
WRITING DIALOGUE FOR ROLEPLAY

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Abstract: *This research is based on improving writing skills, especially on how to make dialogues and use role playing in the classroom. The main purpose of this research is to follow up on student understanding in writing dialogue and using role playing for STMIK Royal students, especially the SI 1L class in the 2022/2023 academic year. In STMIK Royal student learning for writing skills, students have problems especially with writing because they are lazy to do this activity. so that lecturers give high attention and motivation and also change good material to them. This research method is classroom action research (CAR). The data in this study uses percentage analysis. The respondents of this study were students at STMIK Royal Kisaran which consisted of 35 students. Based on the results of data analysis, there was an increase in achievement in writing dialogue and using role playing by showing the pre-test and post-test which consisted of intervals, results, the number of students' frequency and presentation of the pre-test and post-test showed a very good increase of around 98 % the percentage where the scores that get very good grades are around 18 students or around 51% while good grades are around 15 students or around 42% while sufficient grades get 2 students with a percentage of around 05% while low grades and failing approx.*

Keywords: *writing dialogue; for role play.*

Abstrak: Penelitian ini didasarkan pada peningkatan keterampilan menulis, khususnya tentang bagaimana membuat dialog dan menggunakan bermain peran di dalam kelas. tujuan utama dari penelitian ini adalah untuk menindaklanjuti pemahaman mahasiswa dalam menulis dialog dan menggu bermain peran untuk mahasiswa STMIK Royal, khususnya kelas SI 1L pada tahun akademik 2022/2023. Dalam pembelajaran mahasiswa STMIK Royal untuk keterampilan menulis, para mahasiswa memiliki masalah terutama tentang menulis karena mereka malas melakukan kegiatan ini. sehingga dosen memberikan perhatian dan motivasi tinggi dan juga mengubah materi yang baik kepada mereka. Metode penelitian ini adalah penelitian tindakan kelas (PTK). Data dalam penelitian ini menggunakan analisis persentase. Responden penelitian ini adalah mahasiswa di STMIK Royal Kisaran yang terdiri dari 35 mahasiswa. Berdasarkan hasil analisis data, terdapat peningkatan prestasi menulis dialog dan menggunakan bermain peran dengan menunjukkan pre-test dan post-test yang terdiri dari Interval, Hasil, jumlah frekuensi siswa dan presentasi dari pre-test dan post-test menunjukkan peningkatan yang sangat baik sekitar 98% persentase dimana nilai yang mendapatkan nilai sangat baik sekitar 18 siswa atau sekitar 51% sedangkan nilai yang baik sekitar 15 siswa atau sekitar 42% sedangkan nilai yang cukup mendapat 2 siswa dengan persentase sekitar 05% sedangkan nilai yang rendah dan gagal sekitar.

Kata kunci: menulis dialog; untuk bermain peran.

INTRODUCTION

English is a world language that must be mastered by everyone who learns it where there are several learning programs that must be learned including; listening, reading, speaking and writing, as we know in the development of English there is a need for the application of technology and methods in teaching and learning activities, especially in the STMIK Royal Kisaran campus environment. In English language learning there is a division between input and output where the program presents a subject matter in English language learning, here the author describes part of the input and output of English language learning, the input program consists of listening and reading while the output program consists of speaking and writing. (Moslehi & Rahimi, 2018).

One aspect of language skills that plays a very important role in writing skills. By mastering writing skills, students will be able to express their thoughts and feelings intelligently and contextually and using writing (Moslehi & Rahimi, 2018). A complete sentence structure and coherent and systematic discussion are characteristics of someone who has good writing skills. Writing and speaking are closely related. Because to train proficiency in speaking, good writing skills are also needed. In the case of someone who wants to convey his ideas in public, so that his ideas can be digested properly, it is better to make formulations in advance about the important points to be conveyed. Of course, these formulations are made in the form of writing. That is why writing skills are important to continue to be honed, especially in presenting writing with dialogue.

Dialogue is very close to everyday life. Both formal and non-formal dialogues. Dialogue in everyday life functions as a means of conveying messages to others. With dialogue, a person can express the feelings he is feeling to others. In practice, dialogue is

not only done by two people but dialogue can also be done by more than two people. Writing dialogue is not immediately written down. However, writing a dialogue must follow the steps. Based on the results of interviews with several students, some people admit that the reason for writing is often associated with sentence structure, good and correct spelling, and other writing rules, as if writing activities are a lot of challenges. On the other hand, some people find it easier to express their ideas through writing than having to express them directly orally, the reason is that although speaking is a common activity, at certain times speaking requires a person to have more confidence. And not everyone can control their confidence to produce a quality conversation. That is why it is necessary to train students in writing simple dialogues. The goal is for students to get used to expressing their ideas in the form of writing that is neatly packaged and organized according to applicable writing rules. This form of training also involves speaking activities, so that these two language skills develop together and get optimal results. (Jannah Raodhatul, n.d.).

