

IMPROVING THE ABILITY OF USING KRAMA VARIANT OF THE JAVANESE LANGUAGE THROUGH ROLE PLAY

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ABSTRACT: *This research is aimed at knowing whether or not role play is effective in improving students' ability in speaking with "krama" variant in Javanese language. This is developmental research taking the eighth-year students of SMP Negeri (State Junior High School) 2 in Purwokerto, Central Java, Indonesia, of the academic year of 2006/2007 as the sample. This research was done in two cycles in CAR (Classroom Action Research), each of which consisted of planning, acting, observing, and reflecting. Each acting stage took 2 x 40 minutes. The data was collected using test, observation, interview, and journal in each cycle. The data was analyzed quantitatively and qualitatively. The initial mean score of students' ability of using "krama" variant in Javanese language was 64.5. After the first cycle, it became 67.42 which was categorized as fair. After the second, it was 73 and categorized as good, above the Minimum Competence Criterion. It can therefore be concluded that role play can improve the ability in using "krama" variant of the Javanese language of students of SMP Negeri 2 Purwokerto. Process increase can be seen from students' skill in implementing the steps of role play to improve the ability of speaking which is increasing, while productivity improvement can be seen from the grade of role play.*

KEY WORDS: *Role play, "krama" variant in Javanese language, CAR (Classroom Action Research), and improving the ability.*

INTRODUCTION

Language enables man to interact with each other, share experience, learn from each other, and improve his intellectual capacity (Depdiknas, 2002:8). The first form of language known to man is that of spoken (Samsuri, 1980:20). Spoken language is expressed through meaningful speech sound produced through the manipulation of human speech organ.

In learning language, students are taught both receptive and expressive skills. Receptive skills include reading and listening; and expressive skills include speaking and writing. This also applies in the teaching of Javanese language, of which the purpose is to make students able to communicate in it.

As a local language, Javanese has the function as (1) the pride of its speakers; (2) the identity of the Javanese; (3) means of communication among members of society and family; (4) one of the constituents of the national language; (5) the

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lingua franca at schools to help explain the *Bahasa Indonesia* and other language; and (6) tool for the expression of the Javanese culture.

In Javanese language, there is what is called *unggah-ungguh* (speech level) that a variant of Javanese language which show relationship between speakers. This relationship can be on the age, gender, kinship, rank, or intimacy basis. Among the speech level there is the *krama* and *ngoko* variant. Students of Junior High School tend to ignore this. The sometimes use *ngoko* when they should *krama* and vice versa. For example, words which are supposed to be used to honor other people are used to themselves as in *Kulo badhe kondur* (I am going home), where the appropriate one is *Kulo badhe wangsul*. The students' lack of mastery of the *krama* language make them shift to *Bahasa Indonesia*. This is due to several factors, such as family, society, environment, and school. They always use *ngoko* or *Bahasa Indonesia* in their daily communication at home, school, and society.

To make students are able to use *krama* Javanese, teacher should use the appropriate method, and role play can be the one. Based on observation several students of grade VIII of SMPN (*Sekolah Menengah Pertama Negeri* or State Junior High School) 2 who had very little ability in using *krama* variant. This could be because of some factors, such as low students' interest to learn *krama*, teaching method, material selection, and poor learning media.

The writer therefore wants to carry out a classroom action research to solve this problem by using role play.

THEORETICAL REVIEW:

A. SPEAKING SKILL

Speaking ability is the ability to produce sounds or saying words as an expression of thought and feeling (Arsyad & Mukti, 1988:17). Speaking is a human behavior which make the extensive use of some factors which is physical, psychological, neurological, semantic, and linguistic in nature, so that it is regarded as the most important form of communication. Physical factors include motoric activities, body movement which support speaking; psychological factors include mental activities which is related to emotion, feeling, and the courage to express ideas. Neurological factors deals with the capacity of the brain nerve to produce language, while the semantic one relates with the meaning, and linguistics with the language itself (Tarigan, 1986:15).

In speaking, someone should be able to know his position related to his or her speaking partner(s). This means that he should know whether the one he is speaking to is older than him, has the same or different sex as him, has higher or lower position or social status etc. This will determine the choice of words, language variant.

The purpose of speaking is to make effective communication. Guntur Tarigan (1981:15-16) says that the purpose of speaking include among others (1) informing, (2) entertaining, (3) persuading, (4) inviting, (5) urging, and (6) convincing.

