THE USE OF SOCIODRAMA METHOD IN SPEAKING SKILL

(A Classroom Action Research at the Eleventh Grade Students of SMA Kristen Kalam Kudus Sukoharjo in 2016/2017 Academic Year)

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ABSTRACT

The objectives of the study were (1) to find out whether Sociodrama Method can improve the speaking skill and (2) to find out the improvement of speaking skill when Sociodrama Method is implemented. In the pre research, the students did not have abilities to support their speaking such as pronunciation, vocabulary, and fluency.

This research was conducted at SMA Kristen Kalam Kudus Sukoharjo from October to November 2016. The subject of research was the eleventh grade students. The total number of student was 24 students; consisting of 12 male students and 12 female students. It was a Classroom Action Research. The researcher took two cycles. Each cycle had four steps: planning, acting, observing, and reflecting. In collecting the data, the researcher used observation, interview, document, and test. In analyzing the data, the researcher used quantitative and qualitative data analysis.

The result of the research shows that Sociodrama Method could improve the students’ speaking skill. The result of pre test was 59, the result of post test 1 was 72.33, and meanwhile the result of post test 2 was 80.8.

From the explanation above, it could be concluded that Sociodrama Method could improved students’ speaking skill. There were significant improvement in the students’ result of study, behavior, and situation when they were studying in class after the researcher conducting the action. The students speak using correct grammar, get new vocabularies, produce well pronunciation, and comprehend the meaning of each sentence. Sociodrama Method could improve students’ four language skills, among others: reading skill, writing skill, listening skill, and especially speaking skill. Sociodrama Method was an appropriate method to improve students’ speaking skill.

Keywords: Speaking Skill, Sociodrama Method, Classroom Action Research.
ABSTRAK


Hasil penelitian menunjukkan bahwa metode Sosiodrama dapat meningkatkan ketrampilan membaca siswa. Hasil pretes adalah 59, hasil postes 1 adalah 72,33, sementara hasil postes 2 adalah 80,8.


Kata Kunci: Ketrampilan berbicara, metode Sosiodrama, Penelitian Tindakan Kelas.
Introduction

Language is a gift given by God for humans to communicate. Language becomes the most important communication tool for humanity, and it is formed of habit speechless done by some people, and then influence others so that the longer and more people who use the language.

For many countries, English is considered as the first foreign language that must be mastered and understood by the population, especially students. In order to the English language can be mastered, it is necessary to further their learning by studying pronunciation, spelling, grammar, vocabulary and the cultural background of the language.

In Indonesia, English became the first foreign language that must be mastered and learned by students from kindergarten up to college. In the English teaching learning activities, there are four English language skills such as speaking, reading, writing, and listening. One of the important skills which must be mastered is speaking. According to Bailey and Savage (1994: vii) “speaking in a second or foreign language has often been viewed as the most demanding of the four skills.” In the teaching learning activities, students also have to learn the speaking element among others pronunciation, spelling, grammar, vocabulary and the cultural background of the language. According to Spratt (2011: 43) “Speaking is a productive skill, this skill could be sometimes formal and informal it depends on the speech and the level of formality. Speaking is higher skill rather than the other skills.” Clarck and Clarck (in Nunan, 2003: 23), said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students’ skill in conversation is core aspect in teaching speaking; it becomes vitally aspect in
language teaching learning success if language functions as a system for expression meaning. Meanwhile Nunan (2003: 48) defines that speaking consists of producing systematic verbal utterances to convey meaning. Therefore, it can be concluded that speaking is a skill to pronounce words in order to convey or express the intent, ideas, thoughts, and feelings are conceived and developed in accordance with the needs of what is conveyed the listener that can be understood by the listener.

Based on the observation at the eleventh grade of SMA Kristen Kalam Kudus Sukoharjo, the researcher found some problems which were related with speaking skill and class condition. In speaking skill, the problems were as following: (1) the teacher was too fast in explained the material, so there were some students who cannot follow the lessons; (2) The teacher cannot manage the class well; (3) The students felt that English is too difficult to be learned, this was showed through their mean score of English subject which is 70 under the minimum score. In fact, the minimum score or KKM (Kriteria Ketuntasan Minimum) for English is 75; (4) The pressure from other students also make many students was afraid to spoke using the English language; (5) The school did not provide facilities such as speakers to support teaching learning speaking in the classroom; (6) The school did not provide English language laboratory.

