertujuan untuk mengetahui respon mahasiswa dalam menerima pelajaran bermain peran sesuai dengan naskah yang ditulis mahasiswa melalui metode Bermain Peran. Lembar pengamatan dalam observasi peserta didik meliputi enam perilaku baik positif maupun negatif yang muncul pada saat pembelajaran berlangsung. Adapun objek sasaran observasi tersebut, yaitu memperhatikan penjelasan pengajar terkait materi pelajaran berkategori baik, disiplin dalam mengikuti pembelajaran berkelompok berkategori baik, siap menerima pelajaran berkategori baik, aktif dalam

pembelajaran berkriteria cukup, terampil menjawab pertanyaan berkriteria cukup, terampil peserta didik dalam mengerjakan tes berkriteria baik. Skor rata-rata adalah 89,28 berkriteria cukup.

Hasil pengamatan pada siklus I menunjukkan keaktifan peserta didik muncul dalam berbicara. Ini berarti peran dan keikutsertaan dalam proses pembelajaran berkategori cukup baik. Meningkatnya keaktifan peserta didik dalam proses pembelajaran diharapkan dapat berpengaruh pada hasil. Berdasarkan data yang ada diketahui bahwa dari 28 peserta didik terdapat 14,28% yang memperhatikan penjelasan terkait materi pembelajaran kemudian kedisiplinan dalam mengikuti pembelajaran berkelompok serta kesiapan dalam menerima pelajaran dan keterampilan dalam mengerjakan tes dengan kriteria baik. Sementara keaktifan dalam pembelajaran dan keterampilan dalam menjawab pertanyaan dengan kriteria cukup, yaitu 10,71%. Berdasarkan hasil observasi, peserta didik yang tidak memperhatikan penjelasan karena ngobrol dan mengganggu teman sangat mempengaruhi hasil tes yang diperoleh peserta didik.

Refleksi diperoleh dengan memperhatikan hasil tes kinerja. Hasil proses tindakan siklus I digunakan sebagai tolok ukur pada proses Tindakan Siklus II. Proses Tindakan Siklus I telah mencapai hasil seperti yang diharapkan hal tersebut diketahui adanya peningkatan. Data yang diperoleh dari tes kinerja siklus I menunjukkan bahwa keterampilan berbicara dengan teknik bermain peran termasuk dalam kategori baik. Kendala-kendala yang terdapat pada tindakan siklus I sudah dapat diatasi. Hal ini disebabkan peneliti telah mengadakan perbaikan terhadap kesalahan-kesalahan yang terjadi pada proses Tindakan Siklus I. Melihat potensi dan minat peserta didik terhadap metode yang digunakan, metode ini

akan dilaksanakan dalam pembelajaran. Berhubung nilai rata-rata pada tindakan Siklus II sudah memenuhi harapan peneliti, penelitian ini tidak dilanjutkan karena bisa menimbulkan kejenuhan pada peserta didik.

Respon peserta didik terhadap teknik bermain peran juga dilakukan dengan cara mengisi angket yang berisi sembilan butir pertanyaan dengan jawaban sesuai dengan kenyataan yang ada dan diisi dengan jawaban sangat setuju, setuju, kurang setuju dan tidak setuju. Hasil pengamatan menunjukkan bahwa dari 28 peserta didik dengan 9 pertanyaan yang menjawab sangat setuju ada 125 jawaban, setuju sebanyak 74 jawaban, kurang setuju sebanyak 45 jawaban, dan tidak setuju sebanyak 2 jawaban. Dengan demikian dari 9 butir pertanyaan ternyata 45% dari 28 orang menjawab sangat setuju 25,2% menjawab setuju, 17% menjawab kurang setuju dan 8% tidak setuju

