

**ROLE PLAYING LEARNING MODELS IN SHORT STORY  
MATERIALS IN SMA 1 SIDRAP**

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**Abstract**

The study's goals are to 1) determine how guessing games help second-class students improve their English-speaking abilities. 2. To understand the challenges second-class students are having with improving their English-speaking abilities. To illustrate the evolution and challenges encountered in using guessing games, the researcher used descriptive methods and purposive sampling. The results showed that 6 (20%) of the 30 pupils were classed as having very good grades, 12 (40%) as having good grades, 9 (30%) as having average grades, 3 (10%) as having low grades, and none as having very poor grades. It demonstrated that they were very interested in integrating the teaching and learning of English language using a guessing game technique.

**keyword:** *effectiveness, story telling, role playing model*

ISSN 2460-4739 ( print )

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**IMPLEMENTATION OF GUESSING GAME IN  
EFL CLASSROOM**

*Keyword :*

*effectiveness, story telling, role playing  
model*

## **A. INTRODUCTION**

See situation student moment This, Teacher understand that process Study teach need upgraded, especially in process classroom learning. Therefore, teacher must have a strategy, method, technique, or model education Which must applied to students with the aim of creating learning more pleasant. Besides That, Teacher must control form Which will applied, start from steps application And etc. Wrong One constraint learning Indonesian at SMA 1 Sidrap at the moment This is model teacher learning is not optimal. Matter This can be seen from the observations of researchers at institution the that Teacher more focus on theory without exists practice Which make interaction between Teacher And student not enough effective. For make learning become interesting, Teacher must control Lots technique in the teaching and learning process, especially in in class. By Because That, Teacher should apply model learning Which different so that created atmosphere class Which comfortable. Matter This in accordance with study Which done by Isah (Cahyani, 2017).

Researcher find a number of constraint faced by students in the research location between other: 1. Student fast bored listen to the teacher who always presents material with lecture, 2. If student given assignments sometimes the mood of students is not enthusiasm for doing it, 3. Moment asked, only A little Which answer. For overcome problem the, Teacher apply model learning that is model *roles playing*. The *role playing* learning model is part of interaction model family social, The same case like model learning social simulation, ie which one family the emphasis is on efforts to practice skills social. There is draft model learning *roles playing*: model *role playing* It can also be interpreted as a way of mastery ingredients through development And appreciation Which done by participant educate with play as figure living or inanimate objects. This is appropriate research conducted by Huda (Huda, 2013b).

Model This will applied on material "Story Short" Because in process learning, student tend more like learning Which involve cooperation, group, or in pairs. So that learning tell a story with model *roles playing* very in accordance with the needs of students in the classroom. One of matter fundamental Which can influence quality education can be seen through how process Study teach held. Quality Study teach determined by how the material delivered is absorbed And applied student in life a day-day. In storytelling activities, one does not free with listen. Tell a story is process Which done by somebody For obtain And improve the content contained therein. Tell a story is activity Which done by a teacher verbally to students without tool about material learning in form story, information, or message For be heard with pleasure.

means: We tell to you (Muhammad) story Which most Good with reveal Al-Qur'an This to you, And indeed you before That including person Which No know. (QS Yusuf / 12: 3).

Implementation learning in Sidrap 1st High School Still done in a manner traditional And learning centralized on Teacher. Consequence from model teaching This, there is student Which still passive in learning in class And looked at only as viewer Which No know road story. Learning impressed boring And matter This always repeated until student No can find draft alone, No There is development method think And learning becomes very boring And learning become No means.

Based on problem the Andwith notice characteristics student and the characteristics of the subjects at SMA 1 Sidrap , so learning reachobjective Which expected, need And importantfor Teacher For find method For solve problem. For can pack learning Which morepleasant, so Teacher use model learning *roles playing* in learning story short. With tell a storyWe Can express self from success And failure student inplay a role in a story This matter also in accordance with the research conductedby Est (Ismawati & Umay, 2012).

The purpose of the *role learning model playing* between other: so passionate learning in Study, practice Skills speak (communicate),practice ability play figure story, ability cooperate And collaboration, as well as practice Skills appreciation A role. Matter This Also in accordance with study hamdani (Hamdani, 2014). There is study This ie For knowhow is the ability of students to tell stories material story short before And afteruse model *roles playing*, as well as Forknow How effectiveness student use model *roles playing*.

## **A. METHOD**

In study This, writer using a quantitative approach with descriptive research type. According to Creswell (Creswell, 2014), quantitative is effort For investigate something problem. Matter theWhich become reason researcher inretrieve data, variables, and measure them in numbers then test it with procedure statistics Which apply. Study quantitative done with objective For can help interesting conclusion. Source of data in this study obtained from students of class XI SMA 1 Sidrap onlearning story short. Study This held on semester First yearteaching 2022/2023. Instruments used researcher in collection data is observation, interview, And questionnaire. In technique collection data with use questionnaire, writer will give question written Forobtain information from respondent. Whereas in method interview, writerprepare question For done with individual certain, Which aimto obtain data or information from a number of source so that data Which obtainedmore valid And Trusted. Technique analysisdata, the authors use statistical analysis descriptive. This method will describe inference, ability student, effective or nope A model learning Whichhas applied. With thereby, will seen from the *role playing learning model*(role play) carried out inside class.

