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## **Improving Students' Speaking Skills Through Sociodramatic Play At The Second Grade Students Of Sma Negeri 2 Mamuju**

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### **Abstract**

This study aims at finding out the effectiveness of sociodramatic play in improving the students' speaking skills. This study is a quantitative research with Classroom Action Research (CAR) model. The respondents of the study were the second grade students of SMAN 2 Mamuju. The sample was taken through purposive sampling technique. Data were collected through speaking test and questionnaire. In this study, post-test was conducted in three cycles. The results of the study show that students had made some progress during the learning process. In pre-test, most of the students were having poor speaking skills with as many as 53% participants were in this category. However, there were significant improvements toward students' speaking skills with no more students with both very poor and poor speaking skills in third cycle. From the result of the tests, it can be concluded that sociodramatic play is quite useful to improve students' speaking skill. In addition, most of students feel interested and enjoy the learning process through sociodramatic play in speaking class.

**Keywords:** *Sociodramatic Play, Speaking Skills, Improvements*

### **Introduction**

To make learners to possess good communicative skills is one of the challenges faced by the EFL teachers in English Language Teaching. The challenges might arise from many factors that inhibit students to speak English well. Shyness, lack of vocabulary and afraid of making mistakes in speaking English has been the major problems experienced by the Indonesian EFL learners (Nurlita: 2018). In addition, Nunan (1999) noted that many English learners are reluctant to speak and also unmotivated. Moreover, often, the strategies used by teachers are less interesting for students. Therefore, the use of an apropos strategy to improve communicative skills is urgently needed. Most importantly, students should have a positive attitude toward it (Kayi: 2006). Furthermore, Khameis (2006) states that in order to motivate students to speak and to encourage their participation in speaking class, teacher should focus on strategies that interesting and could capture their attention.

As a memorization of dialogues has long been introduced to improve students' communicative skills (Kayi: 2006), sociodramatic play became infallible to be used in

speaking class. Sociodramatic play as a form of symbolic play where students pretend to take on a role of someone else, imitating actions and speech is simply a great means to encourage students' motivation and participation in speaking class. The effectiveness of this strategy is making the speaking class become more dynamic and enthusiastic.

### Method and data

This research is a quantitative research with Classroom Action Research (CAR) design. Cresswell (2004) noted that quantitative research is the process of collecting, analyzing, interpreting and writing the result of the study. As stated by Borg, Gall and Gall (1993: 391), one of the purpose of Classroom Action Research (CAR) is to help the practitioner identify problems and to seek solution in a systematic fashion. In this research, researcher tried to seek solution to improve students' speaking skills.

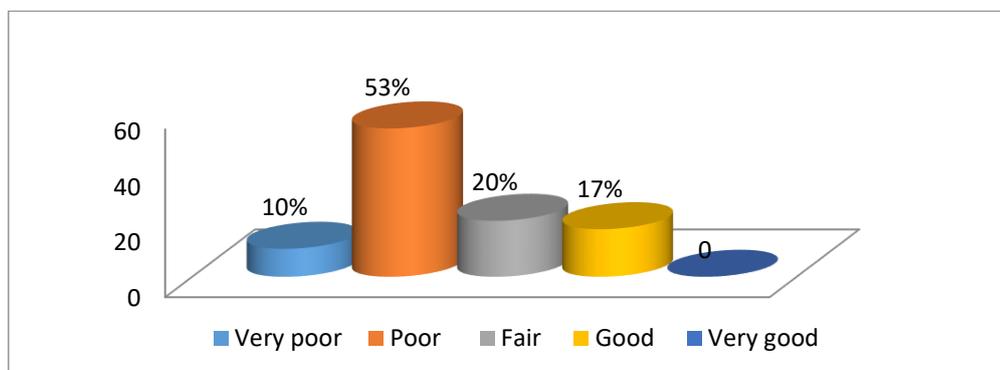
This research was conducted at SMAN 2 Mamuju where the second grade students were chosen as the participants of the research. In selecting the samples, the study employed purposive sampling. 30 participants from class X1 MIA 1 were chosen as the sample where it was consisting of 12 male students and 18 female students. The data were collected through observation, speaking test and questionnaire. Pre-test conducted to obtain the students' prior-speaking skills. In speaking class, the researcher was adopting sociodramatic play. The students were asked to use their imagination to design their own storylines and spoken lines (dialogues), and then the students practiced the drama. After finish their role playing, corrective feedback was given toward the students' errors in speaking.

