

# **The Use of Sociodrama to Improve Class XI Bahasa Students' Active Participation and Speaking Achievement at Madrasah Aliyah Negeri 1 Jember in the 2016/ 2017 Academic Year**

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***Abstract:** This research was classroom action research. The aim of this research was to improve class XI Bahasa students' active participation and speaking achievement at Madrasah Aliyah Negeri 1 Jember. The subject of the research was class XI Bahasa students of Madrasah Aliyah Negeri 1 Jember, the total number of the subject was 36 students. The data collection methods in this research used test, observation, interview, and documentation. Then, the obtained data (students' active participation and speaking achievement) from each cycle was analyzed quantitatively. The result of observation Cycle 1 showed that the average percentage was 78.84%. This result achieved the minimum requirement of the students' active participation (75%). The speaking test results Cycle 1 showed 77.8% students could achieve score of passing grade that was 75. Then, Cycle 2 was still conducted to check the consistency of the results in Cycle 1. The result of observation Cycle 2 showed that the average percentage was 88.56%. This result also achieved the minimum requirement of the students' active participation (75%). The speaking test results Cycle 2 showed 85.29% students also could achieve score of passing grade that was 75. It can be concluded that the Use of Sociodrama Improved Class XI Bahasa students' active participation and speaking achievement at Madrasah Aliyah Negeri 1 Jember in the 2016/ 2017 Academic Year.*

***Keywords:** Sociodrama, Speaking, Speaking Achievement*

## **INTRODUCTION**

English is an international language. It means that English is used in both spoken and written form by many people in many countries in the world. In Indonesia, English is used as a foreign language. It is only taught at schools, while in daily communication, Indonesia does not use English as a means of communication.

The Indonesian government itself requires students to study English from junior high school up to university levels. The government has set the goal of learning English in curriculum. The goal of teaching English at high school based on 2013 curriculum is to develop students' ability to communicate in English in oral and written form for interpersonal and transactional function.

Speaking is the most difficult language skill to learn among the four language skills. As Brown and Yule (1983: 25) state that learning to talk in the foreign language is often considered to be one of the most difficult aspects of language learning for the teacher to help the students with. So, it is impossible to make all students can speak English fluently with good grammar and pronunciation directly after conducting the teaching learning process of speaking in the class. This is because learning speaking in English is not enough just at

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school. Fadloeli (1986: 1-2) says that in learning speaking, students are often required to practice to speak in English frequently. The students are required to practice their speaking as often as possible, not only at school, but outside the classroom or outside of school hours also. For example: the students can practice speaking in small group conversations outside of school hours or they can also practice speaking alone in front of the mirror.

Based on the interview with the English teacher at Madrasah Aliyah Negeri 1 Jember on October 3rd, 2016, it was found that Madrasah Aliyah Negeri 1 Jember has already been using 2013 Curriculum in the 2016/ 2017 academic year and the passing grade of English was 75. She also said that class XI Bahasa still got difficulties in speaking English. This class had the lowest speaking achievement compared to other classes of the eleventh grade. The average score of speaking test was 67.7 which was below the passing grade. There were only 9 students of 36 in class XI Bahasa who have achieved the standard score of the passing grade. In addition, the teacher said that there were only 9 to 10 students who were active participants in speaking English. Most of them were shy to practice speaking in front of the class, because if they did some mistakes, like: if they made wrong in using appropriate vocabulary and pronouncing some words, they would be laughed by their friends.

To overcome the condition above, sociodrama technique had been used in teaching speaking. Sternberg and Garcia (2000: 4) note that "Rather than simply discussing social issues, sociodrama gets people out of their chairs and explore in action about the topics that interest them." It means that sociodrama is a learning technique in speaking conducted by performing some issues focusing on exploration role, rehearsal role, and expansion role. There was a research that had been carried out about the use of sociodrama in language teaching. For example a research which was conducted by McLennan and Smith (2007) in their research on improving the eighth grade students' behavior by using sociodrama technique found that the use of sociodrama technique could improve positive behavior from behavioral problems such as: lack of motivation, multiple social problems, and lack of respect for peers and teaching staff.