B. JAVANESE LANGUAGE OF “KRAMA”

In communication, Javanese people pay very much attention to the *unggah-ungguh basa* or speech level, one of which is *krama* variant. The use of this level mark the personality of someone. The correct use of these levels will gain someone respect from others.

In Javanese language, there are the standard variants and *krama* is one of them. The standard variants which are most widely used are *ngoko lugu*, *antya basa*, *krama lugu*, and *krama andhap*. According to Dwidjosusana (in Sudaryanto, 1991), the Javanese speech levels include: (1) *ngoko kasar* or rude *ngoko*, (2) *ngoko lugu* or standard *ngoko*, (3) *ngoko andhap* or polite *ngoko*, (4) *krama lugu* or standard *krama*, (5) *krama madya* or middle *krama*, (6) *krama inggil* or high *krama*, and (7) *krama kedhaton* or *bagongan* or palace *krama*.

Polite *ngoko* consists of (1) *entya basa* and (b) standard *krama*. The latest includes (a) *wredha krama*, (b) *kramantara*, and (c) *madya krama* or middle *krama*. So the standard variant which is now widely used is *ngoko lugu*, *antya basa*, *krama lugu*, and *krama andhap*. Because *antya basa* and *krama andhap* belong to polite variant, these two variants are called *ngoko halus* or polite *ngoko* and polite *karma* which are different from *ngoko lugu* and *karma lugu*. *Lugu* means *biasa* or ordinary. *Lugu* here means not using polite words as in *krama inggil* when addressing second person or talking about third person.

This *unggah-ungguh basa* is based on the Javanese philosophy of respecting others. A speaking Javanese always wants to appreciate and respect his partner. According to Suwadji Bastomi (1992:65), speech level is a language variation which is determined by the difference attitude towards the speaking partner. Sudaryanto (1991:5) says that the speech levels which are now in use are the *ngoko* and *krama* variant. *Ngoko* is divided into two, namely (1) *ngoko biasa* or ordinary *ngoko*, and (2) *ngoko alus* or polite *ngoko*.

Krama is also divided into two, namely (1) *krama biasa* or ordinary *karma*, and (2) *krama alus* or polite *krama*. Therefore, *ngoko biasa* and *krama biasa* will hereafter be referred to as *ngoko* or *krama*. With this the speech levels are *ngoko*, *ngoko alus*, *karma*, and *krama alus*.

C. THE IMPORTANCE, CHARACTERISTICS, AND FUNCTION OF “KRAMA”

Krama is language expressing smooth language unit. *Krama* is applied in respecting addressee. People will be impolite if they don't apply *krama* to others who are older than them or to people who are younger but needed to be respected because of their social status. So it can be told that *krama* usage is requirement of polite attitude.

There is standard manner in Javanese language. *Krama* language is one of standard manner. Standard manner is manner received by public as custom manner used as frame of reference in language usage. This manner is applied as manner in writing and students' in school. In usage of *krama* recognized existence of standard

manner *krama* (standard) and non-standard manner (substandard). *Krama* which is usually called as *krama* village is included in non-standard *krama* because its custom value is lower and usually used in low educated society, while *krama* in high standard is used in educated society (Sudaryanto, 1991). *Krama* standard is meant as cultured language, full of ethics, and manner. While non-standard manner of language (substandard) is meant as dialectal language in each area.

The characteristics of *Krama* are as follows: *First*, Sub Section of *Krama* or Ordinary *Krama*. This form of sub section of *krama* has characteristics: (a) All language or vocabularies applied are in the form of group words in *krama* and so it is with forming elements in the form of *karma*; and (b) Term for speaker or main *purusa* applies *kula* word or I, and for discussed people or people in second side or *madya purusa* applies word *panjenengan* or you, and for discussed people or people in third side or *pratama purusa* applies word *piyambakipun* or they. Its usage system is occurred between old and young people or people in lower class.

Second, Sub Section of *Krama Alus*. This form of sub section of *krama alus* has characteristics: (a) Language or vocabulary applied is in form of mixture of group words in *krama* and *krama alus*, with word former elements are *karama*, and (b) Term for speaker or main *purusa* applies word *kula* or I, and for addressee or people in second side or *madya purusa* applies word *panjenengan* or you, and for discussed people or people in third side or *pratama purusa* applies word *panjenenganipun* or they. Its usage system is occurred between young to old people, pupil to teacher, subordinate to employer or leader, upper class and upper class people (*priyayi*), unclosed, and closed friend.