Post-tests were conducted in three cycles. In these tests, the researcher assessed how well the students in speaking English by asking some questions orally. An assessment criterion guideline has been provided to help researcher to assess the students' speaking skills. The speaking skill assessment components are including pronunciation, grammar, vocabulary, and fluency. Furthermore, to know the students' perception on sociodramatic play in speaking class, a questionnaire was used.

## Result

### A. The students' speaking skills progress

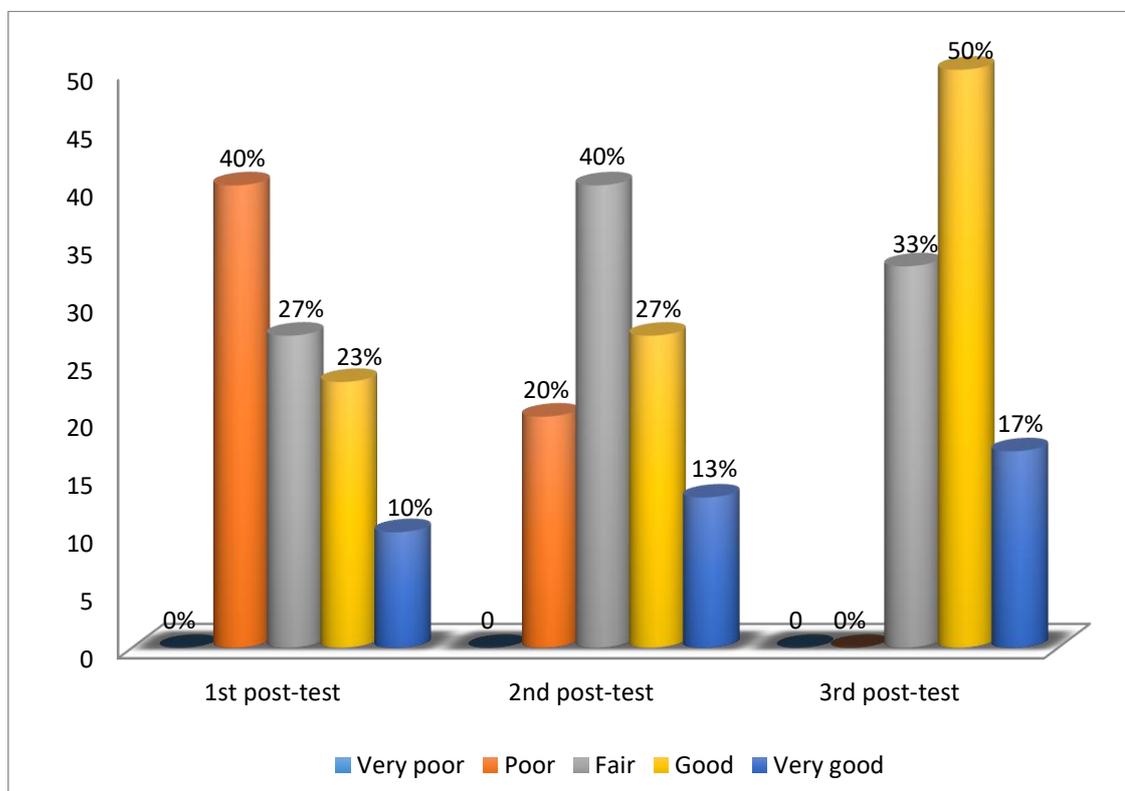
#### 1. Students' Speaking Skills In Pre-Test



Above chart shows the students' speaking skills in pre-test. Pre-test was conducted to get the information about students' prior-speaking skills. It shows that most of the

students were having poor speaking skills with 53% students in this category. There were 10 % of students having very poor speaking skills, 20 % students having fair speaking skills and 17 % of students were having good speaking skills. However, none of student was having very good speaking skills.

