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Improving students' speaking skill through cooperative learning model role-playing in primary students

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Abstract

The objective of the research was to apprehend the improvement of students' skill ability through the implementation of cooperative learning role-playing with the aid of descriptive design method. This research was conducted in different cycles such as planning, treatment, observation, and reflection; each cycle was conducted in two meetings. Furthermore, a test was given to the students in every cycle at the end of each meeting. This test was aimed at monitoring the results of their learning. The results of the data analysis show a significant improvement in students' speaking in the lesson of the simple interview in every cycle.

Keywords: speaking, skill, cooperative, learning, role-playing

Mejorar la habilidad de hablar de los estudiantes a través del juego de roles de aprendizaje cooperativo en estudiantes de primaria

Resumen

El objetivo de la investigación fue aprehender la mejora de la habilidad de los estudiantes mediante la implementación de juegos de roles de aprendizaje cooperativo con la ayuda del método de diseño descriptivo. Esta investigación se realizó en diferentes ciclos, como planificación, tratamiento, observación y reflexión; cada ciclo se realizó en dos reuniones. Además, se les dio una prueba a los estudiantes en cada ciclo al final de cada reunión. Esta prueba fue dirigida a monitorear los resultados de su aprendizaje. Los resultados del análisis de datos muestran una mejora significativa en el habla de los estudiantes en la lección de la entrevista simple en cada ciclo.

Palabras clave: hablar, habilidad, cooperativa, aprendizaje, role-playing.

1. INTRODUCTION

Education refers to a process of enabling the learners to adapt well to their environment. This results in a change of the learners that allows them to contribute actively and responsively in socializing with others. Furthermore, education is the key to advance and educate the life of a nation.

Efforts to improve the quality of education are meaningless without any attempts in developing the aspects involving in a learning

activity. The grounding of the learning quality serves as a measurement of the quality of education which can be monitored through its utility, and the development of the curriculum can act as the basis of the education. The model and the types of the curriculum these days are accessible and straightforward to implement based on the plan and the strategy of each education providers. School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan or KTSP in short) is one of the curriculum models for schools as the education providers (Arikunto, 2010).

This curriculum provides the teacher space as a developer of the curriculum at the class level. However, the implementation of school-based curriculum is not yet effective due to the lack of teacher's capacity. Such a limit results in an intuitive and speculative behavior during the application of a learning strategy. This further causes a poor quality of learning outcomes. Improving one's perception regarding a conducive learning method is applicable in order to cope with such a condition and to stop the impacts from worsening as it is also able to maximize the learning effectiveness.

Generally, teaching and learning refer to activities involving teachers and students and the two-way communication during an educative atmosphere to accomplish the learning goals. This interaction is the requirement for the teaching and learning process and, most importantly, it is not just a communication between teachers and students. Communication between students is also the part of educative interaction; it is not only the lesson and the materials, but also in educating the students' behavior and moral (Nuryani, 2005).

Indonesian language plays a major role in the development of the intellectual, social, and emotional aspect of the learners as the contributing factors of the students' success in all subjects. In addition, the Indonesian language also serves a purpose as a medium to unify the diversification of the local language, tradition, culture, and tribes in Indonesia. The Indonesian language subject is expected to help the students to understand their identity, to know their culture and other people's culture, to express their ideas and thoughts, to contribute to the society, as well as to find and to use one's ability in analysis and imagination (Zarkony, 2006).

As a national language, Indonesian language subject functions as the symbol of the pride of the nation, the identity of the nation, the medium to unite the variety of tribes with different social backgrounds and local languages, as well as an inter-regional and intercultural mediator. However, most students are not aware of the way to express their needs and do not know to communicate appropriately so that their speaking partner finds it difficult to get the message of the sender.