One way to overcome these obstacles was the use of learning method. According to Heaton (1998:98) “method is the strategies learning teaching process or the applied of teaching techniques.” One of a good method that can be used for teaching learning speaking is Sociodrama method. According to Stenberg and Gracia (2000: 18) “Sociodrama is a group learning process focused on providing practice in solving problems of human relations. It is also helps
group members to clarify values and feelings and gives them an opportunity to practice new behaviors. The group is the subject. The focus is theme and situation oriented.” Sociodrama is a fun method for many people, because Sociodrama is able to help the students to improve their speaking skills in a fun way, they can play a role and telling various stories related to social issues such as loves, politics, to social inequality.

In conducting Sociodrama method, there are eight steps according to Torrance (in Widyahening 2003: 257–258): (1) Setting the problem; (2) Describe the conflict situation and wrote the text; (3) Selection of players; (4) Provide an explanation and heating for actors and observers about the play and text; (5) Acting out the situation; (6) Cut the scene when the actors leave the role and cannot be forwarded; (7) Discuss and analyze the situation, acting, and ideas; (8) Develop plans future activities and evaluation. Sociodrama in teaching speaking is an effective method to improve students’ speaking skill especially in the eleventh grade (class XI-3 Social Science) of SMA Kristen Kalam Kudus Sukoharjo, because this method can motivate students to more actively in learning process, especially in speaking. By using Sociodrama, teaching speaking will more living than before.

This article discussed about the problems that appeared in the classroom action research by using Sociodrama Method as follows: (1) Sociodrama method can improve students’ speaking skill in class XI-3 Social Science at SMA Kristen Kalam Kudus Sukoharjo in 2016/2017 Academic Year; (2) Sociodrama method can be applied in teaching learning speaking in the Eleventh Grade Students in class of XI-3 Social science at SMA Kristen Kalam Kudus Sukoharjo in 2016/2017 Academic Year.
Method

The method of the research was Classroom Action Research. There were several definitions about Classroom Action Research. According to Creswell (2008: 597), Classroom Action Research is a systematic procedure used by teachers (or any other individual in the context of education) to encompass quantitative and qualitative data in order to improve educational components, such as a teacher or teaching engineering students’ learning process. According to Watts (in Ferrance 2000: 1) “Action Research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. Meanwhile Wallace (1998: 4) states that Action Research is done systematically collecting data on your everyday practice and analyzing them in order to make some decision about what your future practice and what should be. This process is essential what the means by the term Action Research.

Through those experts’ explanation above about Classroom Action Research, It could be concluded that Action Research was designed to help teachers to look for what was happened in their classrooms.

The Place and Time

The research was conducted at the eleventh grade of SMA Kristen Kalam Kudus Sukoharjo, particularly in class XI-3 Social Science of SMA Kristen Kalam Kudus Sukoharjo in 2016/2017 academic year which is located at Jl. Pangeran Diponegoro, Sukoharjo, Jawa Tengah. The Telephone number is (0271) 621605. This research had been conducted on October 2016 to November 2016 in 2016/2017 academic year.
The Subject of the Research

The research was conducted at the eleventh grade of SMA Kristen Kalam Kudus Sukoharjo, particularly in class XI-3 Social Science of SMA Kristen Kalam Kudus Sukoharjo in 2016/2017 academic year. Total of the students in this grade was 24 students; it consisted of 12 males and 12 females.

There were some reasons why the researcher chose class XI-3 Social Science as the subject. Based on the observation, the researcher found some problems in class XI-3 Social Science; the problems were: first, there were some students who had limitation in speaking skill. Second, the method of the teacher was very monotonous. They needed a new method for teaching learning English especially in speaking.

The Model of Action Research

The Action Research can happen through some process. In the Classroom Action Research, the researcher could solve the problem of the students’ speaking skill through the cyclical Action Research model based on Kemmis and Taggart. According to Kemmis and Taggart (in Burns, 2010: 9), the model of Action Research is illustrated in the following figure:
The Procedure of Action Research

According to Kemmis and Mc. Taggart (in Burns, 2010:8) “Action Research typically involves four broad phases in a cycle of research.” The four broad phases are planning, action, observation, and reflection which are pictured on Figure 1. the model of action research. These are explained as follows:

1. Planning

The researcher was identifying a problem and developed a plan of an action in order to bring about improvements in a specific area of the research context. The students had problems in speaking skill. The activities of this step were: (1) Doing pre observation; (2) Preparing the materials, making lesson plan, and designing the steps; (3) Preparing list of students; (4) Preparing teaching-purpose; (5) Preparing sheets for classroom observation; (6) Preparing a test.
2. Action

In this phase, the researcher implemented the planning into action. It was in cycle 1 and cycle 2, for cycle 1 has two meetings, while cycle two has four meetings which involved the implementation of the Sociodrama method in the teaching learning process.