## **B. RESULTS AND DISCUSSION**

Learning *roles playing* in Sidrap 1st High School is A model learning Which pleasant. Model learning *role playing* also has A characteristics Which owned by models other. In model This there is a number of stages in in between stages orientation that is introduction A problems raised by the teacher. According toHamalik (Oemar, 2009), as for step- step model learning *roles playing* is:

- 1) Teacher give description about stories of everyday life.
- 2) Teacher choose role Which willplayed by students and give input about character Which will played.
- 3) Teacher do conversation with student so know role Which suitable to be played.
- 4) All student Which No follow rolein matter This, requested For observe.

- 5) Acting, at this stage all students are requested control role Which Already determined by each party.
- 6) After end, should do discussion and evaluation.
- 7) Interesting conclusion from role Which played.

According to Huda (Huda, 2013a), *roles playing* or play role is something method learning Which inside it there is appropriate imaginative behavior of students with role Which has determined, besides That student Also can simulate position figure in such a way with the aim of acting and disclose Act in demand, expression, gestures, as well as the behavior of a person in social relations between humans. Learning is activity speak Which productive or beneficial. It means in tell a story one includes thought, readiness mental, courage, and clear words for others to understand. There is several types of speaking activity tasks can trained For increase And develop Skills tell a story student, that is: 1) Tell a story based on picture; 2) Interview; 3) Conversation; 4) Speech; 5) Discussion

Tell a story has become Wrong One habit public since era formerly until now. Almost every student who love a story will always want retell it, especially if the story the make student like. Tell a story is a form of ability assignment speak Which aim For reveal speaking skills pragmatic. Matter This Also in accordance with research conducted by Barus (Barus, 2014). According to Syaiful (Bahri Djamarah & Zain, 2013), as for excess And lack *role models playing* namely:

Excess model *role playing*:

- 1) Give experience Which difficult For forgotten, so stored in the brain about all the activities they have do.
- 2) Very interesting for student so that possible make class become dynamic And enthusiastic.
- 3) Awaken excitement And Spirit optimism in self student as well as grow a sense of togetherness.
- 4) Student can plunge direct For play something Which will discussed in process Study.
- 5) Lack *role models playing*:

- 1) Lots time Which spent, Good preparation time in order to understand content topic nor in implementation.
- 2) Need room Which Enough, If area Narrow role play causes movement less player freely.
- 3) Other classes are often disturbed by noise players and audience sometimes clap hand etc.

***Ability student before And after use model learning roles playing***

Table: Data Ability Student before And after application learning Roles Playing

Pretest		Posttest	
Mark	Frequenc y	Mark	Frequenc y
41-50	3	65-70	5

<b>51-60</b>	6	71-76	4
<b>61-70</b>	10	77-82	6
<b>71-80</b>	4	83-88	6
<b>81-90</b>	5	89-94	2
<b>91-95</b>	2	95-100	7

***The effectiveness of students using the model learning roles playing***

Based on mark before And after use model learning *roles playing*, can is known average before using the learning model *roles playing* is 68, 30, whereas after use model learning *roles playing* is 82, 33. So difference the can said that use model learning *role playing* more effective for students in a learning in class. So there is difference ability student between implementing learning models and does not use the *role learning model playing*.

**paired Sample Statistics**

		Means	N	std. Deviation	std. Error Means
Pair 1	before being given treatment	68,3000	30	14.75817	2.69446
	after given treatment	82.3333	30	10.33352	1.88663

**paired Samples correlations**

		N	Correlation	Sig.
Pair 1	before being given treatment & after given treatment	30	,980	,000

**paired Samples test**

	paired Differences					Q	df	Sig. (2-tailed)
	Means	std. Deviation	std. Error Mean	95% Confidence Intervals of the difference				
				Lower	Upper			
Pair 1 before given treatment - after given treatment	-14.03333	5.08197	,92784	-15.93097	-12.13569	-15,125	29	,000

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	Df	Sig.
before being given treatment after being given treatment	,094	30	,200 *	,981	30	,852
	,137	30	,156	,943	30	,108

\*. this is a lower bound of the true significance.

a. Lilliefors Significance Correction

So it can be said that the value of Sig. Pretest  $0.852 > 0.05$ , So data distributed Normal. So variable Pretest distributed normal. While the Sig. Posttest  $0.108 > 0.05$ , So data distributed Normal. So variable posttest normally distributed

### C. CONCLUSION

It can be concluded that learning with use model *the role playing* at SMA 1 Sidrap is more effective, from example story Which played by students using *role models playing*, there is a number of expression Which played by actors, some are acting happy, angry, disappointed, annoyed, and others. Model learning *roles playing* This Also grow Spirit student in follow learning. Before And after apply model *roles playing*, Of course there is difference Which We accept from students, namely an average of 68, 30 scores before apply model learning And flat-average 82.33 scores after applying the model learning. Model learning *roles playing* is part clump model social interaction, just like models social simulation learning, then group investigation, that is One clump Which where the emphasis is on efforts to practice skills social. Model learning play role Also emphasizes emotional involvement and observation sense to in something situation real problems encountered. With model the grow students in Spirit Study, No fixated on Teacher as speaker, but student follow share as well as add Spirit new For Study. So can said that *role playing* model is more effective and very suitable for use in the learning process teach at the institution the.

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