A simple illustration of this case is a society involving different races in their daily activities. For example, people from different tribes, e.g., Banjar, Sunda, Java, Batak, Minang, Bugis, and Dayak communicate with one another in Bali island are not required to communicate using Bali language; they will instead use the Indonesian language. This is because Indonesian language is a language of unity for these people. In addition, the language eases the people in socializing and communicating with their peers from other places. It is hard to imagine if someone has insufficient language skills; this person

is without question unable to express their thought and feelings as well as to report a particular situation. To solve this issue, language skills can be developed through education. Learning Indonesian language properly enables a person receiving the information (Hamalik, 2008).

The goal of learning the Indonesian language is to enable the learners to communicate properly in the Indonesian language. This language subject consists of four components of language skill, such as listening, speaking, reading, and writing. Speaking is a language skill that students must master at the primary school level. It must be noticed that there is a difference between communicating and speaking. Communicating refers to forms of communication, such as oral and written communication or even other communication, i.e., communicating through a sign language. On the other hand, speaking is a part of a communication that focuses on communicating one's idea orally, and it is regarded as the most effective communication (Suriansyah, 2009).

Tarigan (2008) argues that knowledge, motor skills, and interactive skills are required in speaking. In addition, a person should have an adequate language competence as well as other elements related to the ability to speak fluently and properly; these elements include pronunciation, spelling, and vocabularies.

Several assessment criteria of speaking ability are an interesting topic to discover. On top of that, different learners' speaking skill, for example, those who are at the primary level possess unique traits compared to the ones at a higher level also a topic worth researching.

These later serve as the rationale for conducting the current research focusing on investigating speaking skills of primary-level students.

The subject of the research is students at grade V of SDN 017 Sungai Kunjang, Samarinda. The initial observation in the site area reveals that listening, reading, and writing skills are the concern of the language subject rather than learning speaking skills. This shows that some students are currently unable to deliver their ideas and their identity orally by using an appropriate language context. On top of that, some of these students are nervous if the teacher asks them to come forward and speak to their friends.

The learning process in grade V in terms of the four language aspects puts the speaking as the least-concerned skill compared to other three skills. It is based on the results of the students' exercise during the class. Students find it difficult in developing their speaking skill due to the lack of practice. Consequently, the students are not used to speak properly-the structure of the sentence is not well-constructed and, on top of that, the language is often ignored. The use of students' local language is also inevitable due to their lack of competency in Indonesian language (Khairullah, 2011).

The data from the homeroom teachers grade V in SDN 017 Sungai Kunjang reveals that students who meet the passing grade are only 36% out of 37 students; the rests 64% do not reach the minimum passing grade of the school which is 70. This issue serves as the grounding to promote the efforts in improving the quality of speaking skill of the students at grade V in SDN 017 Sungai Kunjang.

The results of the initial observation and interview with the homeroom teacher in the research site report a number of contributing factors of the lack of students' speaking skill. These factors are 1) students are generally shy and reluctant to speak in front of the class; 2) students look nervous if they are asked to do so. This situation impacts the quality of students' utterance and therefore constraints them to speak; 3) the lack of speaking practice in the learning; 4) inappropriate use of speaking methods; and 5) inappropriate learning design and poor implementation of the learning model. In the previous studies, it is reported that the students learning outcome are not yet maximum. This classroom action research by applying cooperative learning Role-playing model was conducted to tackle the issue.

Sumoatmodjo and Nursid (2005) define the role-playing model as one of the techniques that play a major role in providing the students with real-time experiences regarding an event during the class since they do and experience the activity in a given situation. Furthermore, the implementation of this learning model enables the students to express their self without being constrained by a situation given in a test, for example, answering a question correctly. In role-playing, mistakes are able to drive the students to take a risk and to do an experiment. Activities in a role-playing model also mediate the students' creativity as it is possible for students to express their thoughts that they do not recognize without reflecting from other people. The objective of implementing this model is to achieve the learning goals.