Keterampilan berbicara pada penelitian ini dengan penilaian, yaitu Kurang (K) Cukup (C), Baik (B), Amat Baik (AB). Berdasarkan data di atas dapat diketahui peserta didik yang memperoleh nilai 60–69 ada 6 orang (21,42%) termasuk kategori kurang, yang memperoleh nilai 70–79 ada 9 orang (32,14%) berkategori cukup, yang memperoleh nilai 80–89 ada 8 orang termasuk kategori baik (28,57%), dan yang memperoleh nilai 90–100 ada 5 orang (17,85%) berkategori sangat baik. Hal ini menunjukkan bahwa nilai yang diperoleh telah memenuhi target keterampilan berbicara. Ada dua faktor yang mempengaruhinya: internal dan eksternal. Faktor internal dapat dilihat pada keterampilan peserta didik yang ditunjukkan dengan nilai yang meningkat dan peserta didik mulai memahami apa yang diajarkan oleh pengajar. Melalui latihan berbicara dengan percakapan sehari-hari, kemampuan berbicara peserta didik terus bertambah karena keterampilan

berbicara membutuhkan pelatihan dan pengetahuan. Faktor eksternal yang tidak kalah pentingnya adalah strategi pembelajaran yang digunakan melalui metode Bermain Peran. Pengajar berhasil meningkatkan pemahaman dan kemampuan mahasiswa dalam berbicara. Dengan demikian, peserta didik sudah dapat berbicara bahasa Indonesia yang baik dan benar.

Aspek pengamatan tentang respon peserta didik terhadap teknik bermain peran juga dilakukan dengan cara peserta didik mengisi angket yang berisi sembilan butir pertanyaan yang diisi sesuai dengan kenyataan dengan jawaban sangat setuju, setuju, kurang setuju dan tidak setuju. Hasil pengamatan menunjukkan bahwa dari 28 peserta didik yang menjawab sangat setuju sebanyak 145 jawaban, setuju sebanyak 54 jawaban, kurang setuju sebanyak 25 jawaban dan menjawab tidak setuju sebanyak 0 jawaban. Dengan demikian dari 9 butir pertanyaan ternyata 70% dari 28 peserta didik menjawab sangat setuju, yang menjawab setuju sebanyak 20%, yang menjawab kurang setuju sebanyak 10% sedangkan yang menjawab tidak setuju 0%.

Temuan Hasil Obsevasi

Berdasarkan hasil pengamatan dan analisis data yang telah diperoleh ditemukan adanya peningkatan kualitas proses dan hasil pembelajaran khususnya peningkatan keterampilan berbicara melalui metode bermain peran. Adapun temuan tersebut adalah para peserta didik memperhatikan penjelasan pengajar secara seksama terkait materi yang disampaikan dengan kategori sangat baik, kedisiplinan dalam mengikuti pembelajaran yang dilakukan secara berkelompok berkategori baik, kesiapan dalam menerima pelajaran dengan kriteria sangat baik, keaktifan dalam menerima pelajaran, lebih terampil dalam menjawab pertanyaan dari pengajar, dan kemampuan berbicara

peserta didik meningkat. Hasil observasi yang dilakukan peneliti dalam menerapkan metode bermain peran dapat meningkatkan keterampilan berbicara mahasiswa PBSI semester V yang dibantu oleh peserta didik semester III.

Simpulan

Penerapan metode Bermain Peran pada mahasiswa PBSI semester V mampu meningkatkan kemampuan peserta didik dalam berbicara. Hal ini dibuktikan dengan data Penelitian Tindak Kelas siklus I dan II. Di siklus I 89,28% dan di siklus II 92,85% kemudian hasil tes di siklus I 64,28%, sedangkan di siklus II 78,57%.

Saran

Ada beberapa hal untuk perbaikan dan pengembangan peningkatan keterampilan berbicara melalui metode bermain peran, yaitu: pengajar hendaknya beradaptasi dan mengikuti perkembangan metode yang inovatif dan mampu memilih metode dan sumber belajar agar peserta didik mendapatkan hasil yang maksimal.

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Measuring the Level of Effectiveness of Teaching Tenses Using Narrative Text

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Abstract

This research examines the efficacy of utilizing narrative text as a tool for learning the simple past tense. Researchers employed observation, documentation, and testing throughout the teaching process. The issue addressed is the challenge of mastering the simple past tense due to inadequate creativity in teaching, such as the lack of implementation of media such as narrative text. Although seemingly straightforward, learning the simple past tense necessitates careful attention due to the use of the second form of the verb. The researcher discovered that using narrative text to learn English tenses is quite effective. Furthermore, learning tenses through narrative text can enhance the enjoyment of learning English, particularly regarding tenses material, for students at Universitas Tama Jagakarsa.

