

AN EFFECT OF SOCIODRAMA METHOD IMPLEMENTATION IN STUDENTS LANGUAGE SKILL AT FOURTH GRADE ELEMENTARY SCHOOL IN CLUSTER XII OF BULELENG DISTRICT

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Abstract

This study aimed at finding the effect of sociodrama method influence upon students' skills of listening, speaking, reading, and writing. This study is a quasi-experiment which the data were analysed by using MANOVA. The samples were 75 students class IV of Public Elementary Schools in Cluster XII of Buleleng District. 37 students became the subject of experiment class and 38 students became the subjects in control class. The four data were collected by using language skill evaluation in form of written and performance test. The finding shows that: (1) There was a difference of listening skill between the students who followed the sociodrama method with students who followed conventional teaching method; (2) There was a difference of reading skill between the students who followed the sociodrama method with students who followed conventional teaching method; (3) There was a difference of writing skill between the students who followed the sociodrama method with students who followed conventional teaching method; (4) There was a difference of speaking skill between the students who followed the sociodrama method with students who followed conventional teaching method; (5) Simultaneously there was a difference of listening, reading, writing and speaking skills of the students who followed the sociodrama method with students who followed conventional teaching method.

Keywords: sociodrama method, language skill.

Introduction

Indonesian language is one of mandatory subjects in elementary school. There are four skills that should be developed in teaching Indonesian. Those skills are: listening, speaking, reading and writing. These four skills are integrated components that cannot be separated. Tarigan (2008: 19), says that listening is a process symbols of listening attentively oral, understanding, appreciation, and the interpretation to obtain information, capture the content or message and understand the meaning of communication that have been delivered by the speaker through speech or spoken language. Related to teaching, there was interview and documentation conducted in elementary school (ES) in Cluster XII of Buleleng District, especially Indonesian teachers in class IV. In the interview, the teachers said that students' language skill was still low because many students did not interest in following Indonesian subject. Besides that, the students were not confident in expressing their idea through language which made the teachers were difficult to evaluate students' language skills. It was in line with some testimonies made by some elementary students in Cluster XII of Buleleng District who said that their less-competency in language skill was caused by less practices and motivation to learn.

This interview result was supported by low students' Indonesian achievement, which was proven by the unfulfilled minimum passing score that was 75. The minimum passing score (MPS) of elementary school (ES) in Cluster XII of Buleleng District was around 60-65. Moreover, low students' achievement in language skill was also caused by teacher-centred teaching method. Most of the teacher used conventional teaching method, such as lecturing was making the students to be passive. It seemed that the students only listening teacher's explanation and doing the task based on teacher's supervision. Students were rarely delivering questions, so it was difficult to know whether they understood or not. Based on the result of observation, interview and field finding, so it was conducted a research entitled "The Effect of Sociodrama Method Implementation upon Students' Language Skill at Class IV Elementary School in Cluster XII of Buleleng District in Academic Year 2015/2016". It is because the finding in the filed proved students' language skill was less practiced by the teachers. It was also found that many students were less-interested in Indonesian subject, because it was considered less interesting. As consequence, students' score was low which was marked by under minimum passing score gained by the students.

Sociodrama teaching method was chosen because this method is expected able to develop potential of language skill which is begun with speaking skill. Winkel (1993) said that “sociodramas is a dramatization of the problems that can arise in oran association with others, including the conflicts that are often experienced socially”. This method gives opportunity to the students to do certain activity or role as it is in social daily life. Sociodrama is a method dramatizing human behaviour and their relationship among others. Djamarah (2002) said about sociodrama method is a way of teaching that gives students an opportunity to perform certain roles kegiatanmemainkan contained in people's lives. In sociodramas method requires certain qualities in students, the students are expected to identify with the characters or the desired position. Student success in living up to that role will determine whether the process of understanding, appreciation, and identification of the value of the development (Hasan, 1996: 266).

By implementing sociodrama, the students can dramatize someone’s behaviour, or expression in human social relationship. Through sociodrama they can live their role, positioning themselves in other’s situation of which demanded by the role itself. Sociodrama teaching method directs students to be in the situation of the role in which they should derive opinion, argue, and find solution if there is a dissent.

This study aimed at (1) finding out difference of listening skill between the students who followed the sociodrama method with students who followed conventional teaching method; (2) finding out difference of reading skill between the students who followed the sociodrama method with students who followed conventional teaching method; (3) finding out difference of writing skill between the students who followed the sociodrama method with students who followed conventional teaching method; (4) finding out difference of speaking skill between the students who followed the sociodrama method with students who followed conventional teaching method; (5) finding out the difference of listening, reading, writing and speaking skills of the students who followed the sociodrama method with students who followed conventional teaching method in Class IV Public Elementary School in Cluster XII of Buleleng District in Academic Year 2015/2016.

