Speaking Skills Improvement With Sociodrama Method in Subjects Indonesian Class V SDN Angarang 04

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Abstract. The purpose of this classroom action research was to improve students' speaking skills through the application of the sociodrama method to fifth-grade students at SDN Sindangbarang 04. This study used classroom action. The subjects of this study were fifth-grade students at SDN Sindangbarang 04, totaling 27 students (14 boys and 13 girls). The objects of this research are speaking skills and the sociodrama method. This classroom action research was conducted through two cycles. From the results of the actions from cycle I to cycle II, there was an increase in students' speaking skills. Researchers used a research design developed by Kemmis and Taggart with a spiral model whose implementation consisted of four series of activities as a cycle, namely planning, implementing, observing, and reflecting. Data collection techniques in this study are qualitative data and quantitative data. The results showed that learning speaking skills using the sociodrama method could improve the speaking skills of fifth-grade students at SDN Sindangbarang 04. The improvement in speaking skills using the sociodrama method was as follows, (1) the average value of speaking skills in cycle I was 69.03, an increase of 13.53 from the pre-action value of 55.5, and the percentage of completeness increased by 18.5% from the pre-action percentage of 22.2% to 40.7% (2) the average value of speaking skills cycle II 78 increased 8.97 from the pre-action value of 69 .03, and the percentage of completeness increased by 48.18% from the pre-action percentage of 40.7% to 88.88%.

Keywords: Speaking skill, Sociodrama Method

1. Introduction

Speaking is essentially a communication process in which a message is transferred from one party (the communicator) to another (the communicant). Speaking is a component of language, namely the component of use. Therefore, speaking is a practical language activity. A person's speaking proficiency is determined by the level of his understanding of matters related to language.

As with other language activities, speaking is a concept that certainly has its limitations. Speaking activities include individual processes of communicating, expressive speech, creativity, learned behavior, and speaking stimulated by experience. Therefore, speaking is a practical language activity. Children and adults use spoken language more often than written language. Children learn to speak before learning to

read and write. In terms of communication, listening and speaking are interrelated with one.

Considering that everything focuses on learning to speak, learning activities are dominated by speaking skills. The ability to speak to elementary school students is still very low, as evidenced in the learning process. When the teacher is teaching in front of the class, most students are silent (still passive in class). When the teacher is in front of the class and asks questions to students, students do not want to answer questions from the teacher, because students feel embarrassed and afraid.

Speaking aspects of learning activities are less interesting and boring for students. This causes students' motivation to take part in learning with low speaking skills. To improve students' speaking skills in elementary schools, an interesting learning method can be used for students to be more enthusiastic and motivated to take part in the learning process and can improve students speaking skills.

One effort to improve speaking skills is to use the sociodrama method. Sociodrama is a learning method in which the teacher provides opportunities for students to carry out certain role-playing activities as they exist in people's lives.

The use of the sociodrama method is the right way for students to learn and practice speaking by expressing feelings through movements so that students' speaking skills gradually improve. The method used to improve speaking skills through the soiodrama method will be better if the teacher is good at practicing the sociodrama method. So that the method used can produce satisfactory results because it is carried out following the existing steps.

In other words, the sociodrama method is very simple for students to do, but the results are quite effective and fun. With the sociodrama method in learning speaking skills, it is hoped that students will be able to develop their intellectual, social, and emotional potential so that in the future students will be able to communicate and interact socially.

In addition, students will also be trained to express ideas and feelings intelligently be able to communicate effectively and efficiently following applicable ethics and be able to find and use analytical and imaginative abilities that exist within them in dealing with various problems that arise in everyday life. day.

There is a need for learning using the sociodrama method. Thus, a study was conducted with the title "Improving Speaking Skills Using the Sosiodrama Method in Indonesian Class V Subjects at SD Negeri Sindangbarang 04". With this research, it is hoped that the speaking skills of fifth-grade students at SD Negeri Sindangbarang 04 will increase.

Based on the identification of the problem and the limitation of the problem above, the formulation of the problem in this study is how to improve speaking skills using the sociodrama method for fifth-grade students at SD Negeri Sindangbarang 04. Following the formulation of the problem above, the purpose of this study was to improve speaking skills using the sociodrama method of fifth-grade students at SD Negeri Sindangbarang 04.