It is expected that the model can help the students to promote their creativity, thinking, and imagination. In addition, the role-playing model expects the students to expand their insight regarding a real-life situation through fun learning. This is also to improve their language skill, especially speaking. For this reason, this classroom action research entitled “Improving Students’ Speaking through Cooperative Learning Model Role-playing at Grade V in SDN No. 017 Sungai Kunjang” was conducted. The lesson about a simple interview was implemented during the conduct of the research (Aqib, 2010).

2. METHODOLOGY

This research is an action research which is aimed at dealing with the issues of classroom learning. Furthermore, this research employed descriptive design since its discussion, which covers the implementation of a learning method and how the goals of learning are achieved, is in the form of discussion.

In this research, the teacher acted as the researcher who has the responsibility in the conduct of the study. The main objective of this research is to improve the learning outcome through the contribution of the teacher in all processes, such as planning, treatment, observation, and reflection. The activities of the teacher as a researcher is unbeknown to the students to avoid disruption during the class. This is also to gather as many as possible objective data as well as to ensure its validity.

The research was conducted at SDN 017 Sungai Kunjang, JIRevolusi RT 05, Sungai Kunjang District, Samarinda City. Rusidah H.D, S.Pd is the principal of the school. This public school is located on an 1845-meters-square area of the government land. The facilities of this school consist of nine classrooms, a principal office, a teacher's room, an administrative office, a library, a school medical room, a prayer room, a teacher's toilet, four toilets for male and female students, 180 of students' tables, 280 of the seats, nine whiteboards, 18 cupboards, and a canteen.

This research was conducted in the odd semester of academic year 2017/2018 starting from August to September(Bungin, 2005).

The subject was 41 students grade VA of SDN No. 017 Sungai Kunjang academic year 2017/2018; this class consisted of 17 female and 20 male students. Furthermore, the object of this research was the implementation of cooperative learning role-playing in the lesson of asimple interview.

This research was undergone in three cycles with three meetings each. The procedures were preliminary studies, planning, implementation, observation, and reflection.The preliminary study was conducted independently by asking the informants about the information regarding the research area. It was aimed at finding out the problems around the conduct of the learning of Indonesian language subjects, especially speaking skill, in grade VA students. The observation was conducted during the class.

The data collected were further reduced; this was to identify the students whose learning outcome had not satisfied the minimum passing grade. This issue blames several factors. The examples of the causes are an inappropriate order of the procedures in the learning method and the lack of instructional media as the supplement of the textbook. On top of that, the example of the implementation of the learning by the teacher was also unavailable.

In other words, there is a problem with the learning process in grade VA students SDN 017 Sungai Kunjang Samarinda. This problem further serves a purpose as the grounding of this classroom action research in the site area (Depdiknas, 2006).

It also functions as the basis for the design of the treatment. In this process, the design of the treatment of the Indonesian language subject focusing on the speaking skill in the lesson simple interview by using cooperative learning role-playing model was constructed.

The data consisted of notes taken during the observation as well as some information from the interview. It also included a daily journal, photos, document, and newspaper magazines. Most of these data were from the results of observation, interview, notes, and documentation.

In addition, the recording of the students' performance during the treatment as well as the results of the interview with these students also counted as the data. The teacher was responsible for interviewing the students as well. Another source of data was the teacher's attitude during the learning related to the attempts to improve the students' learning outcome specifically in speaking skill. All the learning

activities were recorded in a note which also served as the students' data.

The data were mostly collected from the learning activities of class VA students; the processes of treatment were given to these students. The rationale for choosing the class was explained in the background section of this present study. In other words, the data were from class VA students and the teacher.

The data collection method consisted of the primary instrument and supporting instruments. The primary instrument was the researcher and the supporting instruments were observation, field note, interview, and documentation. The objective of observation is to monitor the condition of the class, specifically the behavior of the students and teacher, the assessment of the lesson plan with two series of teacher self-assessment tool (AKPG) where the tools were in accordance with cooperative learning role-playing model. The observation was started from the beginning of the learning.

Field notes are aimed at recording any information related to the data from the implementation of the role-playing method. The notes were explained briefly by jotting down the activities in a form of codes; these codes were further described completely after the class.