Based on the ideas above, the researcher believed that the students needed an interesting technique in teaching speaking, that was a technique that could motivate them to be active participants in the speaking class and could improve their speaking achievement. Therefore, the researcher was interested in conducting a classroom action research entitled "The Use of Sociodrama to Improve Class XI Bahasa Students' Active Participation and Speaking Achievement at Madrasah Aliyah Negeri 1 Jember in the 2016/ 2017 Academic Year."

## **RESEARCH DESIGN**

The purpose of this research was to improve XI Bahasa students' active participation and speaking achievement at Madrasah Aliyah Negeri 1 Jember. The research design used in this research was classroom action research. The subject of the research was class XI Bahasa students of Madrasah Aliyah Negeri 1 Jember, the total number of the subject was 36 students.

### **a) Data Collection Methods**

There were four kinds of data collection methods was used in this research as the following.

#### 1). Speaking Test

In this research, the test was established by using content validity. It was constructed based on the curriculum used. According to Heaton (1988:160) content validity depends on a careful analysis of the language being tested and of the particular course objectives. In addition the reliability of the test was done by applying inter-rater reliability. It was done by having double scores. The researcher and the English teacher were the scorers of the students' performance.

Dealing with the scoring system, the speaking test was scored by using analytical scoring, because each aspect of speaking was scored. The English teacher gave a score independently based on the scoring rubric of speaking, and the researcher also gave the score based on the scoring rubric as well.

#### 2). Observation

Observation was done in each meeting of each cycle. The purpose of doing the observation was to obtain the primary data about the students' active participation when they were learning speaking by using sociodrama technique.

#### 3). Interview

Interview in this research was done in the preliminary study. The data collected were used to support the background of the research. They were about data of the students' problem in learning speaking English and other information related to the research subjects. The instrument that was used in this research was an interview guide. Furthermore, the type of interview that was used was free guided interview. It means that the researcher only prepared a list of the questions asked and then developed to get more information needed.

#### 4). Documentation

Documentation was used in the preliminary study. It had a purpose to collect the supporting data in this classroom action research. The supporting data about the list of the students' names in class XI Bahasa and their previous speaking scores were collected by documentation.

### **b) Data Analysis**

The obtained data from the Cycle was analyzed quantitatively. They were analyzed based on the indicators of students' active participation during the teaching learning speaking process by using sociodrama technique in the classroom. To find percentage of the students' active participation in the teaching learning speaking process was as follows.

$$E = n/N \times 100\%$$

Notes:

E= The percentage of the students who actively participated in the classroom activities

n= The total number of the students who were categorized as the active students

N= The total number of the students in the class

(Adapted from Ali, 1993: 186)

To find the students' speaking achievement, the students' speaking scores (the average score given the researcher and the English teacher) was analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E= The percentage of the students who got score 75 or more in the speaking test.

n= The total number of the students who got score 75 or more in the speaking test.

N = The total number of the students in the class

(Adapted from Ali, 1993: 186)

## RESEARCH RESULTS

This research was conducted to improve class XI Bahasa students' active participation and speaking achievement at Madrasah Aliyah Negeri 1 Jember. The research results of each cycle would be explained as follows.

### The Results of the Actions in Cycle 1

#### a) The Result of Students' Participation in Cycle 1

Table 1. The Average Percentage of the Students' Participation in Cycle 1

No	Meeting	Percentage (%)	
		Active	Passive
1	Meeting 1	77.14%	22.86%
2	Meeting 2	80.55%	19.45%
The Average Percentage		78.84%	21.15%

Based on the table above, the average percentage of the students' active participation in the first and the second meeting of Cycle 1 was 78.84 %. It meant that the result of the observation in Cycle 1 had achieved the target of the research, because the criteria of active

participation in this research was 75% of the students actively participated in the speaking teaching learning process by using sociodrama.

