

IMPROVEMENT OF SPEAKING SKILLS USING THE SOCIODRAMA METHOD IN INDONESIAN LESSONS FOR GRADE V STUDENTS

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Abstract

The purpose of this study is to improve students' speaking skills through the application of the Sociodrama Method to grade V students of Sangun Ratu Elementary School. This study used Classroom Action Research. The subjects of this study were grade V students of Sangun Ratu Elementary School which amounted to 31 students (18 female students and 13 male students). The object of this study is speech skills and the Sociodrama Method. This class action research is carried out through two cycles. From the results of the actions of cycle I to cycle II there is an increase in speaking skills in students. The data collection method uses interview sheets, observation sheets, documentation and evaluation tests as well as student worksheets. The data analysis technique used is that there are three stages, such as data reduction, data presentation (data exposure), and conclusion drawing (verification). The result of this study is that the application of the Sociodrama Method can improve students' speaking skills. This can be seen from the results of the research and supported by the following facts: (1) the accuracy of pronunciation (pronunciation) in cycle I is 78.6% and increases in cycle II, namely to 81.9%; (2) fluency of speech in cycle I, which is 82% and increases in cycle II, which is to 83.2%; (3) the courage of the opinion in cycle I was 38.6% and increased in cycle II, which was 72.2%. With the increase in the value of student speaking skills, it affects student learning outcomes, from 35.48% precyclical or 11 completed students increased to 53.33% or 16 students completed in cycle I, then increased again to 87.10% or 27 students completed in cycle II. This study concluded that the application of the Sociodrama Method can improve speaking skills in grade V students of Sangun Ratu Elementary School for the 2020/2021 school year.

Keywords : speaking skills, sociodrama methods

INTRODUCTION

In the Education Unit Level Curriculum based on the Minister of National Education of the Republic of Indonesia Number 22 of 2006 concerning Content Standards, learning Indonesian emphasizes the importance of mastering four kinds of language skills by the subject of education which include: speaking skills, listening or listening skills (with comprehension), reading skills, and writing skills. The four basic language skills have a functional relationship with each other.

Speaking skills are inseparable from listening skills, because the process of speaking skills is the second skill process obtained by a child, namely after listening skills. In accordance with Tarigan's opinion, (1987: 3) which states that speaking is a language skill that develops in the child's life, which is only preceded by listening skills, and it is at this time that the ability to speak or speak is learned. In many cases in schools some students do not feel able to speak in public. Cases like this stem from a lack of coaching for speaking skills. The same thing was conveyed by Nurgiyantoro (1995: 276) who stated that speaking is the second language activity carried out by humans in language life, namely after listening activities. From the sounds listened to man learns to pronounce and eventually is skilled at speaking.

Language skills have four components, namely: listening skills, speaking skills, reading skills, and writing skills (Nida & Haris, in Tarigan, 2008: 1). In classroom learning, students must master the four components of the language in order to be skilled in the language. Language skills learning in elementary schools can fulfill the function of one's own language, namely communication. The interaction that humans have with language media is better known as the process of communication. Speaking skills are expected to make students better understand Indonesian learning well and correctly. To support success in speaking skills, it needs to be supported by the use of appropriate methods, so that teachers can minimize the difficulties experienced by students when trying to express their opinions or when they want to answer questions.

The reality that occurs in Indonesian learning in Ibtidaiyah Elementary Schools / Madrasahs in general, not all language teachers realize that skills are also important to achieve in the learning. Not all teachers realize that the purpose of learning Indonesian is to be able to use language to communicate orally or in writing. Teachers have also not given learners space to develop those skills. Teachers in teaching Indonesian or other foreign languages often prioritize formal things such as language structure and order, so that students cannot freely learn about good and correct speaking skills. Students are also more often burdened with material on grammatical.

The reality that happened at SDN Sangun Ratu, Pubian District, the speaking skills of class V students are still lacking. The way the teacher delivers Indonesian lesson is a contributing factor. Teachers tend to use the lecture method. In addition to causing students to become bored, students also do not show activeness when learning activities take place, student motivation also looks low. With this situation, the author felt the need to conduct a study that used the sociodrama method to solve the learning problems above, namely to develop potential speaking skills. The author will apply the sociodrama method for the improvement of speaking skills based on expert opinions and considerations.