The interview was designed by completing a form of an interview to direct the conduct of interview effectively. The objective of the interview is to gain the information regarding the implementation of the role-playing method in grade V students (Gunadi. 1998).

The indicator of achievement refers to the accomplishment of the learning that has been implemented properly according to the learning scheme and there is a rise in the average score of students' learning outcome. The minimum passing grade for students in SDN 017 Sungai Kunjang is 70. In other words, only students whose score are equal or higher than 70 can pass the subject.

3. RESULTS

This research was conducted during the odd semester of the academic year 2016/2017 starting from 28 August to 5 September 2017. The subject consisted of 41 students from class VA; there were 17 male students and 24 female students. The researcher, Dr. H. MohhammadSiddik, M.Pd, collaborated with Hj. Kartinah as the homeroom teacher of the class VA during the observation of the learning process. The researcher cooperated with the homeroom teacher in designing the research instrument.

This classroom action research was conducted in three cycles with two meetings in each cycle. An evaluation was given in cycle II to measure the students' understanding regarding the lesson. The students also took another test at the end of the cycle to find out the learning outcome of the students. The preliminary data of the students' learning outcome, which refers to the results of students' exam about the lesson simple interview with Indonesian language subject, was used as the guideline of the research.

The results of students' learning prior to implementing the role-playing method are in poor category; the average score of the students is 54.63. Only seven students(17%)are able to meet the passing grade leaving the other 34 students, 83%, who still need more efforts and guidance from the teacher.The distributions of the percentage of the students' learning outcome prior to implementing therole-playing method on each criterion are 17.07% with the frequency 7, good category, 14.63% with the frequency 6, moderate category, and 68.29% with the frequency 28, poor category.

The first meeting inthe cycle I had been conducted on August 28, 2017, starting from 08.40 to 09.15 WITA. The teacher started the class with several activities, e.g., greeting, praying, and checking the students' attendance. Furthermore, the teacher also reviewed the students' understanding regarding the lesson, a simple interview. During the apperception, the teacher asked the students to clap their hand as the energizer in boosting the students' learning motivation. Before the teacher explained the learning goals, the students also were asked whether they have interviewed other people.

During the main activity, there have been several questions regarding the lesson that the students should answer; yet, some students were unable to respond the questions. The teacher further explained the lesson starting from defining interview and interviewees, selecting the interviewees according to the topic of the lesson, providing the students with some example of thequestion during an interview, and explaining pre-activities of the interview. After explaining this information, the teacher asked the students, whether

there are some parts that they do not understand. However, some students did not respond to the question and some even played around in the class distracting other friends during the learning. The teacher decided to divide the students into a group consisting of friends sitting next to them. The teacher assigned the students to list some questions related to the topic of the interview. Some students found it difficult in accomplishing this task which led the teacher to recall the students' memory. This activity has spent a lot of times since most students kept asking some questions.

The results of the students' learning outcome in speaking skill in the cycle I and cycle II during the first and second meeting report that the average score of the students is 57.40, poor category. The percentage of the students who meet the requirement in the cycle I is 14.63%. This shows a rise of 18.41% in the score of the students in the pre-cycle where six students satisfy the standard leaving the other 35 students who are yet to achieve the target.

Furthermore, the students were assessed to find out their learning outcomes regarding the lesson; the rubric of the assessment was based on the rubric used in a speaking test. The test was conducted in a form of role-playing. Aspects that were assessed included: (1) accuracy and originality, (2) coherence in delivering the ideas, (3) accuracy in using a sentence, (4) fluency, and (5) understanding.

