Conference paper

Using Video in Role Playing Technique to Improve the Elementary

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Abstract.
Speaking is the earliest skill among other language skills acquired by children and serves as the medium most frequently used in communication. Nevertheless, speaking becomes a difficult skill when performed in public, especially for elementary school. This study aims at describing how the use of video as the media in role playing in teaching speaking to elementary school students can improve their ability in speaking. This is a qualitative study using classroom action research as the design. The subject was the elementary school students at SDI Khaira Ummah Padang, West Sumatra, Indonesia. The selected video was entitled —As a Result of Telling Lies which was played before the students were asked to speak. The data were the students' oral expression ability collected using tests, interviews, observation and documentation. The results of data analysis show that the students' speaking ability improves in every cycle.

Keywords: Videos, role playing, technique in teaching speaking, elementary school students

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1. INTRODUCTION

As one of the language basic skills, speaking needs careful attention through which people can express what comes in their mind. Speaking is identical with oral expressive activities, i.e. expressing everything in mind to communicate with others orally [32]. The communication process is essentially the process of conveying thoughts or feelings from the locator to the interlocutor. Thoughts can be in the form of ideas, information or opinions, while feelings can be in the form of faith, certainty, doubt, worry, anger or courage. Speaking and thinking have a close relationship as both must be in harmony. Someone who speaks is a person who expresses. [34] argues that speaking is a language ability that is social in nature. Thus, it can be said that by skillfully speaking people will be able to show their identity as social creature who always get involved in communication with others. Speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors so extensively and

widely that it can be considered as the most important human tool for social control. In addition, speaking is also one the aspects of productive language skills, meaning that it is a skill possessed by people to convey their ideas, thoughts or feelings to others. Speaking means expressing ideas or oral messages actively through sound symbols so that communication activities occur between speakers (locators) and interlocutors. The importance of speaking in helping get successful learning has attracted a number of researchers to do research on speaking in the context of education with such various focuses as factors influencing speaking skill mastery [16], problems in teaching speaking [1], [2], need analysis in teaching speaking [11]. [2], for example, who focused his research on young learners' speaking ability development, found that the main problem of slow progress of young learners' speaking ability was the teacher's dominance in the classroom interaction, while the students are given a little portion to speak. Considering its importance, speaking becomes one of the skills taught at every level of education in Indonesia, including at elementary school, students because it is a skill directly related to the entire learning process. The learning success of elementary school students in following learning activities is largely determined by their mastery of speaking skill. Students with low speaking skill will encounter difficulties in learning all the subjects. Moreover, in the 2013 curriculum of Indonesian education system, elementary school students are required to be more active; therefore, speaking mastery is extremely required.

Elementary education is the phase where children experience very drastic changes both mentally and physically. Their mental courage starts to emerge due to the development of their mental capacity and the harmony of their body movements. Furthermore, elementary school students also have such diverse characters that influence the way they speak, eventually bearing their respective speaking characteristics. The word —characteristics is derived from —character which means behavior, conduct, or habit owned by individuals which is relatively fixed; therefore, characteristics refers to a person's character and lifestyle containing values that develop so regularly that his/her behavior becomes more consistent and easily observable. Every student is an individual who receives influence from a person or a group of people, and this happens in the learning process. In an educational institution, learning process should be held interactively so that it becomes fun, challenging and motivating [31]. During the learning process, teachers should encourage students to actively participate and provide them sufficient space for initiatives, creativity and independence in accordance with their talents, interests and physical and psychological development. As students experience different development phases, teachers should know the characteristics of