Krama is compatible form in many available alternatives in order to show courtesy to the addressee. *Krama* is also used to express respect to people called in regulation. Form of this manner is desired in every situation of regulation.

Education in using language well is started from home and from young age. The parents teach their children to use *krama* to greet others who are older than them. *Krama* also expresses an important thing, that compilation of respectful form is needed to be aware in communication (Bastomi, 1992). *Krama* is grade of language that reflects politeness, besides expressing respect or respects close partner in office, old people, upper class (*priyayi*), and stranger.

ROLE PLAY TECHNIQUE

One of method which can be applied in speaking teaching activity is role play method. According to opinion of Shaftel & Shaftel (in Riyanto, 1999/2000:107), role play method is interpreted as a problem solving method which involves two or more people to take decision openly in dilemmatic situation. Performance is finished when point of dilemma can be reached and each player frees to analyze on what is going on through discussion involving observers to look for its solution.

According to opinion of Joyce and Weil (in Riyanto, 1999/2000:110) study, method of role play is termed with role play study model that is a study model

designed by exploiting human' habitual in society, like helps each other, loves, respects, and cooperates. In its execution is more emphasizing in cooperation between educative participant through group concerned with problems, social criticism, value, and public issues.

In the role playing method, role play is similar with holds function (Karo-karo & Uihbukit, 1979:60). Someone who is playing a play or drama, hence she/he acts as one who is played by it, for example as mother, father, child, teacher, etc. In playing at role, student acts, applies, and speaks language is as the one played in the part of it. From the side of language means student must understands and applies its language manner.

According to Davis's opinion (in Riyanto, 1999/2000:110) asserts that its study method of role play looks like simulation method, case study, and game. Simulation method emphasizes knowledge, understanding, and application; while case study emphasizes analysis, synthetic, and evaluation. This thing is very good to check cognitive skill obtained through method and it is effective to change attitude.

The prominent element in role play method is social relationship element. In playing at role, student places her/himself as certain figure or person, for example as warrior, farmer, doctor, teacher, driver and etc (Surakhmad, 1989; and Arikunto, 2002). Based on inferential above can be concluded that role play method is a way to present lesson material by emphasizing to student to be able to behave or express mimic in the social relationship between socialist and speak language according to figure which is played in it.

Writer chooses role play method in this research because the method is one of appropriate method to teach speaking fluently. Besides, the method will be able to create student to take part her/his self in daily life.

Teacher's steps in using role play method are fellows: (1) First step so-called preparation step. The preparation needed is situation that will be played the part of. Teacher assigns students to play the part of people who involved in social relationship and explains duties of the players and teacher also become observer; (2) Teacher specifies student as role player; (3) Student as role player plays the part of its role in each character; (4) Determines background setting; (5) Chooses observer and explains her/his duty; (6) Discusses and gives assessment of role play result between role players and observer; and (7) Concludes result of discussion by drawing generalization of comments based on experience.

RESEARCH METHOD

This learning innovation development was specially designed for *Bahasa Jawa* class, with Standard of Competence or SK (*Standar Kompetensi*) on "Speaking Javanese Language". Basic Competence or KD (*Kompetensi Dasar*) on "Speaking Javanese Language of *Krama* Trough Role Play Technique".

The subject of this study were the VIII of SMPN (*Sekolah Menengah Pertama Negeri* or State Junior High School) 2 in Purwokerto, Banyumas, Central Java, Indonesia, a mounting of 19 students consisting of 11 boys and 8 girls.

This study, which was a class room action research, was carried out two cycles (Depdiknas, 2003c; and Yatmana, 2003). Each cycle consisted of two hours lesson (2 x 40 minutes). Each cycle consisted of four actions. They were: (1) planning, (2) action, (3) observation and evaluation, and (4) reflection (Madya, 2007). The plan of each phase was based on the changes which were made on the basis of observed factors, namely students, teacher, and learning activity.