From the description above, it can be understood that writing dialogue needs to pay attention to the elements contained in it, including the theme that becomes the main idea in writing dialogue. In addition, it is also necessary to pay attention to the characters in the dialogue that will be made. The setting, plot, and mandate are also important elements in writing dialogue. With the mandate, it is hoped that the reader of the dialogue can take the lessons contained in the dialogue that is read.

One of the solutions is that lecturers are required to use the right learning method. Learning methods are a tool to achieve learning objectives. Learning activities in the classroom use the right method to create effective learning conditions so that learning objectives are achieved optimally. The role-playing method is assumed to be a

solution to create active and productive learning activities. Because, in its implementation, the role-playing method requires students to play an active role in learning, student activeness is expected to increase writing productivity.(Maulana & Lubis, 2019).

METODE

The method used in this research is classroom action research (PTK) by conducting a pretest-posttest design (suharsimi arikunto, 2014). Then this research uses percentage analysis that directs students by sharing roles or Roleplay in writing simple dialogues in English, cooperation skills (Suryana, 2013) communication, and interpreting an event. Through role-playing, students try to explore the relationships between people by demonstrating and discussing them, so that together students can explore feelings, attitudes, values, and various problem-solving strategies.

In role-playing, students act, behave and speak like the person they are portraying. In terms of language, this means that students must recognize and be able to use a variety of languages. Role-playing is a way of guiding students to carry out activities to play certain roles as found in community life. Role-playing can be used as a teaching method with the assumption that not all learning processes can be carried out directly on the actual object, this indicates several stages carried out in conducting research (Dra. Wienny Ardriyati, 2009)

Population and Sample

This study was conducted in the first semester of STMIK Royal Kisaran with the application of the role-playing method carried out in class. On this occasion, the researcher only took the SI L class in academic 2022/2023, which was used as the population and sample in this study. The sample was taken in the class SI 1L they were 35 students. From the existing series of classes, the

researcher took the class because found the weakness, how to make the dialogue in English well or specific for writing skills and then there was something different with other classes, especially about the characteristics of using the dialogue writing knowledge. This can be seen in table 1 below, which found the classes in learning activities in the classroom, especially for semester 1 at STMIK Royal Kisaran in academic 2022/2023.

Table 1. Classes in teaching English for first Semester in Academic 2022/2023

NO	Classes	Students
1	SI 1 D	34
2	SI 1 H	34
3	SI 1 K	28
4	SI 1 L	35
TOTAL		131

Data Collection Technique

This data collection technique is used to test and non-test instruments. The test instrument was in the form of worksheets as a form of evaluation at the end of learning, namely the task of making a simple dialogue. While the non-test instrument was in the form of documentation or photographs during the learning process and using role-playing.

Research Instruments

The instruments used in this study are test and observation instruments.

Test

A test is a series of questions or exercises and other tools used to measure skills, knowledge of intelligence, abilities or talents possessed by individuals or groups. The instrument is in the form of a written test in the form of order to create a simple dialogue based on the specified theme. The score was used in the dialogue writing test by conducting a pre-test and then followed by a post-test as the result of the achievement in this study. To determine what aspects are in the assessment in writing English dialogue

and using role-playing, the authors provide a score in the table below.

Table 2. Dialogue Writing Assessment Column And Using Role-Playing

No	Aspects Rated	Score 1	Score 2	Score 3	Score 4
1	Suitability of text content				
2	Logical accuracy of sequence story				
3	Accuracy of details events				
4	Overall accuracy of speech and expression story				
5	Word accuracy in delivery				
6	Sentence accuracy				
7	writing system				

Observation

Teachers and students in terms of applying the role-playing method. This lecturer and student activity observation sheet contains a checklist for the implementation of the learning method implemented by the lecturer. Then find what obstacles the lecturer found in the implementation of the learning and teaching process in dialogue writing activities using the role-playing method. The role-playing method has several advantages and disadvantages in its implementation, this method has different characteristics from other methods. This can be shown in the table below by providing advantages and disadvantages.