1. Speaking Skills

Speaking skills are mechanical skills, the more practice, the more liked and skilled a person is in speaking. No one is immediately skilled at speaking without going through a

training process (Kundharu 2012: 36). According to Iskandarwassid (2011: 241), speaking skills are skills of producing currents of articulation sound systems to convey wills, feelings, needs, and desires to others. In this respect, the completeness of one's speech apparatus is a natural statement that makes it possible to produce a wide variety of articulatory sounds, stresses, tones of silence, and speech songs.

A similar opinion was also expressed by Muammar (2008: 320) speaking skills are essentially the skills of pronouncing articulation sounds or saying words to tell, express, state, and convey thoughts, ideas, and feelings to other people with the confidence to speak fluently. reasonable, honest, correct, and responsible as well as eliminating psychological problems such as shame, low self-esteem, tension, heavy tongue, and so on. Based on some definitions above, it can be concluded that speaking skills are skills possessed by a person to convey his will, feelings, ideas, and ideas to others orally.

1.1. Method

The method is one of the ways used to achieve the goals that have been achieved. In teaching and learning activities, the method is needed by the teacher and its use varies with the goals to be achieved. Suryobroto (1997: 147) explains that "teaching methods are ways of implementing the teaching process / the question of how technically a teaching material is given to students at school". Understanding self-study is a process, deed, or way of teaching or teaching so that students want to learn.

1.2. The sociodrama method

The sociodrama method has goals to be achieved in learning activities. According to Hamzah B. Uno (2010: 26), sociodrama has a goal to help students find self-meaning (identity) in the social world and solve dilemmas by helping groups. This means that students' sociodrama activities can learn to use the concept of roles, be aware of their roles, and practice behavior according to the roles of different individuals. The sociodrama method aims to make students have certain abilities or skills. According to Puji Santosa, (2011: 118), the purpose of the sociodrama method is for students to (1) understand other people's feelings, (2) place themselves in other people's situations and, (3) understand and respect differences of opinion.

1.2.1. Sociodrama Steps

a. Determine first the social problems that interest students to be discussed.
b. Tell the class about the content of the problems in the context of the story.
c. Assign students who can or are willing to role-play in front of the class.
d. Explain to the listeners their roles during the role play.
e. Give the perpetrator a few minutes to reason before they play their part.
f. End the role play when the conversation situation reaches tension.
g. End the role play with class discussion to jointly solve the problem of the role play.
h. Don't forget to assess the results of the role play for further consideration.

1.2.2. Advantages Sociodrama

The role-playing method has several advantages or advantages. The advantage of role-playing depends on activities, especially analysis as a follow-up, and also depends on students' perceptions of role-playing that resembles real situations. (According to Kiranawati (2007), the advantages of the role-playing method are as follows:

a. Involve all students can participate and have the opportunity to advance their ability to work together.
b. Students are free to make decisions and express themselves as a whole.
c. Games are an easy invention and can be used in different situations and times.
d. The teacher can evaluate each student's understanding through observation while playing the game.
e. The game is a fun learning experience for children.

2. Research methods

The approach used in this research is class action research (classroom action research). Classroom action research is carried out by the teacher with the help of observers. This research was conducted to improve the learning process carried out by the teacher and to be able to foster students' enthusiasm for participating in learning.

2.1. Place and time of research

The place for conducting this research is at SDN Sindangbarang 04 Karangpucung District in class V even in semester 2019/2020. The research was carried out in the odd semester of the 2019/2020 school year, namely between June and December 2019. The research was carried out in stages. The implementation stages can be seen in the following table.

2.2. Research Subjects And Objects

The subjects of this study were 27 students of class V at SD Negeri Sindangbarang. Consists of 14 male students and 13 female students. The object of this study is the entire process and results of learning Indonesian through the sociodrama method for fifth-grade students at SD Negeri Sindangbarang 2019/2020 academic year.