3. Observation

In this phase, the researcher made an observation in implementing the action. It was done after the cycle 1, post-test 1 and cycle 2, post-test 2 as a kind of collecting the data in order to know the class condition and the students’ improvement in speaking skill by using Sociodrama Method. These were showed also through the mean scores of the students in post-test 1 and post-test 2.

4. Reflection

In this point, the researcher made the reflection, evaluation and descriptions of the teaching process which helped the researcher had the meaning of what had been taught and understand either the strength and the weaknesses or the problem that had faced by the researcher.

The Technique of Collecting Data

According to Weir (1993: 43 – 44) “The speaking test used to measure the improvements of students’ speaking skill. The result of the test was analyzed to know the students’ achievement on speaking class. The grade of speaking fluency mistaking from criteria of assessment of speaking test.” Therefore, the techniques which were used by the researcher for collecting the data based on Weir as following:
1. Non-Test
   
a. Observation

   According to Patton (in Poerwandari, 1998: 63), “observation was a method of data collection that was essential in research, especially a research with a qualitative approach”. It means that observation is a scientific method must be done by a researcher who has been through the exercise adequate, and has held a thorough and complete preparation.

b. Interview

   According to Aslichati (2010:26) interview was a process that the researcher asked questions based on the list of interview to the respondent. Interview was taken to the students of XI – 1 of Social Science in SMA Kristen Kalam Kudus Sukoharjo and an English class teacher (Miss Novita Lely, S.Pd) about English teaching learning process especially about teaching learning speaking.

c. Documentation

   According to Louis Gottschalk (1986: 38) “Documents in the broad sense is the process of evidence based on the source of any kind, either written, oral, and picture”. In documentation; a researcher must include photos, evidence, and the value of midterms or final exams, daily tasks, syllabus, curriculum, lesson plans and teacher’s note.

2. Test

   According to Allen Philips (1979: 1-2), “a test was commonly defined as a tool or instrument of measurement that is used to obtain data about a specific trait or characteristic of an individual or group”. It means test was
used to know the improvement of student’s achievement in speaking. In this case the test was given as pre-test and post-test. In this research, the type of test was an oral test about description of the current social issues, with time duration approximately 4 minutes for one student.

The Technique of Data Analyses

The researcher used two kinds of technique of analyzing. They were qualitative and quantitative:

1. Qualitative data analyses

   For the qualitative data analysis, the researcher used interactive model by Miles and Huberman (in Sugiyono, 2010: 337), there are components of data analyses, which are data collection, data reduction, data display, and conclusion drawing/verifying. The below is the model of qualitative data analysis:

   ![Figure 2. Components of Data Analysis: Interactive Model](Miles &Huberman, 1994: 12)

2. Quantitative data analyses

   The researcher used t-test to prove whether teaching learning speaking using Sociodrama to overcome the students’ problem in speaking skill or not. It proved the significant differences between the students’ achievement before and after the research.
The formula of t-test used in analyzing the data as follow:

a. Pretest and post-test results could be calculated through the formula below in order to find the mean score.

The formula is as following:

\[ \bar{X} = \frac{\sum X}{n} \]

\[ \bar{Y} = \frac{\sum Y}{n} \]

Where

\( \bar{X} \) = mean of pretest score

\( \bar{Y} \) = mean of post-test

\( n \) = the number of students

\( \sum X \) = sum of pretest score

\( \sum Y \) = sum of post-test score

b. The formula of t-value after finding the mean of the pretest and post-test was as follows:

\[ t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N} \frac{N}{N(N-1)}}} \]

Where

\( t \) = the t-value for non-independent (correlated) means

\( D \) = the difference between the paired scores

\( \bar{D} \) = the mean of the differences

\( \sum D^2 \) = the sum of the squared difference scores

\( N \) = the number of pairs.

(Ary, Jacobs, and Razaviech, 2010: 176)
Result and Discussion

1. Result

By using the Sociodrama Method, the researcher was able to analyze the result of pre-test, post-test 1, and post-test 2. The researcher compared the mean score of pre-test, post-test 1 and post-test 2 which showed in the table, as follows:

**Table 1. Result of Pre-test, Post-test 1, Post-test 2, and T-test.**

<table>
<thead>
<tr>
<th>The Mean Score of Pre-test</th>
<th>The Mean Score of Post-test 1</th>
<th>The Mean Score of Post-test 2</th>
<th>t-value of cycle 1</th>
<th>t-value of cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>59</td>
<td>72.33</td>
<td>80.8</td>
<td>7.09</td>
<td>4.122</td>
</tr>
</tbody>
</table>

In the table 1, it showed that the result of the mean score of pre-test was lower than post-test 1, from pre-test was 59 and post-test 1 was 72.33. But the mean score of speaking increased in post-test 1 of cycle 1, although it was still under the KKM (*Kriteria Ketuntasan Minimum*), because there was the implementation of Sociodrama Method in teaching learning process in the classroom. This mean score was more and more increased when performing the post-test 2 and the result increased above KKM. The mean score of post-test 2 increased to 80.8.

