

Performing Socio Drama to Increase Students' Motivation in Speaking English

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Abstract

Teaching speaking In Indonesian, many teachers have made much effort to find good methods, strategies, techniques, media and teaching materials to make the most of it. They have tried hard to maximize every way in the teaching and learning process. The socio drama method also has an influence on student learning outcomes. The purpose of the research method used is experimental. The population in this study were 250 people students of class VII SMPS PLUS Kasih Ibu Patumbak, while the sample is class VIII-A (20 students) as an experimental group that teaches storytelling techniques in narrative text and class VIII-B. (20 students) as a control group were taught without telling. This research was conducted through the following The test is a drama conversation. Researchers of several drama conversations related to English answered 2 people with drama. The results show that there is an increase in students speaking skills using storytelling techniques. After calculating the data, then the researcher found that the t-test t-test obtained that the value of observed \geq ttable, namely $6.436 > 2.086$. on significance level $\alpha = 0.5$. Thus, it can be concluded that H_0 is rejected and H_a is accepted. An can be interpreted that Performing socio drama significant effect on increase students' motivation in speaking english.

Keywords: *motivation in speaking english, socio drama, EFL students*

Abstrak -- Pengajaran berbicara Dalam bahasa Indonesia, banyak guru telah berusaha keras untuk menemukan metode, strategi, teknik, media dan bahan ajar yang baik untuk memanfaatkannya secara maksimal. Mereka telah berusaha keras memaksimalkan segala cara dalam proses belajar mengajar. metode sosio drama juga memiliki pengaruh terhadap hasil belajar siswa. Tujuan metode penelitian yang digunakan adalah eksperimen. Populasi dalam penelitian ini adalah siswa kelas VII SMPS PLUS Kasih Ibu Patumbak yang berjumlah 250 orang, sedangkan sampelnya adalah kelas VIII-A (20 siswa) sebagai kelompok eksperimen yang mengajarkan teknik bercerita dalam teks naratif dan kelas VIII-B. (20 siswa) sebagai kelompok kontrol diajar tanpa disuruh. Penelitian ini dilakukan dengan mengikuti tes berupa percakapan drama. Peneliti dari beberapa percakapan drama yang berhubungan dengan bahasa Inggris menjawab 2 orang dengan drama. Hasil penelitian menunjukkan bahwa terdapat peningkatan keterampilan berbicara siswa dengan menggunakan teknik bercerita. Setelah dilakukan perhitungan data, kemudian peneliti menemukan bahwa dengan uji-t diperoleh bahwa nilai observasi \geq ttabel yaitu $6,436 > 2,086$. pada tingkat signifikansi $\alpha = 0,5$. Dengan demikian dapat disimpulkan bahwa H_0 ditolak dan H_a diterima. An dapat diartikan bahwa Pertunjukan sosio drama berpengaruh signifikan terhadap peningkatan motivasi siswa dalam berbicara bahasa Inggris

Kata kunci: *motivasi berbicara bahasa inggris, socio drama, siswa EFL*

1. Introduction

During the last 10 years, the importance of foreign language learning in Asian countries has gradually increased. It can be seen the higher demand for high proficiency in English in education and business contexts, the role of English language teaching and learning becomes ever more significant. Based on the results of research in Thailand which is part of education reform, Kirkpatrick (2012) also observed that Thailand has been investing a great deal of money in education, but is still unable to produce sufficient graduates skilled in English. Baker and Jarunthawatchai (2017) and Hayes (2016) further illustrate that English proficiency among Thai students is still low in comparison with other countries in Southeast Asia despite the hard efforts made. In fact, it should be noted that the English language in Thailand is considered a foreign language, or EFL; therefore, English is treated as a subject matter rather than as a language for use in daily life. Consequently, the EFL context allows Thai students to have limited opportunities at best to use English in their daily lives; that is to say, English is generally used only in classroom settings. For such reasons, the English proficiency of Thai students is low, and the whole field of English language learning in Thailand has come into question.