Research Method

This study used quasi experiment method. It can be seen from the subject which was not randomized in determining the sample to which be placed in experiment and control group. The research design was post-test only control group design. Population of this research is all of Class IV Public Elementary School students in Cluster XII of Buleleng District. The sample was determined by using random sampling technique. The chosen classes as the sample which represented the population were divided into 2 namely experiment and control class. The result of random sampling is the number of students in the control group was 37 students and the experimental group totaled 38 students. So overall total research subjects were 75 students.

This research involves one independent variable namely sociodrama teaching method and four dependent variables namely listening, speaking, reading and writing skills. There are 4 data in this research, namely (1) listening skill data which were collected by using objective listening test, (2) speaking skill data which were collected by using performance speaking test, (3) reading skill data which were collected by using objective reading test, and (4) writing skill data which were collected by using writing test. The collected data were analysed as the following sequences: data description, pre-requirement test, and hypothesis test. Pre-requirement test was normality test of data distribution, variant homogeneity test, and dependent variable test.

Hypothesis of this research are, (1) there is a difference of listening skill between the students who followed the sociodrama method with students who followed conventional teaching method; (2) there is a difference of reading skill between the students who followed the sociodrama method with students who followed conventional teaching method; (3) there is a difference of writing skill between the students who followed the sociodrama method with students who followed conventional teaching method; (4) there is a difference of speaking skill between the students who followed the sociodrama method with students who followed conventional teaching method; (5) simultaneously there is a difference of listening, reading, writing and speaking skills of the students who followed the sociodrama method with students who followed conventional teaching method.

The collected data were analysed as the following sequences: data description, pre-requirement test, and hypothesis test. Testing of hypothesis 1, 2, 3, and 4 were calculated by using MANOVA through variant statistic (F-between) with significance 0,05, testing of hypothesis 5 was conducted by using F-test through MANOVA with significance 0,05. To analyse data in this research, the researcher utilized SPSS-17.00 for windows with significance 0,05.

Result

Objects of this research are listening, speaking, reading and writing students’ skills as the treatment result of using sociodrama teaching method and conventional teaching method. Therefore, the data description can be classified into: 1) listening skill treated by sociodrama teaching method, 2) speaking skill treated by sociodrama teaching method, 3) reading skill treated by sociodrama teaching method, 4) writing skill treated by

sociodrama teaching method, 5) listening skill treated by conventional teaching method, 6) speaking skill treated by conventional teaching method, 7) reading skill treated by conventional teaching method, and 8) writing skill treated by conventional teaching method. In more detail, can be seen in table 1.

Table 1. Recapitulation of Language Skill Score Calculation

Statistical Variant	A ₁ Y ₁	A ₁ Y ₂	A ₁ Y ₃	A ₁ Y ₄	A ₂ Y ₁	A ₂ Y ₂	A ₂ Y ₁	A ₂ Y ₂
Mean	70.8	75.4	80.9	84.1	60.7	64.9	66.6	66.9
Median	70	80	80	86	60	67.5	65	65
Modus	70	80	80	86	60	70	65	65
Deviation Std.	73.4	77.7	82.4	85.5	60.4	68.5	66.2	66.4
Variant	5390.7	6037.4	6793.0	7318.7	3648.1	4693.9	4380.0	4415.1
Range	60	50	30	25	35	35	30	30
Minimum Score	40	50	65	70	40	50	50	50
Maximum Score	100	100	95	95	75	85	80	80

Based on the data analysis, some findings were found; *First*, listening score of students who followed sociodrama teaching method was better than listening score of students who followed conventional teaching method. It was tested from empirical study by using multivariate analysis calculated by SPSS 17 for windows in which the F-score was $9.620 > F\text{-table} (4.00)$ with significance lower than 0.05. It means null hypothesis (H_0) was denied and alternative hypothesis (H_a) was accepted. Therefore, there was a difference of listening skill between the students who followed the sociodrama method with students who followed conventional teaching method. It is shown by the listening mean score of students who followed sociodrama teaching method that was 70.8 which is higher than listening mean score of students who followed conventional teaching method that was 60.7.

Second, speaking score of students who followed sociodrama teaching method was better than reading score of students who followed conventional teaching method. It was tested from empirical study by using multivariate analysis calculated by SPSS 17 for windows in which the F-score was $16.941 > F\text{-table} (4.00)$ with significance lower than 0.05. It means null hypothesis (H_0) was denied and alternative hypothesis (H_a) was accepted. Therefore, there was a difference of speaking skill between the students who followed the sociodrama method with students who followed conventional teaching method. It is shown by the speaking mean score of students who followed sociodrama teaching method that was 75.4 which is higher than speaking mean score of students who followed conventional teaching method that was 64.9.