Keywords: *English Language, Narrative Text, Simple Past Tense, Learning, Teaching.*

INTRODUCTION

Language is a system of communication that uses sounds, symbols, and gestures to convey meaning between people. It is a fundamental aspect of human society, allowing us to express our thoughts, feelings, and ideas with others (Akmajian et al, 2017). There are many different languages spoken throughout the world, each with its own unique set of rules and structures. English is one of the most widely spoken languages in the world, and it has become an important lingua franca for global communication. It is a member of the Germanic branch of the Indo-European language family, and is characterized by its relatively simple grammar, extensive vocabulary, and flexible syntax. English has become a dominant language in fields such as science, technology, and business, and is often used as a common language between speakers of different languages. The study of English language is important for individuals seeking to communicate effectively in a global context, and it is an essential tool for success in many professional and academic fields.

Learning English, sometimes, can be more challenging than learning other language. It can be challenging for a number of reasons (Songbatumis, 2017). Based on its vocabulary, English has a large vocabulary with many words that have multiple meanings. Learning and memorizing all of these words can be overwhelming. Based on its grammar, English has a complex grammar system with many rules and exceptions, which can be difficult to master. Based on its Pronunciation, English can be difficult, especially for non-native speakers. English has many different sounds that are not present in other languages.

Beside those three aspects above, there are also three more points: idioms, spelling, and cultural context. Based on idioms, English also has many idiomatic expressions that can be difficult to understand and use correctly (Müller, A., et al, 2018). Based on spelling. English spelling is often inconsistent, with many words spelled differently than they are pronounced. Based on cultural context, English language is often used in different cultural contexts, and understanding the

cultural nuances of the language can be challenging for non-native speakers. The last is exposure. For many people, learning English may be difficult due to a lack of exposure to the language. English may not be commonly spoken in their home country or community, making it harder to practice and develop language skills.

In this research, the researcher focuses on one aspect that is usually missed and usually not discussed: tenses. The fact is there are a lot of student (ranging from elementary school until university student) who said that tenses can be a problem from them to use their English. They scare to use English because they feel they are not mastered enough about the tenses.

The difficulty of learning English tenses varies from person to person, depending on various factors such as their native language, their learning style, and their exposure to the English language. For some people, learning English tenses may be relatively easy, especially if they have prior experience with other languages that have similar tense structures. However, for others, it may be more challenging because English has several irregular verb forms and irregular patterns of tense usage. Additionally, learning English tenses requires consistent practice and exposure to the language, both in spoken and written forms. Without sufficient practice and exposure, it can be difficult to master the different tenses and their uses. Overall, while learning English tenses may be challenging for some, it is possible to overcome these difficulties with consistent effort, practice, and exposure to the language.

There are several reasons why learning English tenses is beneficial. Firstly, tenses are crucial in the English language as they allow you to express the time frame of an action or event, thereby improving your communication skills in both written and spoken communication. Secondly, understanding tenses can enhance your writing skills by making your writing more coherent and understandable,

allowing you to express yourself clearly and organize your thoughts effectively. Additionally, comprehension of tenses can improve your reading skills by making it easier to understand written texts. Thirdly, being proficient in English tenses can enhance job prospects, especially in fields like business, education, and journalism, where English is widely used. Furthermore, understanding tenses can improve your travel experiences by enabling you to communicate more effectively with locals and understand written materials. Finally, many academic disciplines require students to write in English, and proficiency in tenses can improve academic performance. Overall, mastering English tenses is a valuable skill with many personal and professional benefits.

The past tense is a grammatical tense used to describe actions, events or states that occurred in the past. In English, the past tense is often formed by adding "-ed" to the base form of a regular verb, such as "walked" or "talked". However, there are many irregular verbs in English that form their past tense in a different way, such as "ate", "went", or "saw". The past tense is an important component of English grammar, as it allows us to communicate about events or actions that have already happened.

English is an essential subject for university students for several reasons. Firstly, it is the language of instruction in many universities around the world, particularly in countries where English is not the native language (Alfarwan, 2017). This means that university students need to have a strong command of English to succeed academically and to communicate effectively with their professors and peers. Secondly, many academic disciplines, such as business, engineering, and computer science, require a strong understanding of English in order to read technical materials, write research papers, and communicate with colleagues in international settings. Furthermore, English is a global language

that is widely used in many professional fields, including science, technology, medicine, and journalism. University students who are proficient in English have better job prospects and opportunities for international collaboration and travel. Finally, English proficiency is essential for international students who want to study abroad or for students who want to pursue graduate studies in English-speaking countries.