such development in order to provide them best stimulation and guide their character building. In particular, teachers should be able to understand the students' speaking skill development. Khaira Ummah Islamic Elementary School, located in Padang, West Sumatra, Indonesia, is one of the many Islamic-based elementary schools with an accreditation level of A. As an Islamic-based school, in addition to the compulsory subjects, students are given many additional Islamic-related subjects such as Aqidah, Alquran, Fiqh, Islamic History, Arabic language, and Tahfizh. The curriculum used is the 2013 curriculum which requires the students to be more active than their teacher in the classroom interactions. Based on the preliminary observations carried in Class VE, only did few students actively ask questions and express their ideas or opinions during the learning process. Those students dominated the classroom interaction while others seemed to act themselves as viewers. The results of this preliminary observation have been confirmed by the homeroom teacher who argues that the various learning strategies which have been applied are still unable to encourage the students to speak, either in delivering questions or expressing opinions. The situation becomes even worse when the students are asked to speak in front of the class. There should be harder efforts to overcome such situation. One of the ways to overcome the speaking problems faced by elementary school students is applying a teaching method giving more emphasis on active learning and creativity development. In her research, [29] found that the right innovative method applicable for certain language skill used by a teacher has an important meaning in the learning process because it gets rid of boredom in learning which eventually creates fun learning atmosphere. This idea requires teachers to be creative in finding the right method for certain language skill problem faced by students. In addition, such method should be flexible and easily applicable in the classroom.

The important role of good and innovative teaching method in helping the students' success in learning has been reported by many researchers [3], [21], [33], for example, found that most of teachers recognize the central role of the application of the right teaching method (critical thinking method) in effective language pedagogy. Meanwhile, [21] confirmed the positive impact of innovative teaching method in the performance of diverse students. A number of methods can be applied in teaching speaking skills to young learners (e.g. students at elementary schools) in order to develop their oral expression ability [32], [23], [30], [8], [14], [5]. One of the appropriate methods is role playing. Several researchers have found the effectiveness of using role play in teaching speaking [24], [6]. They confirm that students' learning outcomes are far better by using role playing techniques. In addition, [26] argue that role playing technique contributes to the successful teaching of speaking skills to EFL students in Ecuador. The same idea

is stated by [28] who asserts that dialogue as a scaffolding tool is one the examples of the important role of language in children development. Role playing is a learning process in which students act as if they were in the situation played whose purpose is to gain understanding of a concept. Before applying role playing in learning, students should be given initial knowledge of the concept of role playing in order that they know the role of the character they are playing. The next task of teacher in using role play technique is providing an explanation and reinforcement of the simulations related to the relevant concepts being discussed [29]. In applying role playing in a classroom, a teacher can use various media, one of which is video. Video is one of the audio visual media, i.e. the media that relies on the sense of hearing and the sense of sight. It is also one of the media that can be used in language learning. This media has been confirmed by a number of researchers to have contributed to the increase of students' interest in learning. According to [25], video as a learning media presents both audio and visual information providing good learning messages that contain concepts, principles, procedures, theories of application of knowledge to help students understand the learning material. This means that video is an audio visual learning resource that can be used to convey messages or subject matters. The term audio visual is used because video presents the audio and visual elements simultaneously. Furthermore, [4] argues that video is images in frames, and those frames are mechanically projected through a projector lens resulting in a live image on the screen. The definitions elaborated above indicate that video is a kind of audio-visual media that presents moving objects and natural or appropriate sounds simultaneously. The video capability of describing live images and sounds provides its own attractiveness. Videos can present information, describe processes, explain complex concepts, teach language skills, shorten or lengthen the time, and influence attitudes. Therefore, there should be an effort to prepare students who are able to compete in the digital era of industrial revolution 4.0 with their thinking and learning skills which include problem solving, critical thinking, collaboration, and communication skills. All these skills can be possessed by students if teachers are able to design and develop learning materials that contain activities that challenge students to think critically and communicate it through speaking in a pleasant classroom atmosphere. One of the ways to achieve such purpose is by selecting the right technique in teaching speaking to elementary school students, one of which is using video as the mediain role playing.

2. METHODOLOGY/ MATERIALS

This study was conducted using a descriptive qualitative approach that emphasized on the events experienced by students as the social subject [9]. This is in line with [7] who defines a descriptive qualitative approach as a narrative realized in an oral or written text that gives an account on the event/action or a series of events/actions which are chronologically connected. This approach is appropriate with the purpose of this study, i.e. to find out and describe whether the use of video as the media in role playing technique can improve students' speaking ability.