Sociodrama learning has implications for the use of methods and presentations of learning materials, indications of student abilities and skills that can be developed in the application of sociodrama learning, among others, students can train and have the ability to cooperate, communicate, and interpret an event. During the learning, each cast can practice an attitude of sympathy, hatred, anger, pleasure, and other roles. The character of a particular character, carried in the role he plays, while the interpreter (teacher) involves himself emotionally and seeks to identify the student's mastery of the role played. The sociodrama method is a teaching method that is carried out by dramatizing an action or behavior in social relations (Sriyono, 1992: 117). In other words, the teacher provides opportunities for students to perform certain activities or roles as they exist in community (social) life.

Based on the description above, the researcher intends to conduct research on "Improving Speaking Skills in Class V Indonesian Subjects through the Sociodrama Method at SDN Sangun Ratu Kecamatan Pubian for the 2020/2021 School Year". The

objectives to be achieved by researchers in the study are to improve students' speaking skills and improve learning outcomes in Indonesian subjects by applying the Sociodrama Method

RESULTS AND DISCUSSION

This research was conducted by researchers at SDN Sangun Ratu, Pubian District, which is an effort to improve students' speaking skills in Indonesian subjects through the Sociodrama Method. The subjects of this study were teachers of class V Indonesian subjects and grade V students of SDN Sangun Ratu, Pubian District. The research implementation time starts from September 2020 to October 2020.

The type of research that researchers take is Classroom Action Research (PTK), because the research is carried out to improve learning in the classroom, especially in the field of speaking skills. In Rubino Rubiyanto's book, Ebbut, 1985 (in R.Wiriatmadja. 2005: 12) explains that action research is a systematic study of efforts to improve the implementation of educational practice by a group of teachers by taking actions in learning, based on their reflections on the results of these actions. The main purpose of PTK is to improve or improve the quality of learning practices in the classroom.

Rubino Rubiyanto (2011: 100) Explaining PTK as a form of research that is reflective by taking certain actions, to improve or improve learning practices in the classroom more professionally. Therefore, PTK is closely related to the problems of daily learning practices experienced by educators. In accordance with the type of PTK using an action research model from Kurt Lewin (in Rubino Rubiyanto, 2011: 105), which is in the form of a spiral from one cycle to the next. Each cycle includes planning, action, observation, and reflection.

The data collection methods that researchers use are from interviews, observations, documentation and tests. According to Rubino Rubiyanto (2011: 67) "interviews are a way of collecting data by means of questioning and answering directly face to face, researchers ask verbally respondents to answer verbally as well". In this case, the researcher held an interview, namely conducting a question and answer with the teacher of class V and the teacher of the subject of Indonesian about the problems that exist in class V, especially in Indonesian subjects.

According to Margono (2007: 158) defining observation is the systematic observation and recording of symptoms that appear in the object of study. In this definition there are two very important things are observation and recording, meaning that once the desired phenomenon (symptom) is visible (captured by the senses) it is immediately recorded (in Rubino rubiyanto, 2011:69). This observation is for researchers to observe classroom situations and conditions which include, among others, the teacher's activities in teaching, students' speaking skills during the teaching process, student activity both when doing individual assignments and group assignments, and what makes students unfocused and even saturated with subjects Indonesian.

According to Arikunto, et al (2002: 135), the documentation method is a method of obtaining or knowing something with books, archives related to the researched. Documentation is used to obtain school data and student names as well as photographs of recordings of the process of research actions. The results of the documentation are used to find out student development data in the form of attendance lists, grade lists, learning implementation plans, and documents in the school. According to Arikunto, et al (2002:127) "a test is a spate of questions or exercises or other tools used to measure the skills, knowledge, intelligence, abilities or aptitudes possessed by an individual or group". In this case, researchers use tests in the form of written tests and practicum tests. Where the written test is in the form of a description question and a practicum test with several aspect assessments that have been determined by prospective teachers (researchers).

To find out the effectiveness of a method in learning activities, it is necessary to conduct data analysis. The data analysis that researchers use is the one proposed by Miles and Huberman (in Kunandar, 2009: 101). The research begins from the beginning to the end of data collection using qualitative analysis techniques, one of whose models is an interactive analysis technique consisting of three components. Namely data reduction, data display, and drawing conclusions.