Improving English skills is particularly important for university students for several reasons. Firstly, English is often the language of instruction in many universities around the world, even in countries where it is not the native language. This means that students who are not proficient in English may struggle to understand lectures, communicate with professors and classmates, and succeed academically. Secondly, many academic disciplines, such as business, engineering, and computer science, require a strong understanding of English in order to read technical materials, write research papers, and communicate with colleagues in international settings. Furthermore, English proficiency is essential for international students who want to study abroad or for students who want to pursue graduate studies in English-speaking countries (Ahmadi and Reza, 2018). Additionally, being proficient in English can enhance students' job prospects and opportunities for international collaboration and travel.

University students may find learning English past tense difficult for several reasons. Firstly, English has many irregular verbs, which means that the past tense form of a verb may not follow a predictable pattern. This can make it challenging for students to remember the past tense form of each verb. Secondly, the past tense in English involves several different forms, such as regular verbs, irregular verbs, and modal verbs. Students may find it difficult to remember the different forms and when to use each one.

Additionally, English past tense requires an understanding of grammar rules such as subject-verb agreement, verb tense consistency, and the correct use of auxiliary verbs. Furthermore, students may find learning English past tense challenging because it requires a lot of practice and repetition to master. It may also require students to read and listen to English texts to understand the context and usage of the different past tenses. Overall, the complexity and variability of the English past tense can make it challenging for university students to learn and master. However, with practice, perseverance, and effective teaching methods, students can improve their understanding and usage of English past tense.

Several techniques are utilized to study verb tenses, and one such method involves utilizing media in the form of narrative text. In this research, the researcher aimed to investigate the efficiency of using narrative text as a teaching tool for the simple past tense. The research was conducted on students from Universitas Tama Jagakarsa. The researcher has created the following inquiries in order to accomplish their objective: Firstly, what is the extent of Universitas Tama Jagakarsa students' proficiency in using the simple past tense? Secondly, to what degree does the utilization of Narrative Text impact Universitas Tama Jagakarsa students' ability to comprehend the simple past tense? The scopes for this research are limited to the student of Universitas Tama Jagakarsa and the narrative text.

METHOD

As an effort to obtain the correct data, and directed in accordance with relevant problems faced by, then the need for an appropriate method to achieve the objectives in the research. Data gathered in writing this research is explained as follows: first, observation (researcher make directly observation to the intended object of the related activities with the

theme of writing); second, data collection (taking data from various sources, such as interview and directly observation, related to the themes presented in the form of tables and pictures) and third, data analysis technique which is started by analyzing data then followed by reducing, categorizing and validity investigating data (Moleong, 2002)

FINDINGS AND DISCUSSION

The researcher conducted research on the use of narrative text to learn the simple past tense and collected data from test results before and after. The data was then organized from smallest to largest to simplify presentation. The research included 36 students from the English Education Study Program at Universitas Tama Jagakarsa.

Students	SCORE	Students	SCORE
1	24	19	76
2	32	20	76
3	32	21	76
4	40	22	76
5	40	23	76
6	52	24	80
7	52	25	84
8	52	26	92
9	52	27	92
10	52	28	92
11	52	29	92
12	52	30	92
13	60	31	92
14	60	32	92
15	60	33	92
16	60	34	92
17	68	35	92
18	72	36	92

Table Tests Results Before Use Narrative Text in Learning Simple Past Tense

The presented table displays test results before using narrative text to learn the simple past tense. The scores range from 24 (lowest) to 92 (highest). Next, the data for test results after using narrative text will be presented.

Students	SCORE	Students	SCORE
1	60	19	92

2	60	20	92
3	60	21	92
4	72	22	92
5	72	23	92
6	72	24	92
7	72	25	92
8	72	26	92
9	80	27	92
10	80	28	92
11	80	29	92
12	80	30	92
13	90	31	100
14	92	32	100
15	92	33	100
16	92	34	100
17	92	35	100
18	92	36	100

Table Test Results After Use Narrative Text in Learning Simple Past Tense

The presented table displays test results after using narrative text to learn the simple past tense. The scores range from 60 (lowest) to 100 (highest).