2.1. Participants

The participants of this study were the fifth year elementary school students (Class VE) and their homeroom teacher at Islamic Elementary School (SDI Khaira Ummah) located in Padang, West Sumatra, Indonesia. They were chosen as the participants due to their low ability in oral expressions (speaking). The class consisted of 27 students (11 male students and 16 female students). To create a varied classroom atmosphere, the teacher (the homeroom teacher) changed the seating position of the students every week, so that the students would not feel bored due to sitting in the same place and having the same peer every week. In addition, due to the homeroom teacher's creativity, the seating arrangement in the classroom was also varied, such as traditional classroom, U-shaped layout, and circle or half circle arrangements. All of these efforts were conducted to create an interesting classroom environment.

2.2. Instruments

The instruments used to collect the data were semi-structured interviews, observation and documentation. The interviews were conducted to gather accurate information related to the learning process in the classroom. The observations were carried out to see the students' oral expression or speaking ability when they were taught by using video as the media in role playing. The selected video was entitled —As a Result of Telling Lies. Meanwhile, documentation was conducted to get the data related to the learning outcomes (students' grades) recorded by the homeroom teacher.

2.3. Technique of Data Collection

The observations were conducted in the classroom while the learning process was taking place. The concentrated subject matter was the skill of expressing themselves by using videos as the media in role playing. The prepared observation sheet contained the results of students' oral expressions during the learning process including their creativity in speaking, fluency, intonation, expression, and gesture in role playing. The students were asked to watch a video containing how people were involved in role playing. Through the video, the students would observe how they should play their own role. After that, interviews with the homeroom teacher and the student representatives were conducted to obtain the results of the students' prior knowledge of role playing and the techniques that used to be applied by the teacher in teaching speaking. Besides, the interviews were also conducted to obtain the data concerning the students' speaking ability. The results of the interview and the results of the observations were conformed with the data obtained from the documentation to see the students' learning outcomes after learning speaking by using video as the media in role playing technique.

2.4. Technique of Data Analysis

The data were analyzed using an interactive model of data analysis proposed by [19] including data reduction, data display, drawing/verifying conclusions. First, the results of the observations were assessed by looking at students' speaking ability including accuracy, fluency, intonation, expression, and gesture. Then the results of the interviews with the homeroom teacher were transcribed and organized based on the research objectives. The results of the students' speaking ability are coded according to the speaking assessment aspects based on the speaking scoring rubric adapted from several experts [12] (see Table 1). This is intended to obtain the main data, i.e. students' oral expression ability. Second, the results of the interviews were conformed to the results of the observation so that the conclusions regarding students' learning outcomes after using video as the media in role playing were obtained. Third, the documentation was used to see whether the learning outcomes have been better or even worse.

3. RESULTS AND DISCUSSIONS

This section presents the results of the study related to the use of video as the media in applying role playing technique to improve the oral expression ability of the fifth

TABLE 1: Speaking scoring rubric.

Aspects Evaluated	Score Range	Quality Description
	1 – 6	The ideas delivered are neither complete nor clear
	7 – 12	The ideas are not delivered clearly and most of the information ismissing
	13 – 18	The ideas are delivered less clearly with some missing information
	19 – 24	The ideas are delivered clearly but some information is missing
	25 – 30	The idea is delivered completely and clearly
Fluency	1 – 6	Speech is so halting and fragmentary that makes the conversation virtually impossible
	7 – 12	The student is usually hesitant and is often forced into silent bylanguage limitation
	13 – 18	Speed and fluency are rather strongly affected by language problem
	19 – 24	Speed of speech seem to be slightly affected by language problem
	25 – 30	The student is able to use the language fluently
Intonation	1 – 4	All of the ideas are not expressed in a good intonation
	5 – 8	Many are not expressed in a good intonation that slightly affects comprehension
	9 – 12	Several ideas are not expressed in a good intonation but does not affect comprehension
	13 – 16	Almost all of the ideas are expressed in a good intonation
	17 – 20	The student speaks with good intonation
Non-verbal Expression	1 – 4	The non-verbal expressions do not correspond the speech that make it confusing
	5 – 8	The non-verbal expressions affect the ideas delivered
	9 – 12	Some of the non-verbal expressions are incompatible with the speech
	13 – 16	Most of the non-verbal expressions are helpful in delivering the ideas
	17 – 20	The non-verbal expressions correspond the speech