The data collection techniques that the researchers will do are as follows:

2.3. Interview

Interviews were used to find out information on the effectiveness of students' speaking. Interviews were conducted with fifth-grade teachers before and after learning Indonesian with a focus on speaking skills using the sociodrama method. Interviews were conducted before learning was carried out to obtain data about teaching methods that have been used by teachers in learning Indonesian, and to find out the obstacles that are often faced by teachers and students in the learning process. Interviews with teachers were carried out

after learning to find out the responses and observations of class teachers regarding learning Indonesian using the sociodrama method.

2.4. Observation

This observation was made by observing the learning process of speaking skills carried out in class by students and teachers. Observations were also made during the action research on learning speaking skills. This observation was carried out to observe the appropriateness of the activities carried out by the teacher and students during the learning process using observation sheets.

2.5. Documentation

Documentation is a record of past events. Documents can be in the form of writing, pictures, or monumental works of someone (Sugiyono, 2010: 329). The documentation in this study was in the form of data on fifth-grade students at Sindangbarang 04 Public Elementary School, and data on the value of speaking skills. These documents are used to determine student progress during the learning process.

2.6. Data analysis technique

The data analysis technique used is:
a) Qualitative data, namely data obtained from student activities and teaching activities in the form of observational data and interview results.
b) Quantitative data, namely data obtained from the results of tests given to students.

2.7. Quantitative Data

Quantitative descriptive analysis was carried out by calculating the mean (mean) of student test results when the action was taken. The average calculation is calculated using (mean) as follows:

$$\overline{X} = \frac{y\,x}{N}\,100$$

Infornation:
$\overline{X}$ = Average
yx = Total student grades
N = Many Students (Suharsimi Arikunto, 2007:284-285).

If the percentage is > 75 and increases in each cycle, it is assumed that the sociodrama method can improve students' speaking skills. To find out the percentage of this category of students searched with the following formula:

$$P = f\_x\ 100\%\ N$$

Information: P = percentage figure
f = frequency that is being sought percentage
N = the number of frequencies / the number of individuals (Anas Sudijono,2010: 43).

2.8. Performance Indicator

The success indicator of research using this role-playing method is if individual completeness reaches 75% and classical completeness reaches 88% (KKM SDN Sindangbarang 04). Qualitative indicators of this learning can be seen from observations during learning. This research was declared successful if students achieved a good level of assessment, and the results of the interviews showed that students were happy and succeeded in improving their speaking skills based on the sociodrama method.
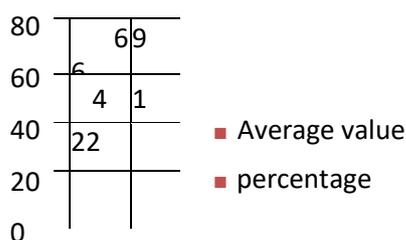
3. Results and Discussion

The results of the research on the role-playing method in the Indonesian language class V SD Negeri Sindangbararang 04 which has been carried out obtained three kinds of data, namely student learning outcomes, results of observations of student activity, and results of observations of student activity and results of observations (observations) of teachers in teaching and learning activities (KBM)). Observation results were obtained based on the observer's observations during the PTK. The implementation of each cycle is as follows.

3.1. Pre-action Results (Initial Tests)

Based on the analysis above, shows that the value of students' speaking skills in the pre-cycle is still not optimal. In the pre-cycle, 6 students completed the KKM. So that the percentage of completeness on skills speaking students who got that is 22% or from 27 students only 6 students who pass.