The results of the cycle I meeting I and II show the percentage of each of the five aspects as mentioned. Firstly, the percentage of aspect (1), accuracy, is 51.66%, good category with the frequency 2

students; in other categories, such as moderate, poor, and very low, the frequencies are 2, 5, 5, and 29 students respectively. Secondly, the percentage in aspect (2), coherence in delivering ideas, is 52.73%, good category, with the frequency consisting of three students. Aspect (3), accuracy in using a sentence, with the percentage of 51.07% consists of several categories, such as good category with the frequency 1 students, moderate category with the frequency seven students, poor category with the frequency 3 students, and very low category with the frequency 30 students. Aspect (4), accuracy in using a sentence, with the percentage of 62.38% consists of several categories, such as good category with the frequency 5 students, moderate category with the frequency 9 students, poor category with the frequency 9 students, and very low category with the frequency 18 students. The last aspect (5), understanding, has the percentage of 57.32% consisting of several categories, such as good category with the frequency 1 students, moderate category with the frequency five students, poor category with the frequency 16 students, and very low category with the frequency 15 students.

The score of the analysis on the teacher's activities in meeting I and II in cycle I is 35 which accounted for 58.30%. The results of the students' learning outcome in speaking skill in cycle II the first and second meeting report that the average score of the students is 70.12, moderate category.

The percentage of the students who meet the requirement in cycle II is 58.54%. This shows a rise of 44.61% in the score of the students in cycle I where 17 students are able to meet the standard

leaving the other 24 students who are yet to achieve the target. It is revealed that the students' learning outcome in cycle II after the implementation of the role-playing model is in accordance with the aspects.

The results of the cycle II meeting I and II show the percentage of each of the five aspects. Firstly, the percentage of aspect (1), accuracy, is 66.14%, good category with the frequency eight students; in other categories, such as moderate, poor, and very low, the frequencies are 7, 19, and seven students respectively. Aspect (2), accuracy in using a sentence, with the percentage of 64.68% consists of several categories, such as good category with the frequency two students, moderate category with the frequency ten students, poor category with the frequency 20 students, and very low category with the frequency nine students. Moreover, the percentage of aspect (3), accuracy in using a sentence, is 67.17%. It comprises of several categories, such as good category with the frequency one students, the moderate category with the frequency seven students, the poor category with the frequency 28 students, and very low category with the frequency one students. Aspect (4), accuracy in using a sentence, with the percentage 78.41% also has several categories, such as very good category with the frequency two students, good category with the frequency 20 students, moderate categories with the frequency 12 students, and very low category with the frequency seven students. The last aspect (5), understanding, has the percentage of 65.12%. This involves a number of categories, such as very good category with the

frequency nine students, good category with the frequency 15 students, and very low category with the frequency 17 students.

The results of the students' learning outcome in speaking skill in cycle III, during the first and second meeting report that the average score of the students is 86.91, good category. In addition, the percentage of the students who meet the requirement in cycle III is 95.12%. This shows a rise of 79.24% in the score of the students in cycle I to cycle II where 39 students are able to meet the standard leaving the other two students who are yet to achieve the target (Slamet and Saddhono, 2012).

The results of the cycle II meeting I and II show the percentage of each of the five aspects. The percentage of aspect (1), accuracy, is 82.98%, very good category with the frequency eight students; in other categories, such as good, moderate, and poor, the frequencies are 20, 12, and one students respectively. Aspect (2), accuracy in using a sentence, with the percentage of 85.32% consists of several categories, such as very good category with the frequency 14 students, good category with the frequency 17 students, moderate category with the frequency nine students, and poor category with the frequency one students. The last aspect (3), understanding, has the percentage of 66.20%. This involves a number of categories, such as very good category with the frequency 23 students, good category with the frequency nine students, and moderate category with the frequency nine students. Aspect (4), accuracy in using a sentence, with the percentage of 107%. This also has several categories, such as very good category with the frequency 33 students, good category with the

frequency five students, and moderate categories with the frequency three students. The last aspect (5), understanding, has the percentage of 78.78%. This involves a number of categories, such as very good category with the frequency nine students, good category with the frequency 15 students, and moderate category with the frequency 17 students (Sudjana. 2006).