year elementary school students of SDI Khaira Ummah. The results of the study were obtained through observation of the student learning activities, interviews with the homeroom teacher and students, and documentation containing the students' learning outcomes before the application of role playing technique. Based on the results of the interviews with the students, role playing has never been used by the teacher as the teaching method in the learning process, so the students have no prior knowledge about

it. The methods that used to be applied in learning speaking in SDI Khaira Ummah were lecturing, question and answer, and assignments. The same results were also confirmed by the homeroom teacher. However, unlike the students, the homeroom teacher had known role playing as the teaching technique, but she never applied it due to the difficulty in time management. The time available in the learning process was so short that it was not possible to apply role playing during the learning process. The results from the interview show that, although the homeroom teacher knew the method, she did not have enough knowledge of how to apply it in the learning process, particularly in terms of time management. As a matter of fact, the time needed to apply this method is flexible in the sense that it can be adjusted with the time allocated. Some findings reported that teachers can make their teaching time more effective and improve their students' speaking ability by applying role playing in teaching [13], [15]. Such findings indicate that time should not disturb the application of role playing in teaching; it can even make teachers able to make their teaching time more effective. In addition, the findings also indicate that role playing is a good method to be applied in learning process, especially in learning oral skills. The results of this interview then became the basis for the homeroom teacher to apply role playing as a teaching method. The learning process which was observed was how students were able to express their opinions orally with their own language during the learning process. The aspects assessed in learning using the role playing method are: (1) voice, (2) intonation or tone of voice, (3) expression or facial expression, and (4) gestures or body movements. Voice is the important part in playing the role of characters through their dialogues. In addition to voice, voice specifications greatly influence the success of playing the roles, such as acting as parents, children or adults. Next, expressions must be performed properly such as expressions of anger, sadness, happiness, etc. because vocal and intonation of an angry person, for example, will be useless in terms of time management. As a matter of fact, the time needed to apply this method is flexible in the sense that it can be adjusted with the time allocated. Some findings reported that teachers can make their teaching time more effective and improve their students' speaking ability by applying role playing in teaching [13], [15]. Such findings indicate that time should not disturb the application of role playing in teaching; it can even make teachers able to make their teaching time more effective. In addition, the findings also indicate that role playing is a good method to be applied in learning process, especially in learning oral skills. The results of this interview then became the basis for the homeroom teacher to apply role playing as a teaching method. The learning process which was observed was how students were able to express their opinions orally with their own language during the

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TABLE 2: Groups in role playing.

No.	Groups				
	1	2	3	4	5
1	MK	SDP	RK	SR	HK
2	IAM	AFTG	AM	JF	YN
3	FWA	EJS	VA	SY	FF
4	PD	BA	KH	MM	RRD
5	NRH	MR	NDA	NE	MF
6		GSH		AFR	

Table 2 shows the division of students into five groups in which the initials of the students in each group are provided. Three groups (Group 1, 3 and 5) are composed of three students, while the other two groups (Group 2 and 4) are composed of six students. Then, the homeroom teacher gave the manuscripts to be practiced during role playing. There were five manuscripts, and the leader of each group was asked to choose one of the manuscripts. After the manuscripts had been distributed to each of the groups, the students started practicing their respective roles in groups. The time given to

understand the manuscript was 20 minutes. Based on the results of the observation, the use of video media in learning makes the class fun and full of enthusiasm because the students are emotionally involved in delivering their expressions orally. Nevertheless, a few students have been observed to be inactively involved due to their prior low English proficiency. This problem certainly requires intensive encouragement and enthusiasm from the homeroom teacher to make all students actively involved. Based on the results of data analysis, the use of video media in role playing shows a significant improvement of the students' oral expression ability in every cycle based on the aspects of accuracy, fluency, intonation, and non-verbal expressions as shown in Table 3 below.