RESEARCH RECORDS

Description of implementation result of cycle 1 is consisted as follows. *First, Description of teacher's records in cycle 1 learning development.* Teacher's ability to raise students' requirement of studying has been good so far. It appears on teacher's performances in describing the Javanese language of *krama* which is used as an instrument to develop and increase youth's personality. Nowadays, youth's personality should be improved because of excessive influences of foreign cultures which are not suitable with Indonesian culture. Along with example, teacher explained to the children the appropriate attitude toward parent, teachers, and older people by using Javanese language of *krama*. Thus, the children will be ready for various contexts of situation. At the end of the introduction, teacher emphasized on the importance of mastery and application of Javanese language of *krama* in daily life as an instrument for increasing national personality.

Teacher's ability in explaining students' activity in speaking is good. Teachers started with explaining etiquette of Javanese language along with the examples of its direct application and through texts containing dialogues of Javanese language of *krama*. Relation between teachers and students is also good, in which teacher-students interaction was conducted by catechizing after the students paid attention to teachers' explanation in Javanese language. However, students-teachers interaction did not run delicately since there were some students who felt low and did not relax in speaking Javanese language. The students were uncertain when they were asked to perform their speaking ability in front of the class. In spite of that, there was congenial relation between teachers and students as proved by the students' readiness to perform the dialogue in Javanese language of *krama*.

Teacher's ability in delivering the explanation toward student groups was clear enough. The formation of students group ran effectively in which the students directly formed some groups based on their decision on topic and based on each role. Teacher's instruction met good response before the students worked in each group, even though there were some students who were confused and not accustomed to use Javanese language of *krama*. While the students were discussing certain speaking topics which were going to be presented in front of the class, the teacher was controlling each group and asked them the difficulties in creating the scenario of role play dialogue. There were some students who were confused in deciding the diction because they did not know the meaning of the words. Teacher's activity in this process is advising and helping the students to choose the diction which is appropriate to the context.

As next activity, the teacher asked students to practice the role play by having conversation in Javanese language of *krama* in group. The performance of each group was based on the sequence and during 5-10 minutes for each group. The activity which was given to the students is appropriate to the instructional objective of the course in which the students are expected to perform the dialogue in Javanese language of *krama*. When one group was performing the dialogue, the other groups were watching and examining the performance carefully.

Teacher observed and recorded the inadequacy of students' speaking ability. This correction was conducted toward each group and each student. The aspects of speaking ability which were noted include of: (1) Preciseness in form of address in speaking, (2) Fluency in expression, and (3) Intonation. Lack of those aspects would be discussed together.

Teacher's ability in organizing learning time was not appropriate because the allotment time was not maximally spent. At average, each group spent less than five minute to perform. The dialogue which the students performed was still simple and had not developed yet because the students depend only to the text and they just read it without any improvisation. Thus, the role play they performed did not reflect optimal communication. The students acted out the dialogue in hurry as if they wanted to finish the performance as soon as possible.

To create a more optimum process of learning, the teacher played a tape recorder, which the students had to listen first before the main activity began. To give the example of the dialogue, the recorded transcription was played first before the students of each group create the dialogue based on certain topic. However, the students could not hear the transcription well, since the listening activity was disturbed by the uproar of the classes beside. Thus, the process did not run effectively.

Second, Description of students' records in cycle 1 learning development. In first fifteen minutes, teacher began the activity by greeting in Javanese language of *krama*. The students tried to answer it slowly. The teacher then asked whether the students could speak Javanese language of *krama* to communicate. Most of the students answered it uncertainly. Then, teacher and students are catechizing about the etiquette of Javanese language and its use. The students' answers were not satisfying, some of the students tried to translate Javanese language of *ngoko* into *krama* before they answered the question given by the teacher. Because most of the students' answers were not correct, the teacher tried to explain the etiquette of Javanese language of *krama* again. The students were listening and made a note. Next, the teacher gave an example of Javanese language application in varied context of situation before asked the students to answer her questions.

After that, the teacher gave the students a group task to create a dialogue based on certain topics. Then, in group, the students discussed the dialogue of Javanese language in *krama* that they were going to perform in front of the class. There were six groups which each member were different. The groups were decided based on the topic that the students had chosen before. In choosing the member of the group, the students tend to select the same genders. There were 3 female groups and 3

male groups. The female groups tend to choose role play about teacher and student, woman of PKK (*Program Kesejahteraan Keluarga* or Family Prosperity Program), a program at village level to educate women on various aspects, or social gathering, and parents, and children. Meanwhile, male group tend to perform the role play about the Chief of RT (*Rukun Tetangga*), the lowest administrative unit in village, and the villagers, teachers-students, and parents children.