Data from Observation

In addition to test results, the researcher will also present classroom observation data, which includes observations made before the lesson, during learning, after the lesson, and problems faced by teachers during the learning process.

- a. The activities teacher before starting a process of learning, among others:
 - 1) The teacher was greeting the students, such as: good morning, have you had your breakfast?
 - 2) Before begin studying, she asked the students to pray
 - 3) She asked who is absent
 - 4) She reviewed the last material
- b. The activities of teachers during the learning process, among others:
 - 1) Before presenting the formula, the teacher gave the example of the simple past tense in questions form around them, such as: what were you do last week? I did storytelling.

- 2) Teacher asked the students about the simple past tense.
 - 3) She showed the narrative text and asked the students to read the narrative text.
 - 4) She gave exercises by writing it on the whiteboard.
 - 5) She asked the students to answer the exercises on the whiteboard by asking them randomly one by one.
 - 6) She checked the students' answer on the whiteboard.
 - 7) She gave re-explanation about the simple past tense if there are some mistakes about it.
- c. The activities teacher after process of learning, among others:
- 1) The teacher asked the students' understanding.
 - 2) She gave the students homework.
- d. Problems Faced by The Teacher, among others:
- 1) Teachers provide narrative text that is too long.
 - 2) The students were talking when the teacher went around the class checked the students' exercises.
- e. Conditions in the classroom can be the researchers describe as below:
- 1) Classroom was in the form of Co-Education (male and female were joined in a classroom)
 - 2) Teacher made the students active to answer the question
 - 3) Teacher gave the students rewards likes good, great.
 - 4) Teacher corrected the students' mistakes
 - 5) Teacher went around the class to check whether the students did their exercises in the workbook.
 - 6) Teacher reprimanded the students who is chatting or making a joke in the class.

The analysis of the effectiveness of using narrative text to teach the simple past

tense was conducted after collecting data from the research. The quantitative method was used to analyze the test results before and after using narrative text. The analysis was conducted in two parts, which are explained below.

The Data of Students' Score before Using Narrative Text in Learning the Simple Past Tense.

The researchers present the first part of the analysis, which is the test results before using narrative text in teaching the simple past tense. The distribution table was created using the formula described in the previous chapter. The steps to create the distribution table include:

- a. Looking for a range data
 $J = D1 - D2$
 $J = 92 - 24$
 $J = 68$
 - b. Looking for the amount of class interval
 $K = 1 + 3,3 \log N$
 $K = 1 + 3,3 \log 36$
 $K = 1 + 3,3 (1,556)$
 $K = 1 + 5,1348$
 $K = 6,1348$
 $K = 7$
- The researcher rounded the data up to 7 to ensure that the distribution table could accommodate all of the collected data.
- c. Looking for length class interval
 $C = J/K$
 $C = 68/7$
 $C = 9,174$
 $C = 10$

- The researcher rounded the data up to 10 to ensure that the distribution table could accommodate all of the collected data. The lower limit of the first class was determined using the smallest value, and the interval class was created with a range of 10.
- d. Looking for the midpoint of each class in the distribution table
 $X_i = \frac{A+B}{2}$

$$X_i = \frac{24 + 33}{2}$$

$$X_i = 28,5$$

Do the same to get the midpoint of each class. So that the percent value to be had in every class.

e. Looking for percentage

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{36} \times 100\%$$

$$P = 8,33\%$$

Do the same for each class. So that the percent value to be had in every class.

Once the formula has been applied, the researcher can then create a distribution table to analyze the effectiveness of using narrative text in teaching the simple past tense. The resulting distribution table is shown below:

No	Interval Frequency	Frequency (F)	Percentage (P)	Mid point (Xi)	F.Xi
1	24-33	3	8.33	28.5	85.5
2	34-43	2	5.56	38.5	77
3	44-53	7	19.44	48.5	339.5
4	54-63	4	11.11	58.5	234
5	64-73	2	5.56	68.5	137
6	74-83	6	16.67	78.5	471
7	84-93	12	33.33	88.5	1062
	Total	N= 36	100%		$\Sigma fXi = 2406$

Table Distribution Table Test Result before Using Narrative Test in Learning Simple Past Tense

Based on the table above, it can be observed that the lowest interval is between 24-33 and the highest interval is between 84-93. The majority of students (12 of them) scored between 84-93, which represents 33.33% of the total scores. On the other hand, the fewest number of students (2 of them) scored between 24-33, representing only 8.33% of the total scores.