TABLE 3: The students' score in speaking after the implementation of video in role playing.

No.		Group 1 (Parrot)														
		Scores														
	Speaking Aspects	Pre-cycle					Cycle I					Cycle II				
		S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5
1	Accuracy	20	25	25	22	20	20	27	25	22	18	22	28	22	23	18
2	Fluency	18	22	25	18	18	20	25	25	20	18	26	27	24	25	18
3	Intonation	15	17	18	12	10	15	18	20	14	12	20	20	20	20	14
4	Expression	12	12	12	10	12	17	18	18	14	12	18	20	20	18	12
	Total Score 65	76	80	62	60	72	88	86	70	60	86	95	86	86	62	

TABLE 4

	Group 2 (Sparrow)																		
No.	Aspects king	Scores																	
		Pre-cycle						Cycle I						Cycle II					
		S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6
1	Accuracy	15	26	18	20	15	18	16	26	21	23	18	20	18	28	25	25	24	25
2	Fluency	12	24	18	22	15	15	16	25	23	25	22	20	20	28	26	26	28	27
3	Intonation	8	18	10	12	11	10	16	20	15	20	16	16	18	20	18	20	18	17
4	Expression	10	18	9	12	9	12	14	19	12	18	15	14	15	18	18	18	16	17
	Total Score 45	86	55	66	50	55	62	90	71	86	71	70	71	94	87	89	86	86	

The results of data analysis presented in Table 3 show that the improvement of the students' speaking ability in every cycle. The increase is so significant that it can be said that the use of video as the media in applying role playing in teaching speaking to elementary school students at SDI Khaira Ummah is successful. Every group competes to gain the best speaking results. Furthermore, the results of frequency distribution based on the four speaking assessment criteria show that, on average, the students have adequate ability in role playing due to the assistance of video as the media. In addition, the students were also very enthusiastic in learning and playing their respective

<div style="text-align: center">TABLE 5</div>

No.	Speaking Aspects	Group 3 (Eagle)														
		Scores														
		Pre-cycle					Cycle I					Cycle II				
		S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5
1	Accuracy	24	15	25	25	19	25	15	26	25	20	26	20	27	26	20
2	Fluency	20	12	20	21	15	27	20	25	25	20	28	22	28	27	25
3	Intonation	14	10	16	14	10	18	15	18	18	12	18	17	18	18	14
4	Expression	14	8	14	12	10	16	12	17	12	10	18	15	17	14	12
	Total Score 72	45	75	72	54		87	62	86	80	62	90	74	90	85	71

<div style="text-align: center">TABLE 6</div>

No.	Speaking Aspects	Group 4 (Pigeon)																	
		Frequency																	
		Pre-cycle						Cycl e I						Cycle II					
		S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6
1	Accuracy	20	20	18	24	20	18	21	23	20	25	24	20	22	25	20	26	28	20
2	Fluency	18	20	15	22	22	15	23	25	16	26	28	22	25	28	22	28	28	24
3	Intonation	14	15	10	15	15	12	16	17	12	18	18	15	18	19	13	18	20	17
4	Expression	11	13	7	12	13	12	11	15	7	17	16	14	11	18	10	18	18	14
		63	68	50	73	70	57	71	80	55	86	86	71	76	90	65	90	94	75

<div style="text-align: center">TABLE 7</div>

No.	Speaking Aspects	Group 5 (Peacock)															
		Frequency															
			Pre-cycle					Cycle I					Cycle II				
		S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5
1	Accuracy	22	15	18	16	25	25	16	20	17	26	27	16	20	17	28
2	Fluency	20	12	20	18	22	28	14	23	20	28	28	14	24	21	30
3	Intonation	15	10	14	12	16	17	12	15	12	18	19	12	16	13	20
4	Expression	15	8	12	9	15	16	8	14	9	14	16	8	12	9	12
	Total Score 72	45	64	55	78	86	50	72	58	88	90	50	72	60	90	

roles. None of the students was passive during the learning process because they were all emotionally involved through their respective roles. The results of the students' learning outcomes after learning speaking by using video as the media in role playing are presented in Table 4.