After discussion for about 15 minutes, the students then performed the role play in front of the class. The teacher gave chances to students group who was ready to perform the role play in Javanese language of *krama* that they had created. The description of students' activity in role play is as follow:

The students could understand the task easily as could be seen when the teacher asked them to form groups to create dialogue in Javanese language of *krama*. However, there were two groups read the text as they performed the role play. Meanwhile, the other four groups did not read the text while performing the role play even though they were trying to remember the words they had created in the dialogue. As a result, the condition showed that some students were not adept to speak language Java of *krama*.

Students' motivation in performing role play was good as could be seen when they were listening to teacher's explanation and discussing how to create the scenario. Their motivation also appeared in their abilities to perform the role play of Javanese language of *krama* in front of the class. While one group was performing, the other groups were listening and examining the dialogue being performed. Students' cooperativeness toward other groups and teacher is also good, as they tried to revise the mistakes of Javanese language etiquette which one of their friends made while performing the role play. The teacher was also observing every performance and noted every student development.

Students' development results in the raising grade from 64.5 at pre-cycle 1 to 67.42 at cycle 1. Besides, the students also show improvement in which they felt happy, comfortable, and more confident when they were communicating the Javanese language of *krama* by role playing.

Third, Achievement Test. At the end of cycle 1, test measurement upon students' ability in speaking Javanese language of *krama* was conducted in the form of practical activity. The result shows that students' grade is 67.42 at average. It means that students' ability in speaking Javanese language of *krama* is still low, under determined criteria of study completeness that is 70.

Fourth, Reflection. Based on observation record upon teachers' ability in implementing learning process of speaking Javanese language of *krama* through role play, it can be seen that in cycle I, even though the teacher was quite good in explaining the materials that were going to be learned, she did not maximally link the material towards competence and objective life skill. Besides, the teacher did not emphasize important part of the materials going to be learned. Thus, the students were confused whether they would use Javanese language of *ngoko*, *alus* or *kromo*. Teacher did not control the meaning of the words effectively since some students got problems in choosing diction. The interaction between teacher and students was not maximum in which the students were depressed and not relax. As a result, students' ability in speaking Javanese language of *krama* is 67.42%, which

is under the determined grade. In performing the role play, the students memorized the dialogue, thus the speaking activity is not communicative one.

Based on the reflection above, there are some recommendations to improve the activity of learning development on next cycle, as follows: (1) Discussion with partner-teacher about learning procedure, development, communicating, and reflection; (2) Preparing task or communication activity for students and explaining them some ways to communicate the activity of speaking Javanese language of *krama* toward the teacher; and (3) Explaining some ways for teacher to control the meaning and diction effectively. Thus, the students can deliver their ideas smoothly.

Fifth, **Outcome Description of Cycle I consists of description of teacher record in developing learning cycle II.** Teacher's ability in improving student need to learn is becoming more and more optimum. Teacher starts the class by greeting and catechizing in Javanese language of *krama*, then the students answer with "*sugeng siang, bu*" (good afternoon, madam). Compared to cycle I, they were more fluent in replying the greeting now. The teacher gave illustration about speaking Javanese language of *krama* and played cassette containing the example of *krama* dialogue. The students were listening and noted difficult words. After that, the teacher asked them about the dialogue they had listened from the tape. They were asked to imitate the dialogue to form the habit of speaking and understanding Javanese language of *krama*. This exercise of imitating the dialogue helped the students to obtain language ability and they became familiar to use Javanese language.

Teacher ability in giving explanation and speaking procedure was good. She asked the students to state a topic to be developed into a dialogue which can reflect the real language situation. After agreeing the topic, teacher asked the students to develop the topic into simple scenario in group discussion. The time given is 15 minutes. Teacher walked around the class to monitor the discussion while occasionally asking the students "Is there any difficulties?". The students asked teacher some words and sentences they did not know or uncertain sentences. Teacher approached and answered the questions directly or indirectly. Teacher and students has interacted optimally in this cycle. The students fell comfortable and confident to have dialogue in Javanese language even though some of them used *ngoko*, especially when they were having discussion with friends. After discussion, teacher asked the students to perform the dialogue they had created in front of the class. All groups were ready now and each was hesitate to perform the role play without being appointed by the teacher. Some members of different groups stood up in unison, but the teacher finally chose one of the groups to perform the role play first. Thus, the teacher could improve the students' motivation.