### b) The Result of the Students' Speaking Test in Cycle 1

The percentage of the students' speaking test in Cycle 1 who got at least 75 (the passing grade of English) was as follows.

$$28/36 \times 100\% = 77.8\%$$

Based on the results of speaking test, there were 28 students who achieved passing grade, it was 75 and 8 students who achieved the score below 75. It means that there were 77.8% of the students who succeeded in achieving the score of 75 as the passing grade of English. Moreover, it could be concluded that the action in Cycle 1 had achieved the research criteria of successful action that was 75%.

### c) The Result of Reflection in Cycle 1

The reflection was done by the English teacher of Madrasah Aliyah Negeri 1 Jember and the researcher after analyzing the results of the observation and the results of the students' speaking test.

The result of the observation showed that 27 students of 35 students or 77.14% of the students actively participated in the speaking teaching learning process by using sociodrama in the first meeting of Cycle 1. Further, in the second meeting of Cycle 1, there were 29 of 36 students or 80.55% of the students who were active in the speaking teaching learning process by using sociodrama. Based on the results, the average of the students' active participation in the first and the second meetings in Cycle 1 was 78.84%. It means that the students' active participation in the first and the second meeting in Cycle 1 achieved the target of the research, because the criteria of active participation in this research was 75% of the students actively participated in the speaking teaching learning process by using sociodrama.

The results of the students' speaking test in Cycle 1 showed that 28 students of 36 students or 77.8% of the students achieved the English passing grade, that was 75. It means that the result of the speaking test in Cycle 1 had achieved the criteria of successful research that was 75% of the students could achieve the score at least 75 in the speaking test. The action was still continued to Cycle 2 to check the consistency of the action result of the speaking teaching learning process by using sociodrama

### The Results of the Actions in Cycle 2

#### a) The Result of Students' Participation in Cycle

Table 2. The Average Percentage of the Students' Participation in Cycle 2

No	Meeting	Percentage (%)	
		Active	Passive
1	Meeting 1	85.71%	14.29%
2	Meeting 2	91.42%	8.58%
The Average Percentage		88.56%	11.43%

Based on the table above, the average percentage of the students' active participation in the first and the second meeting of Cycle 2 was 88.56%. It means that the result of the observation in Cycle 2 had achieved the target of the research, because the criteria of active participation in this research was 75% of the students actively participated in the speaking teaching learning process by using sociodrama.

### **b) The Result of Students' Speaking Test in Cycle 2**

The percentage of the students who got at least 75 (the passing grade of English) was as follows.

$$29/34 \times 100\% = 85.29\%$$

Based on the results of speaking test, there were 29 students who achieved passing grade score, it was 75 and 5 students who achieved score below 75. It means that there were 85.29% of the students who succeeded in achieving score 75 as the passing grade of English. Moreover, it could be concluded that the action in Cycle 2 had achieved the research criteria of successful action that was 75% and it had good consistent result compared with the research results Cycle 1.

### **c) The Result of Reflection in Cycle 2**

The reflection was done by the English teacher of Madrasah Aliyah Negeri 1 Jember and the researcher after analyzing the results of the observation and the results of the students' speaking test.

The result of the observation showed that 30 of 35 students or 85.71% of the students actively participated in the speaking teaching learning process by using sociodrama in the first meeting of Cycle 2. Further, in the second meeting of Cycle 2, there were 32 of 36 students or 91.42% of the students who were active in the speaking teaching learning process by using sociodrama. Based on the results, the average of the students' active participation in the first and the second meetings in Cycle 2 was 88.56%. It means that the students' active participation in the first and the second meeting in Cycle 2 achieved the target of the research, because the criteria of active participation in this research was 75% of the students actively participated in the speaking teaching learning process by using sociodrama.