The results of data analysis displayed in Table 4 explains that students' learning completeness increases after the implementation of role playing by using video. The students' learning completeness was 33% during pre-cycle, and then it increased to

TABLE 8: The students' scores in speaking after learning speaking by using video as the media in roleplaying.

No. Score Interval		Pre-cycle	Frequency Cycle I	Cycle II
1	86-100	1	10	16
2	71-85	8	8	7

67% in cycle 1 and 85% in cycle 2. This means that the use of video as the media in role playing improves the students' speaking skills. In cycle 2, only 4 students have not completed the learning because they were too shy to speak in front of their classmates. This finding was supported by the results of the interview with the homeroom teacher who confirmed that those who have not completed the learning were students with low learning ability. In addition, the results of data analysis presented in Table 4 show that the average students' learning outcomes also increased from 78 in pre-cycle to 80 in cycle 1 and 84 in cycle 2. These results indicate that the students' speaking skills can be improved by using video as the media in role playing. The main factor leading to such improvement is that they can directly pay attention to the movements and roles played the characters in the video, and as a result, they can imitate the speaking style performed by those characters. Furthermore, the results of the observations show that the students were very happy and enthusiastic in learning speaking; therefore, they were all active during the learning process.

4. CONCLUSION AND RECOMMENDATION

4.1. Discussion

The results of data analysis indicate that the students' activities after learning speaking by using video as the media in role playing become more organized and the students' learning outcomes are very good. This finding supports [17] who argue that children are happy with pretend play and they feel it easy to express themselves through such pretend play. The well organized activities and the students' active participation are caused by students-centred learning approach contained in such role playing or pretend play, or what [18] calls playful learning. In addition, also says that children learn better through playing. Furthermore, this finding also supports [20] who argue that children like playing so much that they will not feel under pressure during the learning process and the learning outcomes become better. The same idea is also confirmed by [10] who state that through role playing, children will be more flexible in expressing what comes in their minds. One of the factors leading to the students' good learning outcomes is their enthusiasm in learning. During the implementation of role

playing, they represent the roles of the characters contained in the video, resulting in their ability to express themselves better. This finding leads to several assumptions: (i) role playing supports experience-based learning by emphasizing the content of the lesson on —here at the moment which means that the students find it easier to express themselves when dealing with real life situations as they can show their emotional responses while learning from other people's responses; (ii) role playing allows the students to express their feelings in front of their classmates without feeling shy; and (iii) role playing enables the students to solve the problems they face by learning it from other people. Being relaxed or not feeling under pressure makes the learning process contain joyful instructions and can build a strong relationship between the teacher and the students and among the students. This is in line with [27] who argues that fun learning (joyful instruction) is a learning process in which there is a strong relationship between teacher and student. The feeling of being forced or depressed in learning process can be realized. Therefore, it can be said that fun learning has a good pattern of relationships between teacher and students.

5. Conclusions

Based on the results of the research, it is concluded that the use of video as the media in role playing in teaching speaking to elementary school students of Class V at SDI Khaira Ummah can improve the students' speaking skills. This can be seen in the number of students who have completed the learning in every cycle.

In the pre-cycle, only 9 out of 27 students (33%) have completed the learning. The number increases in Cycle 1 as 18 students (67%) have completed the learning. Finally, in Cycle 2, 23 students (85%) have completed the learning. In addition, it is also concluded that the speaking aspects most significantly improved are fluency and intonation. The results show that all of the students' scores in those two aspects always increase in each cycle. In addition, the application of role playing by the use of video as the media in learning speaking is helpful in creating fun classroom atmosphere because all students are actively involved in learning.

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