## 2. Students' Speaking Skills Improvement In Cycle I, II, and III



On the first post-test, students' speaking skills has improved quite significant. It can be seen from the result of data analysis that no more students were stay in very poor category. However, there were still 40% of students stays in poor category. Students with fair speaking skill category were increased to 27% and students with good speaking skill category were increased to 23%. In this stage, students with very good skill were growing to 10%.

On the second post-test, students' speaking skills has improved significantly. It can be seen from the data that students with poor category decreased to 20%. While students with fair speaking skills dramatically increased to 40%. Students with good speaking skills increased slightly to 27%, similarly to students with very good speaking which increased slightly to 13%.

On the third post-test, students' speaking skills was dramatically improved. It can be seen from the data that no more students possess both very poor and poor speaking skills. In this stage, students with very good speaking skills were increased slightly to 17%,

and students with fair speaking skills decreased to 33%. However, students with good speaking skill were dramatically increased to 50%.

### B. The students' perception on the sociodramatic play in speaking class

Questionnaire had been distributed to students to obtain information about their attitude toward sociodramatic play. Here, students chose the answer based on what they feel about the sociodramatic play. The options were consisting of strongly agree (SA), agree, (A), disagree (D) and strongly disagree (SD).

Q.	Statements of questionnaire	SA	A	D	SD
1.	Students feel interested in learning English through sociodramatic play	90%	10%	-	-
2.	Students enjoy doing sociodrama with friends/partners	83%	17%	-	-
3.	Sociodrama is an effective method to improve speaking skills	87%	13%	-	-
4.	Through sociodrama, students' pronunciation and fluency are increased.	90%	10%	-	-
5.	Students feel not shy and afraid to speak English anymore after they take part in sociodrama	80%	20%	-	-
6.	Students feel confident in speaking after participating in sociodramatic play	87%	13%	-	-
7.	Learning English through Sociodrama promoting students' self-confident and self-expression	80%	20%	-	-
8.	Students attitude toward English subject go positive after they joined sociodrama	80%	20%	-	-
9.	Students feel satisfy with their speaking progress and expecting another sociodramatic play	83%	17%	-	-
10.	Students' attitude on English subject go positive after having sociodramatic play	87%	13%	-	-

The table above indicates that most of students feel interested and enjoy with the use of sociodramatic play in speaking class. It was found that sociodramatic play is quite good technique to help the students to improve speaking skills. Learning English through sociodramatic play is more fun and interesting for students.

### Discussion and Conclusion

Through sociodramatic play, the students had made some progress on their speaking skills. Sociodramatic play was supporting the students to improve their oral competence. In addition, the students also show a positive attitude toward sociodramatic play. This result is in line with the previous study by Nehe et al. (2018) that the high participation in sociodramatic play tends to improve students' speaking skills. Having a significant difference means that the treatment of the study which was using sociodramatic

play give a positive impact to the students. In addition, this study is also justifying the research conducted by Trisiantari (2017) who found that there was a difference of speaking skill between the students who followed the sociodrama with students who followed conventional teaching method. Simultaneously there was a difference of speaking skills of the students who followed the sociodrama with students who followed conventional teaching method namely reading dialogue aloud. Speaking score of students who followed sociodrama was better than speaking score of students who followed conventional teaching method.

Based on the result of the analysis of questionnaire, it is concluded that the implementation of sociodramatic play helped the students practice speaking skills a lot and improved their speaking skills on aspects of the fluency and pronunciation. Most of the students believe that the use sociodramatic play is so much fun and support them to improve their fluency and pronunciation. The finding of this research is justifying the theory of Smith & Mc Lennan (2007) who says that sociodramatic play can promote a self-expression, and a commitment to the learning. In addition, it is because through sociodrama, students are directly listened oral communication using English performed by their friends. It made the teaching process was flexible and fun. By implementing sociodramatic play, students practice the conversation a lot.

The finding of this research is in line with the research conducted by Zyoud (2007). The result shows that sociodramatic play can foster language skill such as speaking. Sociodrama is able to improve students' oral communication. Sociodramatic play is effective tool for pronunciation teaching because various component of communicative competence can be practice in integrated way, and playing sociodrama makes the learners to be involved in the interaction among of them. By conducting interaction among them, it makes them free to develop their own confidences.