After determining the frequency and percentage of the students' test results, the researcher used the mean formula to calculate the average score. The formula used was:

$$Me = \frac{\Sigma f_i X_i}{N}$$

$$Me = 2406/36$$

$$Me = 66,83$$

The Data of Students' Score After Using Narrative Text in Learning The Simple Past Tense.

Once the mean of the first data has been obtained, the researchers proceed to present the second data, which consists of the test results after the use of narrative text in learning simple past tense. The analysis is conducted in the same manner as the first data, and the steps to create a distribution table are provided for clarity.

a. Looking for a range data

$$J = D_1 - D_2$$

$$J = 100 - 60$$

$$J = 40$$

b. Looking for the amount of class interval

$$K = 1 + 3,3 \log N$$

$$K = 1 + 3,3 \log 36$$

$$K = 1 + 3,3 (1,556)$$

$$K = 1 + 5,1348$$

$$K = 6,1348$$

$$K = 7$$

researcher rounded up to 7, so the distribution table can contain all the data that have been obtained.

c. Looking for length class interval

$$C = J/K$$

$$C = 40/7$$

$$C = 5,714$$

$$C = 6$$

The distribution table is created with a rounded-up value of 6 to accommodate all obtained data. The smallest value is used to determine the lower limit of the first class, and a long interval class of 6 is made.

d. Looking for the midpoint of each class in the distribution table

$$Xi = \frac{A+B}{2}$$

$$Xi = \frac{60 + 65}{2}$$

$$Xi = 62,5$$

Do the same to get the midpoint of each class. So that the percent value to be had in every class.

- e. Looking for percentages

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{36} \times 100\%$$

$$P = 8.33\%$$

Do the same for each class. So that the percent value to be had in every class.

Using the formula, the researchers create a distribution table to analyze the effectiveness of using narrative text in teaching the simple past tense.

No	Interval Frequency	Frequency (F)	Percentage (P)	Midpoint (Xi)	F.Xi
1	60-65	3	8,33	62,5	187,5
2	66-71	0	0,00	68,5	0
3	72-77	5	13,89	74,5	372,5
4	78-83	4	11,11	80,5	322
5	84-89	18	50,00	86,5	1557
6	90-95	0	0,00	92,5	0
7	96-101	6	16,67	98,5	591
	Total	N= 36	100%		$\Sigma F.Xi = 3030$

Table Distribution Table Test Result after Using Narrative Text in Learning Simple Past Tense

The table reveals that the lowest interval is between 60-65 and the highest is between 96-101. Most students (18 of them) scored within the interval 84-89, representing 50%, while the fewest students (3 of them) scored between 60-65, representing 8.33%.

After finding the frequency and percentage of students' test results, the researcher applies the mean formula to

determine the average. The formula used is provided.

$$Me = \frac{\Sigma fiXi}{N}$$

$$Me = 3030/36$$

$$Me = 84,17$$

To classify the scores as good, enough, or bad, the researchers refer to Norman E. Grondlound's (Arikunto, 1998) standard of six, which is presented in a table.

Scores	Classification
90	Very good
80	Good
70	More than Enough
60	Enough
50	Bad
40	Very bad

Table The Six Standard Criteria Made by Grondlound

Upon comparing both sets of data, it is concluded that there is a significant difference between the students' test score average before and after using narrative text in learning the simple past tense. The students' test result average before using narrative in learning the simple past tense is classified as "enough standard" with an average of 66.83, while the students' test result average in learning the simple past tense through narrative text is classified as "good" standard with an average of 84.17, as per the standard of six.

CONCLUSION

From the previous discussion, it can be seen that the average test score before using narrative text was 66.83, which can be classified as "enough standard" according to the grading standard by Norman E. Grondlound. On the other hand, the average test score after using narrative text was 84.17, which can be classified as "good standard" according to the same standard. The average test score shows an increase from 66.83 to 84.17, indicating an improvement in students' understanding of the simple past tense.

Furthermore, the lowest test score also increased from 24 to 60, indicating better performance. The researcher also observed that students showed enthusiasm during the learning process. Based on these findings, it can be concluded that using narrative text to teach the simple past tense is an effective method.

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