Third, reading score of students who followed sociodrama teaching method was better than reading score of students who followed conventional teaching method. It was tested from empirical study by using multivariate analysis calculated by SPSS 17 for windows in which the F-score was $112.680 > F\text{-table} (4.00)$ with significance lower than 0.05. It means null hypothesis (H_0) was denied and alternative hypothesis (H_a) was accepted. Therefore, there was a difference of reading skill between the students who followed the sociodrama method with students who followed conventional teaching method. It is shown by the reading mean score of students who followed sociodrama teaching method that was 80.9 which is higher than reading mean score of students who followed conventional teaching method that was 66.6.

Fourth, writing score of students who followed sociodrama teaching method was better than writing score of students who followed conventional teaching method. It was tested from empirical study by using multivariate analysis calculated by SPSS 17 for windows in which the F-score was $77.469 > F\text{-table} (4.00)$ with significance lower than 0.05. It means null hypothesis (H_0) was denied and alternative hypothesis (H_a) was accepted. Therefore, there was a difference of writing skill between the students who followed the sociodrama method with students who followed conventional teaching method. It is shown by the writing mean score of students who followed sociodrama teaching method that was 84.1 which is higher than writing mean score of students who followed conventional teaching method that was 66.9.

Fifth, simultaneously listening, speaking, reading and writing skills of students who followed sociodrama teaching method was better than language skills of students who followed conventional teaching method. It was done analysis by using MANOVA with SPSS 17.00 For Windows. Testing criteria was if F-score *Pillai Trace*, *Wilk Lambda*, *Hotelling's Trace*, *Roy's Largest Root* were higher than F-table or having significance lower than 0.05 so null hypothesis was denied and it means alternative hypothesis (H_a) was accepted. Analysis summary by using MANOVA. Based on the above table, the F-score is $40.990 > F\text{-table} (2.53)$ and significance score is lower than 0.05. It means null hypothesis (H_0) is denied and alternative hypothesis is accepted. Therefore, simultaneously there is difference of listening, speaking, reading and writing skills of students who followed sociodrama teaching method and language skills of students who followed conventional teaching method. This result also shows that listening, speaking, reading and writing skills of students who followed sociodrama teaching method was better than language skills of students who followed conventional teaching method.

Discussion

Based on hypothesis test, it was known that sociodrama teaching method affected the four language skills which have been explained previously. On the first hypothesis it was found that there was main effect which showed this method affected significantly the listening skill of students Class IV in Cluster XII of Buleleng District. This main effect can be seen from significant value of this method that was 0.003 (sig. < 0.050). It was also proven that classical listening mean score of students who followed sociodrama teaching method 70.8 which is higher than classical listening mean score of students who followed conventional teaching method that was 60.7.

It is because by using sociodrama teaching method, students directly listened oral drama made and performed by their friends. It made the teaching process was flexible and fun. By implementing sociodrama teaching method the students tend to listen conversation topics in their daily lives. Besides that, students were also enhancing their perspectives and knowledge about social cases performed by their friends. Therefore, students were getting enthusiastic and motivated to practice their listening skill because the topic was familiar for them. It would give positive impact for the students' learning achievement of Indonesian. The result of second hypothesis showed that this method affected significantly speaking skill of students Class IV in Cluster XII of Buleleng District. This main effect can be seen from significant value of this method that was 0.000 (sig. < 0.050). It was also proven that classical speaking mean score of students who followed sociodrama teaching method 75.4 which is higher than classical speaking mean score of students who followed conventional teaching method that was 64.9. These findings support the Roger and Evans (2007) statement about the student learn through play is a central and long established tenet of the nursery and infant tradition which has shaped and continues to shape early childhood pedagogy as we know it to the present day.

By using sociodrama teaching method, the students played a role. Every time someone talked in different situation, it means the students played different role. Through this method, the students played roles based on topic given. Different topics and high frequency of speaking practices triggered the students to use different language, so indirectly vocabularies, pronunciation, intonation, diction, expression and verbal sentences order accelerated vastly. Students were braver to express their opinion through teaching learning experience that they got. It was positive for students speaking development. The result of third hypothesis showed that this teaching method affected significantly reading skill of students Class IV in Cluster XII of Buleleng District. This main effect can be seen from significant value of this method that was 0.000 (sig. < 0.050). It was also proven that classical speaking mean score of students who followed sociodrama teaching method 80.9 which is higher than classical speaking mean score of students who followed conventional teaching method that was 66.6.