The use of sociodramatic play in speaking class has provided the improvement of learning result on students' speaking skills on aspects pronunciation, and fluency. Many students are interested in doing sociodrama when they are joining speaking class. They can minimize fear and shy, and the results are increased well. Sociodramatic play can also motivate students more active and have good participation in teaching and learning process. It made the students more confident in speaking. Implementing sociodramatic play in a variety of situation in good preparation becomes an effective strategy to minimize anxiety and thus maximum speaking confidence built. The sociodramatic play includes various topics and variety vocabularies are built by students, they practice pronunciation, they diligently exercise dialogue to speak fluently, and consider understanding the other players in dialogue. However, some weakness is found when they have a conversation in sociodramatic play are as follow:

1. In pronunciation aspect, some words are pronounced not appropriate because these words are rarely used by them in their daily communication. Commonly, the students made some errors in pronouncing the words such as: encourage à/In'kʌrIdʒ/, buildà/bild/, broughtà/bro:t/, daughterà/d'o:təz/, recognizeà/'rekəgnəlz/, curtainà/'kɜ:(r)ʃən, favoriteà/'fɛlvərIt/, beginsà/bl'gɪn?, purpleà/'pɜ:(r)pəl/, threadà/thred/, importantà/im'portnt, hugeà/(h)yooj/,

wealthà/welTH/, comfortà/'kəmfərt/, middle/'midl/, childhoodà/,ChIld,hōōd/, carefullyà/kerfəlē/.

2. In fluency aspect, at first students often make a pause during the play, they always repeat the sentences frequently, and they are silent and think to memorize the dialogue. Because the teaching-learning strategy is created to support students speak a lot and practice a lot either in the classroom or outside, so that their fluency is improved regularly.

There are two different categories of students' perception found on the use of sociodramatic play in improving students' speaking skills; supportive and unsupportive. The majority of respondents believe that sociodramatic play is a good technique in improving students' speaking skills. One reason why the respondents like this method is because this method is interesting, promote self-expression, and develop students' positive behavior. Indeed, one of the advantages of the use of sociodramatic play is that by using sociodramatic play, 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. Thus, pronunciation, intonation, dictions, expression, and verbal communication are indirectly improved altogether.

Learning to speak English through sociodramatic play, the students were more active; the students enjoyed the teaching learning process of speaking skill using sociodramatic play; the students also had a good response to the way of the teaching learning, and students were active to speak during the teaching learning process. This is in line with the result of the research found by Stevia (2017). Through skits provided, they were able to perform the drama in front of their friends without any fear of making mistakes or less confident. The students were also trained to listen the skit played by their friends in front of the class. After the students read their social drama script of their class, they were freely playing the sociodramatic play in front of their friends. The students would speak fully with expression and enliven the role because their role is familiar for them. This is confirmed the result of the study conducted by Zyoud (2007) that sociodramatic play can foster speaking skill. Through sociodramatic play, it is able to improve students' oral communication because it is an effective tool for pronunciation teaching because various component of communicative competence can be practice in integrated way. Sociodramatic play also makes the learners to be involved in the interaction among of them.

Through interaction among them, it makes students free to develop their own confidence without any fear. However, there are some respondents feel that sociodramatic play is not an effective technique to improve students' speaking skills. One reason why the respondents do not like this method is because they must memorize all the dialogue before they can perform in front of their friends. Moreover, it needs much more time to prepare themselves before they can perform. One of the disadvantages of sociodramatic play is that the students need much effort in order to gain benefits from this method. They need an extra effort; starting from understanding the conflict of the story, using their imagination to fit their character so they can act the drama very well and make ready their mentality so they can perform well, especially reduces their pronunciation errors while speaking. This is in line with Supriady (2011) research that the disadvantage in the sociodramatic play is that

most of the students who did not come into play drama they become less active. The time can be increased by itself, for students who got the role did not suit the character, they would feel bored and unmotivated.

Teaching speaking, indeed, is not an easy thing to do. Therefore, it is suggested that in speaking class, teacher should adopt a motivating strategy to promote students' speaking skills. Teacher also must be able to create enthusiasm and enjoyment in learning process. Teacher is expected to implement sociodramatic play as a supplement strategy in improving speaking skills.

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