The results of the recapitulation of students' learning outcome report that the average score of the class in pre-cycle is 48.49 where only four students who meet the minimum passing grade with the percentage 9.76%. The rests 37 students do not achieve the standard. In cycle I, there is a rise in the number of students who meet the minimum passing grade. There are six students with ascore that satisfy the standard where the average score of the class in pre-cycle is 57.4, and the percentage of the accomplishment is 14.63%.

There is also an improvement of 44.61% in the score in the pre-cycle of cycle II. The average score of the class in pre-cycle is 70.12, and the percentage of the accomplishment is 58.54%. Furthermore, the number of students who are improved is significantly increased to 24 students. This trend is also retained in cycle III with the percentage of improvement 79.24% in the score in the pre-cycle. The average score of the class in pre-cycle is 86.91 where the percentage of the accomplishment is 95.12%; it consists of 39 students. The above results of the students' speaking ability in the pre-cycle, the cycle I and all the way to cycle III are based on the assessment of students' learning outcome.

The results of the recapitulation of students' learning outcome revealed that the average score of the class in pre-cycle is 48.49 where only four students who meet the minimum passing grade with the percentage 9.76%. The rests 37 students do not achieve the standard. The students' score is later improved 18.14% in cycle I with a total of six students with score that satisfy the standard where the average score of the class in pre-cycle is 57.4, and the percentage of the accomplishment is 6%. There is also an improvement of 44.61% in comparison to the score in the pre-cycle of cycle II. The average score of the class in pre-cycle is 70.12, and the percentage of the accomplishment is 58.54%. Furthermore, the number of students who are improved is significantly increased to 24 students. This trend is also retained in cycle III with the percentage of improvement 79.24% in the score in the pre-cycle. The average score of the class in pre-cycle is 86.91 where the percentage of the accomplishment is 95.12% consisting of 39 students (Mafrukhi, 2007).

The above results of the speaking ability of grade V students in the pre-cycle, the cycle I and all the way to cycle III are based on the assessment of students' learning outcome. The classical mastery standard of grade V students in the pre-cycle, cycle I and all the way to cycle III are based on the assessment of students' learning outcome after the implementation of the role-playing model.

4. DISCUSSION

In cycle I, there is a rise in the number of students who meet the minimum standard of completeness; there are six students with ascore that satisfy the standard where the average score of the class in pre-cycle is 48.49, and the percentage of the accomplishment is 9.76%. The implementation of the role-playing method also contributes to the positive outcomes of the students in cycle I with the percentage of improvement 18.41% in comparison to the score in the pre-cycle. The average score of the class in pre-cycle is 57.4 where the percentage of the accomplishment is 14.63% consisting six students who pass the minimum requirement. It is implied that the students' learning outcome is below the standard considering the percentage of students with ascore equal or higher than 70 is less than 80%.

This blames the lack of the teacher's ability in guiding, encouraging, and motivating the students during the class. The lack of students' participation individually and in group urge the teacher to ask the students some questions to recall the information regarding the lesson. There are other contributing factors regarding the students' score in the pre-cycle. Firstly, most of the students are unable to understand the material affects the learning since the teacher need to spend extra time to respond to their question. Secondly, some students are also shy and reluctant to do the activities during the class; they even disrupt their friends. During the interview simulation, some students have no idea to construct the opening question and to end the interview. The diction used is not appropriate for their ages because

they ignore the politeness and sometimes do not respect the interviewees (Keraf, 1997).

Therefore, the teacher comes up with some attempts to tackle the above problems for the next cycle, for example, determining time allowance for each activity during the class. On top of that, the teacher should be more assertive in grouping the students into some heterogeneous group to achieve the goals. Establishing codes of conduct during the interview simulation, i.e., giving punishment for students who are not abiding the rule, is also necessary. The teacher should motivate the students more often by giving some questions to recall the students' memory regarding the lesson and should encourage the students to be more active to ask some questions during the class.