Table 3. Advantages and Disadvantages in using Role-playing

No	Advantages in using Role-Playing	Disadvantages in using Role-Playing
1	Students can interact socially with the environment	Need a lot of time
2	Students can contribute directly in learning activities	If students do not understand the concept, it will not be effective
3	Students can understand social problems	Depends heavily on student effectiveness
4	Fostering positive personal relationships	Utilization/assistance
5	Fostering a communicative relationship	difficult learning resources
6	Can awaken the imagination and Aesthetics of students and lecturers	There are students who are slow, lack of interest and motivation, the method is less successful

The aspect of making dialogue, that students need to do is how to write a good and correct dialogue then the lecturer checks the student's dialogue along with his friend, in the language of writing students make a writing with a simple dialogue then students follow the topics. As proud of student dialogue writing can be seen in the picture below:

Make a dialogue in English

After students make a dialogue, what is necessary is how the writing in the dialogue is expressed in the form of a role or also called Roleplaying which shows the development of students' English motivation increases by practicing directly in front of the class.

This can be proven in the picture below which shows the activities of students who carry out the Role-playing method with their friends in the classroom (Ratnawati, 2010).



Picture 1. Use Role playing in the Classroom

The picture above, shows that the Role-playing method can provide a kind of hidden practice, namely students unconsciously use expressions of the material they have and are learning also the Role-playing method can provide fun to students because role-playing is basically a game. Based on this, it can be said that using the role-playing method can increase confidence and improve students' writing skills and get the best performance in their activities

RESULTS AND DISCUSSION

In carrying out this activity, it is necessary to carry out a pre-test which will show the value of students to continue again as an effort to achieve making a simple English dialogue, this can be seen in the pre-test that has not used Roleplaying in the SI 1L class. This study uses percentage analysis which shows the interval value and the number of student frequencies with a total of 35, it can be shown in the table below:

Table 4. pre-test score

No	Interval	Result	Students	Percentage
1	80-100	Very Good	1	02 %
2	70-79	Good	2	05 %
3	60-69	enough	15	42 %
4	45-59	Low	17	48 %
5	0-44	Failed	0	0%
Total			35	

Based above the table showed that the pretest got a low score is 48% or about 17 students and got enough score is 42% or about 15 % then the students got the good score about 05 % or 2 students and got the best score got about 02% or it was only one to get this score. Thus, this is a good activity for writing skills but also competence in oral language because the students must be contributed with their friends in the classroom.

Making a dialogue was very important for students after that they did to convey the dialogue in the front of the classroom, they were low-performance writing ability for class SI 1L class then carried out a post-test which found the low criteria for students. The students were aware of their current level and immediately expressed themselves in front of the class, this encourages them to change and then direct them to express themselves with the Role-playing method which affects students more enjoyable in front of the class.(Putra, 2017)

Table 5. Post-test score

No	Interval	Result	Students	Percentage
1	80-100	Very Good	18	51%
2	70-79	Good	15	42 %
3	60-69	enough	2	05 %
4	45-59	Low	0	0%
5	0-44	Failed	0	0%
Total			35	98%

To ensure continuity it is necessary to make a return effort to conduct a post-test and the Role-playing method. The results in this study show that this post-test affects the Role playing method, the discussion includes a systematic description of the results of the research that has been done by showing a very good score = A with an interval of 80-100 around 18 students or around 51% then a good score = B with an interval of 70-79 with a total of around 10 students or around 42% and a sufficient score = C with an interval of 60-69 around 2 students with a percentage of 05% while grades D and E are not owned by students

so that graduation in writing correct and good dialogue is around 98% while 23% still need to continue as an effort in applying the Role Playing method.

As a comparison in this post-test research, the researcher will describe the results of the comparison with the pre-test scores which show an increase with a very high interval value of 80-100 (post-test) with the number of students =18 > 1 while the interval 70-79 (post-test) with the number of students 15 > 2 then with the interval 60-69 (post-test) with the number of students 2 < 15 (pre-test) then the failed interval does not show but in the pre-test shows 17 students or 48% thus there is a significant increase by using the Role playing method in writing English dialogues.

CONCLUSION

The learning results of SI 1L students in making dialogues and then expressing them in front of the class showed that the result (very good) around 98% percentage which got the score about 18 students or 51% and the good scores are around 15 students or around 42% and then the fair scores got 2 students with a percentage of around 05% while the low and failed scores are averaged around 0%.

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