This study aims to improve students' speaking skills through the sociodrama method. The design of this study was developed by Kemmis and Taggart. Based on the design, each cycle consists of four components, namely: 1) planning, 2) acting, 3) observation, and 4) reflection.

1. Planning

It is a series of systematic action designs to improve what is intended to happen. The researcher performs the steps as follows.

- a. Determining field problems At this stage, researchers make direct observations in class V when learning takes place and discussions with teachers.
- b. Planning learning steps speaks in cycle I Planning regarding the learning steps made is still flexible and open to changes in implementation.
- c. Designing instruments as observation guidelines in the implementation of learning using sociodrama methods to measure learning outcomes Indonesian especially speaking skills.

2. Actions (settings)

The actions in this study are practical and planned actions in solving problems. This action is guided by the planning that has been made, is flexible and open to changes in the process of its implementation. In this study, what is used as a benchmark for the implementation of research is the learning method, which is to speak with the method sociodrama. The criteria that must be observed are as follows.

- a. The teacher sets out social issues that attract the attention of students.
- b. The teacher tells the students about the content of the problems in the context of the story.
- c. The teacher determines the students who can play their role in front of the class.
- d. The teacher explains to the listener about the role of the student while the sociodrama is taking place.
- e. The teacher gives the players the opportunity to reason before the students play their part.
- f. The teacher ends the sociodrama as the conversation situation reaches tension.
- g. Teachers and students conduct class discussions in solving problems that exist in the sociodrama.
- h. Teachers assess sociodrama results for further consideration.

3. Observation (Observation)

Observations made to the actions that have been given. Observation has an important role in research, namely seeing and documenting the implications of the actions given to the subjects under study. Things that are recorded in observation activities, namely the process of action, the influence of intentional and unintentional actions, the situation of the place and action, and the obstacles faced.

4. Reflection (reflecting)

Reflection is a step taken by the researcher to reassess the situation and conditions, after the subject / object under study gets the actions carried out systematically. In addition, reflection is a means of carrying out a reassessment of actions that have been carried out on the subject of study, and have been recorded in observation. The reflection stage is an analysis of the observable stages of action from the observation stage which is used as a reference for the next cycle. If in the first cycle the expected results have not been

achieved, changes will be made in the next cycle until the specified results are met. If the expected results are met, the research on the speaking skills of grade V students of SD Negeri Sangun Ratu using the sociodrama method will be dismissed.

Speaking skills are one of the aspects found in Indonesian subjects. In this case, the researcher took several achievement indicators, consisting of 1. Accuracy of pronunciation (pronunciation), 2. Fluency of speaking, and 3. Courage of opinion.

This discussion contains a description and explanation of the results of class action research conducted by researchers in collaboration with subject teachers Indonesian and with the permission of the homeroom teacher V. Things discussed in the discussion are something related to research problems and action hypotheses. During the research process, researchers as practicants and subject teachers Indonesian as observers. This effort or action is carried out to improve students' speaking skills through the Sociodrama Method in the subject of class V Indonesian SDN Sangun Ratu.

Judging from the results of research that has been carried out by researchers, there is an increase in speech skills that are very significant and student learning outcomes. It can be seen from the acquisition of speaking skills values which include indicators, namely (a) the accuracy of pronunciation (pronunciation) increased by 3.3% (from 78.6% to 81.9%), (b) fluency in speaking increased by 1.2% (from 82% to 83.2%) and (c) courage to opinion increased by 33.6% (from 38.6% to 72.2%). The increase can be seen in the following table:

Table 1. Improved speaking skills for every aspect

Aspects	Precyclical	Cycle 1	Enhancement
Accuracy of pronunciation	78,6%	81.9%	3.3%
Fluency in speaking	82%	83.2%	1.2%
courage to opinion	38.6%	72.2%	33.6%

The results of precyclical learning there were 11 students (35.48%) who scored above KKM > 68. In the first cycle, there was an increase in student speaking skills learning outcomes by 17.85% from precyclical. The increase in the number of students who obtained scores above KKM is illustrated in the following graph:

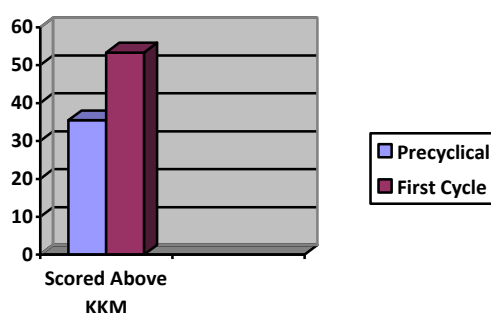


Figure 1. Number of students who reach KKM

The results of learning the student's speaking skills were 16 students (53.33%) who scored above KKM. The increase in speech skills learning outcomes was also found in cycle II by 33.77%. The results of learning student speaking skills were 27 students (87.10%) who scored above KKM. Based on the results of the implementation of actions in cycle I to cycle II regarding the Sociodrama Method applied to grade V students of SDN Kateguhan 02 is Sangun Ratu very effective and attracts students to be more active and improve students' speaking skills.

The results of the actions of cycle I to cycle II there is an increase in speaking skills and student learning outcomes in subjects Indonesian obtained by students. At the beginning of the precyclical, only 11 students (35.48%) scored above the KKM > 68. The

increase began to be seen in the first cycle, it was seen that 16 students (53.33%) had met the scores above KKM > 68. And finally in cycle II, students' speaking skills increased to 27 students (87.10%) who scored above KKM > 68. From the data above, it can be said that the speaking skills of grade V students of SDN Kateguhan 02 increased by more than 80% both in each indicator and as a whole. Speaking skills have reached the target of assessing aspects including the accuracy of pronunciation (pronunciation), fluency in speaking and courage of opinion. However, there are 4 students who have not completed reaching KKM because they have not been able to adjust and are active in the classroom. The comparison of the number of students who reached KKM in the Pre-cycle, cycle 1 and cycle 2 will be clearer if shown in the following graph:

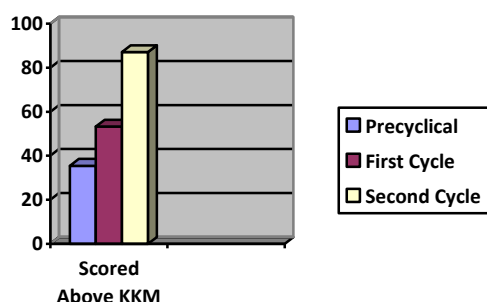


Figure 2. Comparison of the number of students who reach KKM in each cycle Gambar 2.

Based on research conducted by researchers regarding the improvement of students' speaking skills, the hypothesis is accepted. As for the hypothesis, namely 1. The application of the Sociodrama Method can improve speaking skills in subjects Indonesian grade V students of Sangun Ratu Elementary School for the 2020/2021 and 2 school years. The application of the Sociodrama Method can improve learning outcomes in subjects Indonesian grade V students of SDN Sangun Ratu for the 2020/2021 school year. In cycle II, the improvement of speaking skills for all indicators and learning outcomes reached 87.10% already exceeding the researcher's target of 80%. And finally the conclusion that the application of the Sociodrama Method to the subject of Indonesian to improve speaking skills is appropriate and able to be a solution to overcome problems in speaking skills.

CONCLUSION

The results of the research obtained by the researchers, when collaborating with teachers of Indonesian subjects and homeroom teachers of class V regarding the application of the Sociodrama Method to improve the speaking skills of class V subjects Indonesian several conclusions can be drawn. The conclusions are:

1. Speaking skills which include several indicators as follows:
 - a. the accuracy of pronunciation (pronunciation) in each cycle has increased. from the results of the study in the first cycle, it reached 78.6% then in the second cycle it increased to 81.9% an increase of 3.3% and has reached the target of 80% of what was determined by the researcher.
 - b. fluency of speech in each cycle has increased. from the results of the study in cycle i reached 82% then in cycle ii it increased to 83.2% an increase of 1.2% and has reached the target of 80% of what was determined by the researcher.
 - c. the courage of the opinion in each cycle has increased. from the results of the study in the first cycle, it reached 38.6% increased to 72.2% an increase of 33.6% and has reached the target of 70% set by the researcher.

2. The improvement of speaking skills affects student learning outcomes. student learning outcomes during precyclical are 35.48% or 11 students who have achieved a complete score above > 68 (kkm). then there is an increase in cycle i and cycle ii. in the first cycle, it increased by 17.85% to 53.33% or 16 students who completed with the above scores. > 68 (kkm) and increased again in the second cycle by 33.77% to 87.10% or 27 completed students with scores above > 68 (kkm).

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