By implementing sociodrama teaching method, students were trained in reading social topics near their neighbourhood which were expressed on a drama script. It made students be more motivated in reading because what they read is familiar for them, they also could express what they wrote by reading loud full of expression so it improved their motivation and other students who listened the drama reading. The result of fourth hypothesis showed that sociodrama teaching method affected significantly writing skill of students Class IV in Cluster XII of Buleleng District. This main effect can be seen from significant value of this method that was 0.000 (sig. < 0.050). It was also proven that classical speaking mean score of students who followed sociodrama teaching method 84.1 which is higher than classical speaking mean score of students who followed conventional teaching method that was 66.9.

By the implementation of sociodrama teaching method, the students were trained to communicate in written form in accordance to their daily lives. Students are getting trained to write drama by using communicative and expressive language. It is because the drama written by the students are topics closed and related to them in daily, so the students are easy to express what they have experienced, listened and felt. The result of fifth hypothesis showed that sociodrama teaching method which was implemented simultaneously affected the four language skills of students Class IV in Cluster XII of Buleleng District. It can be seen from method significant value which was 0,000 (sig. < 0,050).

By implementing sociodrama teaching method, the students were asked to write social topics around their life in form of drama script, it formed writing habit and writing creativity of the students. By the creation of the students to write social topics around them, they were flexible in reading the drama in front of their friends without any fear of making mistakes or less confident, because what they read is what they experienced. Directly the students were also trained to listen drama played by their friends in front of the class. It is potentially widening students' perspective about social life in the community. When the students were trained to write, read and listen, automatically their speaking skill was trained as well. It is because basically the four skills cannot be separated in use. After the students writing their social drama script of their neighbourhood, they were freely playing the sociodrama in front of their friends. The students would speak fully with expression and enliven the role because their role is familiar for them.

The finding of this research is in line with the research conducted by Evi Zuhara (2015) entitled *Effectiveness Sociodramas Techniques to Improve Interpersonal Communication Students*. The result showed that Sociodrama technique had a good effect to enhance students' interpersonal communication, which resulted in a significant increase in the change of interpersonal communication skills average score where the pretest was 21.50 and the posttest score was 44.60. Similar finding was proposed by Undi Eka Wati in the research entitled *Improved Methods of Use Sociodramas in Indonesian Language Learning for Student Fifth Grade* in which the finding showed that mean The results show that the application of steps sociodrama method to increase Indonesia language learning especially speak skill and literature appreciation (drama) for fifth grade student elementary school. It can be concluded that sociodrama teaching method is a good teaching method to acquire language skills.

Conclusions

Based on the hypothesis testing and discussion of the research finding, so some conclusion can be drawn. First, there is difference of listening skill between students who were treated by sociodrama teaching method and treated by conventional teaching method. It is proven by mean score in listening skill of students who were treated by using sociodrama teaching method that was 70.8 is higher than mean score in listening skill of students who were treated by using conventional teaching method that was only 60.7.

Second, there is difference of reading skill between students who were treated by sociodrama teaching method and treated by conventional teaching method. It is proven by mean score in reading skill of students who were treated by using sociodrama teaching method that was 75.4 is higher than mean score in reading skill of students who were treated by using conventional teaching method that was only 64.9. Third, there is difference of writing skill between students who were treated by sociodrama teaching method and treated by conventional teaching method. It is proven by mean score in writing skill of students who were treated by using sociodrama teaching method that was 80.9 is higher than mean score in writing skill of students who were treated by using conventional teaching method that was only 66.6.

Fourth, there is difference of speaking skill between students who were treated by sociodrama teaching method and treated by conventional teaching method. It is proven by mean score in speaking skill of students who were treated by using sociodrama teaching method that was 84.1 is higher than mean score in speaking skill of students who were treated by using conventional teaching method that was only 66.9. Fifth, simultaneously there is difference of listening, reading, writing and speaking skills between students who were treated by sociodrama teaching method and treated by conventional teaching method. Based on these findings, it can be concluded that there is effect of implementing sociodrama teaching method upon language skills of students Class IV Elementary School in Cluster XII of Buleleng District in First Semester of Academic Year 2015/2016.

Based on the conclusions of this research that have been described previously, some suggestions in improving Indonesian teaching quality can be driven as follows. The research finding showed that students who were learning through sociodrama teaching method acquired better language skills than students who were learning through conventional teaching method. Therefore, this teaching method should be introduced and developed so then the students are able to improve their language skills. Considering time limitation and main material used in this research, so it is suggested to other researcher to conduct similar research by choosing different material and longer time to get more detail picture about sociodrama method upon language skills.

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