Carefully, the teacher observed and graded student groups who were preparing to perform the role play of Javanese language of *krama* dialogue. Allotment time of the performance which is 5-10 minutes for each group was now optimally used. The students practiced the role play fluently and not in hurry. The teacher graded students' ability in communicative speaking which aspects are accuracy, fluency, and intonation. The observation was conducted more accurately by using grading

list containing each aspect of speaking ability. After each group performed the role play, the teacher analyzed their performance directly. The method used in this cycle is different with cycle I in which the critique or input was given after all groups had already performed the role play.

Teacher's ability in arranging and managing learning time is quite effective now. Teacher gave much time to practice the scenario, thus lot of communicative activities happened between students. As long as allotment time of 5-10 minutes, each group spent only 7 minutes at average. The students conducted the role play calmly although a group was performing while tried to remember the concept of the text they had created before. Although limited, the communication has developed yet.

Teacher did not rely much on teaching media, before entering cycle II, teacher had given task for students to observe any communication activity in their families or society environment. By observing the language activity directly upon original speaker, the students are expected to understand and apply the Javanese language of *krama* in the real context.

Sixth, Description of the students' records in cycle II learning development.

As the teacher entered the class, the students were ready to start the lesson, they had sit in each chair. After getting teacher's explanation, they sit in a group to do the task as the teacher commanded. The students looked very busy discussing the topic they wanted, and they also decided character that each member will perform. After that, they developed the scenario into a complete dialogue. The students needed times to practice it and choose the diction which presented their ideas. Once in a while, the teacher helped the students in choosing the diction.

After fifteen minutes of discussion, the students practiced the character they performed, they were practicing the dialogue in Javanese language of *krama*. Now, the students did not read the script, it shows improvement since there was a group who was still reading the text in performing the role play. At this cycle, the dialogue has improved and the speaking activity is more fluent even though some words were pronounced stiffly influenced by their daily language that is Indonesia language. Students used some ways in presenting their ideas such as by using gesture, expression, and properties to support the role play.

Students' motivation in learning the role play is good as proven by the presence of all members of each group. They did the task given by the teacher, used the result of the observation about language communication using Javanese language of *krama* in their environment as a reference for completing the task although there was inappropriateness in choosing diction and arranging the sentences in role play.

In cycle II, the students developed the topic or material given in cycle I into a role play because the communication activity in cycle I was stiff. In cycle II, there has been significant development in which the speaking activity is improved and the allotment time is longer and the activity of communicating can be clearly seen. The teacher, students, and observer could understand the content of the dialogue. However, the organization of group work, preparation of procedure, follow up, and variation of activity were not maximally conducted yet.

Seventh, Achievement Test. At the end of cycle II, practical test of speaking was conducted. The result shows that students' average grade is 73 and determined criteria of study completeness is 84.2%. It means that there has been improvement in students' speaking ability even though there were three students did not satisfy the Criteria of Minimum Competence or KKM (*Kriteria Kompetensi Minimal*).

DISCUSSION

In the first cycle, the students used Javanese language of *krama* in learning process. In fact, Javanese language of *krama* should be used when someone is speaking toward older person or respected people. Teacher used Javanese language of *krama* toward students in case that the students will be accustomed to understand and use Javanese language of *krama* in daily life. Before moving to the important activity, the teacher played recorded dialogues of Javanese language of *krama* from different language situations upon society. These steps are important since language ability can not be learned as a science but through habitual action.

To gain a deeper internalization, the students were asked to observe and record the dialogues of Javanese language of *krama* which happened in teacher's family, society, and surrounded environment as an advanced task of cycle I. Students' activities of listening, observing, and imitating will help them in presenting their ideas into easier form of dialogue. To build language ability, especially speaking, considerably needs practice and habitual action. Language is not only understood as a theory but should be practiced habitually.