The percentage of student completeness is obtained by dividing students who have passed by the total number of students and multiplying by the maximum percentage, which is 100%. From the learning completeness obtained, it is still far from expectations, which is more than or equal to 75% (> 75%) of the total number of students in the class, with a KKM score of 75. In addition to the percentage that has not met the KKM, the average student score is still far above KKM is 55. This value is obtained by adding up all the scores obtained by students and then dividing the value by the number of students. Therefore, the results of the pre-cycle can be considered in the implementation of cycle 1.
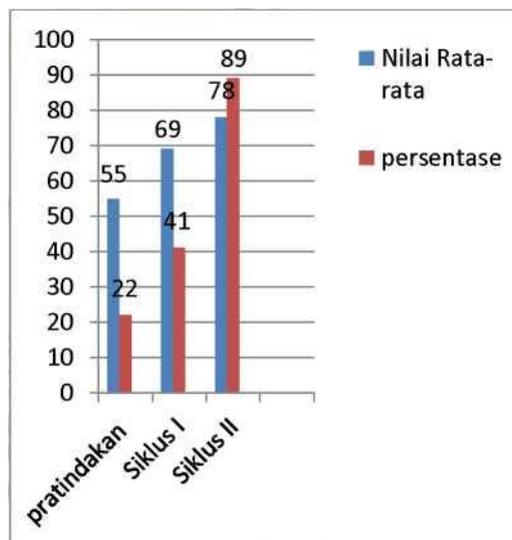
3.2. Results of Cycle 1 Actions

Based on the results of observations, it can be concluded that the use of the sociodrama method to improve speaking skills in class V students, cycle 1 shows an increase from the previous condition (pre-action). Based on observations of the speaking skills test in cycle I which was attended by 27 students, the results obtained were as many as 11 students who scored 75 or more, while 16 students scored below 75. This number of students reached the KKM as many as 11 students and who had not reached the KKM as many as 16 students. The percentage of KKM achievement has only reached 40.7%, while the research target is 75% who have achieved KKM.

3.3. Cycle II Tes Results

From the results of the second cycle of student work above, it is classified as very high because the percentage of mastery of learning Indonesian in class V has increased very rapidly, namely 88.88%.

The results of this research will be presented in the form of an improvement of the relationship between cycles. Based on observations from existing data analysis, it can be seen that there is an increase in the speaking skills of fifth-grade students in learning Indonesian using the sociodrama method. In the pre-action it was clear that the speaking skills of the fifth-grade students in the Indonesian subject were in the very low category, this was because the method used by the teacher still used lectures. Although in this case the teacher's role is maximized, it does not support students to be active in the learning process, because students only act as listeners. So do not be surprised if students feel bored participating in learning activities. From the explanation above, it can be proven by the magnitude of the results of the students' speaking skills in Indonesian lessons, which are only 22% with a total of 6 students.

Based on the results of the study, students' mastery of speaking skills in the pre-action and cycle I increased by 22% to 55%. This happens because of the participation of students during the learning process. In addition, in cycle I students are not only loyal listeners but are also involved in teaching and learning activities. The teacher asks questions and students respond, but in this case, students are not active in carrying out their duties. With the deficiencies in cycle I, researchers made improvements that were

implemented in cycle II. Based on research data, students' mastery of speaking skills in cycle I and cycle II also increased by 55% to 95%. This happens because there is work in groups so that they are more active in groups. When there is one who is less active they can be motivated by group mates. In addition, in cycle II the researcher and teacher made improvements that were deemed necessary so that in cycle II the category of speaking skills was classified as good.

4. Conlusion

Based on the results of the research in the previous chapter, it was concluded that learning Indonesian through sociodrama could improve the speaking skills of fifth-grade students at Sindangbarang 04 Public Elementary School. In the first cycle of learning, students role-played based on conversational scripts with attention to linguistic and non-linguistic aspects. Based on the results of the observation test on speaking skills, students did not experience problems in linguistic aspects (speech/pronunciation) and non-linguistic aspects (intonation and expression). Acts of role-playing cycle II based on drama scripts. Cycle II was more focused on aspects of language (pronunciation/speech) and non-linguistics (intonation) which were lacking. The results of the observation test of speaking skills in cycle II have increased. Learning speaking skills through the sociodrama method shows an increase in students' speaking skills.

The increase is indicated by the average class value obtained. At the time before the action was carried out, the average value obtained was 55 after the action was carried out in cycle I, the class average value was 69 in cycle II, the average value increased, and the class average increased by 78. Apart from the average class value, achievement KKM also increased, namely in the pre-action KKM of 22%, in the first cycle, the KKM achievement was 40.7% and in the second cycle, the KKM achievement increased, namely 88%. This means that students' speaking skills are increasing by using the sociodrama method.

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