The results of the students' speaking test in Cycle 2 showed that 29 of 34 students or 85.29% of the students achieved the English passing grade, that was 75. It meant that the result of the speaking test in Cycle 2 had achieved the criteria of successful research that was 75% of the students could achieve the score at least 75 in the speaking test. The action was stopped, because the action result of the speaking teaching learning process by using sociodrama had consistent compared with the action result of Cycle 1.

## **DISCUSSION**

This research was intended to increase the students' active participation of class XI Bahasa class in the teaching learning process of speaking and to improve the students' speaking achievement. To fulfill the objectives, this classroom action research was done by applying sociodrama technique.

The result of observation in Cycle 1 showed that the percentage of the students' active participation was 77,14% in the first meeting and it improved to be 80,55% in the second meeting of Cycle 1 and the average percentage of the students' active participation in the first and the second meeting of Cycle 1 was 78.84%. This result achieved the minimum requirement of the students' active participation (75%). It means that the minimum requirement of the students' active participation can be achieved. The speaking test results also showed good results by achievement of 77.8% students in the class could achieve score of passing grade that was 75 and there were only 8 students who achieved score below 75. Although, the research successful criteria had been achieved in Cycle 1, Cycle 2 was still needed to check the consistency of the results in Cycle 1. The result of observation in Cycle 2 showed that the percentage of the students' active participation was 85.71% in the first meeting and it improved to be 91.42% in the second meeting of Cycle 2 and the average percentage of the students' active participation in the first and the second meeting of Cycle 2 was 88.56% (it was improve that compared with the last meeting of Cycle 1). This result was achieved the minimum requirement of the students' active participation (75%) and it was better from the result of Cycle 1. The percentage of the students who got at least 75 in the speaking test improved from 77.8% in Cycle 1 to 85.29% in Cycle 2.

Based on the results of Cycle 1 and Cycle 2 above, it can be concluded that there was a significant improvement brought by the use of sociodrama in the teaching learning process of speaking. As stated by Sternberg and Garcia (2000: 16) that sociodrama gives group members time to interact with each other, discuss issues that are on their minds, choose what it is they want to explore, when the time comes for the enactment, people are eager to participate in the action. In addition, Doff (1988:104) states that the purpose of English oral practicing is to develop students' ability to communicate freely and spontaneously. By making students feel free and spontaneous in English oral practicing, it can make the students are not afraid to speak in English. They think that practicing speaking in the school are the same as practicing speaking in real life. They can communicate freely without any anxious in using language structures and vocabularies.

In addition, the research results above had the similar results with the research entitled Promoting Positive Behaviors Using Sociodrama conducted by McLennan and Smith (2007). In the research they investigated whether the use of sociodrama activities created by Augusto Boal can promote or not self expression, a commitment to learn, and positive behavior in grade eight students. The results showed that sociodrama encourage expression in the form of idea sharing and confidence building, had commitment to learn and felt more comfortable working with others.

Thus, it could be concluded that the results of this action in two cycles proved that the use of sociodrama could improve students' active participation and speaking achievement.

## **CONCLUSION**

According to the results of data analysis, it can be concluded that the use of sociodrama could improve class XI Bahasa students' active participation and speaking achievement at Madrasah Aliyah Negeri 1 Jember. It could be seen in the research results of each cycle. In the average percentage of the students' active participation in the first and the second meeting of Cycle 1 was 78.84%. This result achieved the minimum requirement of the

students' active participation (75%). It meant that the minimum requirement of the students' active participation can be achieved. The speaking test results also showed good results by achievement of 77.8% students in the class could achieve score of passing grade that was 75. Although, the research successful criteria had been achieved in Cycle 1, Cycle 2 was still needed to check the consistency of the results in Cycle 1. The result of observation in Cycle 2 showed that the average percentage of the students' active participation in the first and the second meeting of Cycle 2 was 88.56% (it was improve that compared with the last meeting of Cycle 1). This result was achieved the minimum requirement of the students' active participation (75%) and it was better from the result of Cycle 1. The percentage of the students who got at least 75 in the speaking test improved from 77.8% in Cycle 1 to 85.29% in Cycle 2.

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