During the learning, it is also necessary for the teacher evaluates the students regarding the use of language; for example, the teacher explains the steps in speaking firstly. This is in line with what Tarigan (2008) argues that there are steps in speaking skill, namely (1) selecting an interesting topic to discuss, (2) limiting the focus of the discussion, (3) gathering materials regarding the information of the topic, and (4) designing the materials consisting of a) introduction, b) content and c) conclusion. Evaluating other aspects of speaking, e.g., ethics, eye contact, and gestures, is also important. A speaker is required to consider several aspects in speaking, such as (a) understanding the topic of discussion, (b) starting the discussion once the speakers are ready, (c) gaining people's attention by directing them properly, paying attention to (d) the speed of the talk and (e) eye contact, (f) respecting the speaking partner, (g) starting the

conversation only if your speaking partner allows you to do so, (h) loudness during speaking, and (i) having the speaking partner impressed by your attitude (Gunadi, 1998).

It is revealed that the students score in cycle II is increased by 44.61% of the score in pre-cycle where the average score of the class is 70.12 and the percentage of the accomplishment is 58.54%. Furthermore, the number of students who are improved is significantly increased to 24 students. The above data shows that some students do not achieve the target yet. This is because the students find it difficult to design an interview; such a condition spend more time, and therefore, the teacher is unable to discuss with the students and start the simulation since they are running out of time. Students are not actively participating in the discussion in class and group. Another issue is that the students' inability to draw a conclusion from a concept of the contextual problem given by the teacher.

This requires the teacher to facilitate the students during the class, especially to encourage them to ask questions and to conclude the concept of a simple interview. Furthermore, the teacher must discipline the students by reducing their score as a punishment for those who are not working on their tasks in the group. The teacher can stimulate the students by showing them a video or pictures about the interview. The stimulant should be in accordance with the purpose of speaking, such as (1) empowering, (2) ensuring, (3) stimulating, (4) informing, and (5) entertaining (MuldiniandSalamat, 2009).

In cycle III the students' learning outcome is improved by 79.24% of the average score 86.9187 where the percentage of the accomplishment is 95.12%. The students who meet the standard are 39 students. Only two students who are yet to achieve the target. This shows that the students' learning outcome has achieved the indicator of the achievement. The achievement of the students is also seen in the teacher's activity during the implementation of the role-playing model in the class. Rofi'uddin and darmiyati (1998) that role-playing model is able to describe a situation which involves many people. This situation is, based on the didactic development, to be dramatized rather than to be narrated so the children can experience the real situation in the role-playing activity.

5. CONCLUSION

The results and discussion of this research conclude that the score in cycle I is significantly improved by 8.91 of the score in pre-cycle, which accounted for 48.49. The average score in cycle I is 57.4 where the percentage is improved by 18.41%. Furthermore, the percentage of the mastery of students' learning outcome in cycle I is 14.63% where six students are able to satisfy the standard of the minimum passing grade. On the other hand, the other 35 students are yet to achieve the standard (Kartono, 1980).

The above trend is retained in cycle II. The score in cycle II is improved by 12.72 of the score in pre-cycle, which accounted for 48.49. Moreover, the average score in cycle II is also improved to

70.12 where the percentage of the students' improvement is 44.61%. The percentage of the mastery of students' learning outcome in cycle II is 58.54%. In this cycle, the number of the students who are able to satisfy the minimum standard is increased to 24 people. This indicates that the score of 17 students is below the standard.

The score in cycle II is significantly improved in comparison to the score in pre-cycle, which accounted for 48.49. The average score in cycle II is also improved to 86.91 in cycle III, or 79.24% of the students' score is improved. Furthermore, the percentage of the mastery of students' learning outcome in cycle III is 95.12% with 39 students whose score meet the minimum standard leaving the other five students with the score below the minimum passing grade. In conclusion, the implementation of the role-playing model is able to improve the learning outcome of grade V students, SDN 017 Sungai Kunjang, Samarinda academic year 2017/2018, in the lesson about simple interview.

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