Entering the second cycle, learning process ran more effectively. The students were quite busy trying to understand teacher's explanation and recorded dialogue of Javanese language of *krama* even though there was small discussion to compare the perception or to understand the meaning of the conversation. Students' attention toward the lesson was increasing as could be seen in the discussion to develop the topic which going to be performed in the role play. Besides asking words in sentence structures, the students also practiced to pronounce the words correctly for next performance. They also practiced to pronounce the sentences in the right intonations while the teacher was walking around the class, observing the activity of the group, and helped them. Practice in expressing the ideas, pronunciation, and intonation is a way to support students' ability in speaking. At this activity, the teacher does not role as a lecturer again, but she roles as a guide. It means that the teacher has already done the activity of development.

Cycle II shows significant improvement in almost all study groups. Teacher's effort in raising students' need to learn succeeded in this stage because she described and linked the importance of communication toward the needs. The application of Javanese language of *krama* can affect students' values of manners. Good manners then will build the character which can affect students' personality. Teacher's appreciation has increased because she conducted the follow up based on the result of the observation and recorded conversations. Further task made by the students was analyzed by teacher. Thus, the students could understand it easily.

At this cycle, the development and activity of role play have increased. This improvement can be seen from the attitude of each student in having conversation, students' fluent pronunciation, and intonation that supports the content of the dialogue and more fluent communication.

In general, teacher performance in implementing learning process of speaking Javanese language of *krama* is increasing. Students' performance in this activity is also good. At this cycle, language class belongs to the students who are communicating actively while the teacher roles as facilitator.

CONCLUSION AND RECOMMENDATION

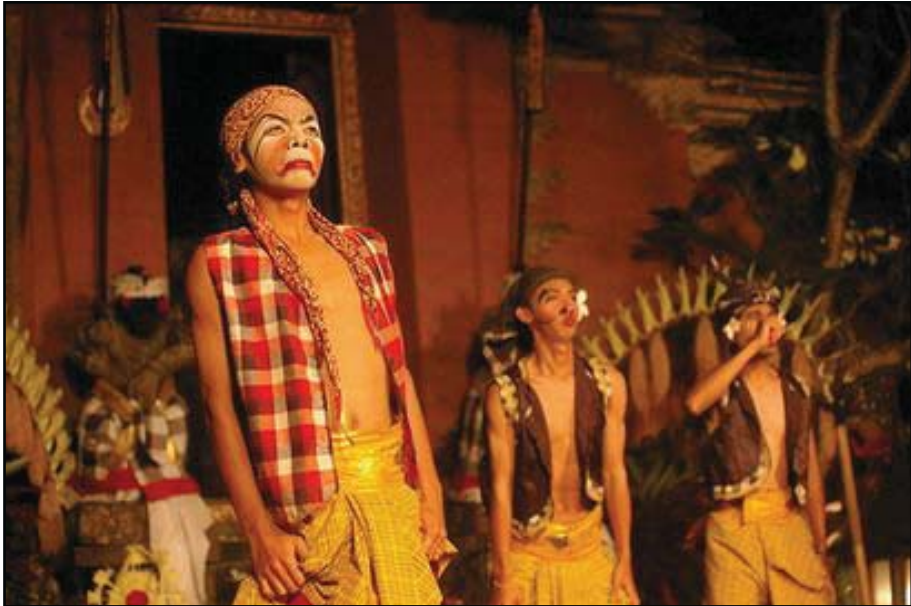
Based on the analysis toward students' performance and the result of ability test of speaking Javanese language of *krama*, it can be concluded that students' ability in speaking Javanese language of *krama* can be increased through role play technique. Process increase can be seen from students' skill in implementing the steps of role play to improve the ability of speaking which is increasing, while productivity improvement can be seen from the grade of role play. At cycle I, test grade is 67.4 at average, while in cycle II is 73 or 5.58 higher than cycle I. Besides, presentation of learning exhaustiveness is also increasing from 52.36% into 84.5%.

Based on the result of development in learning innovation stated above, following are some recommendations as important suggestions to be implemented. *First*, role play technique can be alternative way to increase students' ability in speaking Javanese language of *krama*; and *second*, role play technique can also be used as an alternative way to increase students' ability in speaking non Javanese language because role play is a substitute toward the real language activity, while the essence of all language is as means of communication.

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The role play technique can be used as an alternative way to increase students' ability in speaking non Javanese language because role play is a substitute toward the real language activity while the essence of all language is as means of communication.