From the same table, the researcher could analyze the computation of non-independent test or the t-test in cycle 1 and cycle 2. The result of the analysis using t-test between pre-test and post-test 1 was 7.09 and the result of pre-test and post-test 1 in cycle 1 compared with db. = (n-1) = (24-1) = 23. The t table for significance level 5% = 2.069. It could be concluded that $t_o > t$ table ($7.09 > 2.069$). So there was an improvement from pre-test to post-test 1.

This meant that there was a significant improvement from teaching learning speaking using Sociodrama in pre – test and post-test 1, while the result of analysis
using t-test between post-test 1 and post-test 2 in cycle II was 4,122; it meant there was a significant improvement. It could be concluded that $t_{o}>t$ table (4,122>2.069). So there was an improvement from post-test 1 to post-test 2. So it really happened that this approach could be a suitable way in improving students’ speaking skill.

2. Discussion

The researcher found some problems based on the observation during teaching learning process and interviewed with the teacher and the students in the eleventh grade of SMA Kristen Kalam Kudus Sukoharjo, especially in class XI-3 Social Science. The problems were in speaking skill: (1) they had lack of pronunciation, fluency, grammar, and vocabularies, and (2) they also felt embarrassed when mispronounced some difficult words in front of the class. Besides that, in class condition, there were some findings: (1) the students were too noisy; they were always chatting with their friends in the class, (2) they were too fast to give up in learning English because they felt English was not easy to be mastered, and (3) the students often think that English was very difficult lesson to be learned.

In order to know how far the students understood the speaking skill before implementing the Sociodrama Method, the researcher conducted pre-test for the students of class XI-3 Social Science. The test was re-told the story that had been chosen by the researcher and the other re-told their story that they brought. Therefore the mean score for pre-test was 59. Through the mean score of pre-test, the researcher found that the students’ mean score was not able to reach the KKM ($Kriteria$ $Ketuntasan$ $Minimum$) that is 75.

From those problems, the researcher applied the Sociodrama Method in teaching learning speaking which was implemented through Classroom Action
Research. The researcher performed it in two cycles which the first cycle has two meetings while the second cycle has four meetings. After the cycle 1 and cycle 2, the researcher held post-test 1 and post-test 2 by performing a play with the time approximately was 10 minutes. Every cycle had the steps, such as: identifying the problem, planning the action, implementing the action, observing the action, reflecting the result, and revising the plan.

During the first observation on the cycle 1, the researcher found that the students still passive in answering the teacher’s questions, felt difficulties in pronunciation, property which was suitable to perform the play related to Sociodrama method, and still brought their script when performing a play in front of the class. This was showed by the mean score in post-test 1. It was 72.33. More than that, the classroom condition was still passive and each student was still busy with themselves or with their friends. After the cycle 2, the researcher found that the students showed a good improvement either in speaking skill or in classroom condition. They were able to improve their speaking skill which was showed through the mean score in post-test 2. It was 80.8. After implementing this Sociodrama Method in teaching learning process, it has advantages as follows: (1) the students were more active; (2) the students enjoyed the teaching learning process of speaking skill using Sociodrama; (3) the students also had a good response to the way of the teaching learning, and (4) students were active to speak during the teaching learning process.
Conclusion

Based on the result, the researcher came to the conclusion that:

1. Sociodrama Method could improve the students’ speaking skill at XI – 3 Social Science students of SMA Kristen Kalam Kudus Sukoharjo. It could be seen from the students’ achievement in test score. The pre-test score was 59. After conducting two cycles using Sociodrama Method, the students’ speaking skill got better. The students’ score in the post-test 1 was 72,33. It was higher than pre-test. After getting two cycles, the students’ speaking skill increased higher. The students’ score in post-test 2 was 80,8. It was higher than KKM (Kriteria Ketuntasan Minimum). It meant that Sociodrama Method could improve the students’ speaking skill.

2. Sociodrama Method improved the classroom condition in terms of their motivation to speak English. After getting some drills, the students were more confident to speak English in front of the class. The classroom condition became alive, active, and fun in teaching learning speaking process, the students could practice speaking well with other students or individual and enjoy the lesson.
Bibliography


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