In Taiwan, there is no denying that English ability currently plays an important role in the workplace. More and more people have enrolled in English learning courses in the community colleges in Taiwan, and English is a global language that has been actively emphasized in Taiwan in recent years. Previously, the English exam included only listening, reading, and writing sections, but now an English proficiency exam, like the General English Proficiency Test (GEPT) containing oral sections, implies that EFL oral proficiency is receiving much more emphasis now than previously. Due to this case, students start to focus more on EFL speaking ability.

Speaking anxiety in foreign language learning context has also attracted attention in Turkish context. In her doctoral dissertation, Aydın (in Takkaç Tulgar, A, 2018) aimed to examine the sources of anxiety for EFL learners in Turkish context in speaking and writing skills. Thirty-six intermediate level learners completed the FLCAS and their anxiety levels were determined.

Teaching speaking In Indonesian, many teachers have made much effort to find good methods, strategies, techniques, media and teaching materials to make the most of it. They have tried hard to maximize every way in the teaching and learning process. Why speaking isn't really considered to be tested in many school exams because according to Clifford (in Santri E.P. Djahimo, 2018), it's not easy to be objectively assessed and time-consuming. Although, According Nunan (in Santri E.P. Djahimo, 2018) speaking skill is neglected in many exams, people still believe that the ability to speak in the target language is the way to measure whether or not learners are successful in their learning process. Speaking skill is one of the main points to master English because it is required to communicate ideas, opinion and comments with other people in discussion situation, this was related to Tarigan, Fahmi, and Utami (2019) who mentioned that oral communication can improve a person's ability to respond challenges of life threats In teaching speaking process.

The socio drama that occur in this situation is surfaced often during peer-led learning discussion in case to understanding the motivation according to Sudjana (2016: 62), "Learning success can be seen in the motivation shown by the students at the time of implementing teaching and learning activities". Socio drama is a learning method that invites students to play roles that emphasize solving social problems. The socio drama method is made for a specific purpose, namely so that students can appreciate and appreciate the feelings of others. The socio drama method also aims to develop a sense of responsibility in students. In addition, the socio drama method also has an influence on student learning outcomes. As stated by Somer (in Ragnarsdóttir & Thorkelsdóttir, 2012), that drama games help students retain subject matter in school in terms of their memory.

Related to the description above, the purposes of this article to apply drama and assumed an influential and beneficial teaching strategy. As the purpose to provide opportunities for the student as a flexible method and can be well worth if the control time is set properly and regularly not only in the classroom but also outside of classroom.

2. Literature Review

2.1 EFL Student in Speaking Skill

EFL (English as First Language) is created for those student that fluent in speaking or writing in English and take English as their mother tongue. At the very early, learning English is done by using some media to build up student interest on learning English. As teacher uses some media and adapt the media to the local culture to support their teaching process, Pazilah et al. (2019) reports that the use of visual aids can be adapted to modern and traditional ways of teaching, which could depend on students' preferences and the school environment. However, each teacher can determine the method to be used, which would be better if the teacher conducted a diagnostic assessment first.

2.2 Motivation in learning English

Motivation is a concept without physical reality, we cannot see motivation; we see effort, interest, attitude and desire. Based on Ihsan, M. D. (2016) Motivation is the extent to which a communicator is drawn towards or pushed away from communicating competently in a given context then performed. According to Zoltan Dornyei (Fajar Maulana et.al ,2020) the importance of students' motivation to speak in his book entitled Motivational Strategies in the Language Classroom. Therefore, it is necessary to be able to identify the factors influencing students to speak in a socio drama performing in a class, in order to create an excellent situation to learn in it.

2.3 Socio Drama Technique in Learning

It is undeniable that digital stuff really helps English students to practice speaking (Yang et all, 2022). Yet, the real action and concrete stuffs, such as; role play, creative drama, and socio drama must be more meaningful in learning process because the student can directly experience the situation, the vibes, and the feeling (Loizou, 2019). Asmarawati, P.A., et al (2014), explain that at this time, socio drama takes place and there will also be discussions and mutual questions and answers on the problems that arise is being revealed in the drama. In the discussion process, students are trained to apply social skills by learning to respect the opinions of others, accept or criticize other people as well as self-management abilities emotions. Stevia (2017) found that the student's learning outcomes through socio drama were satisfying. The implementation of the socio drama in learning conversational skills could improve students' grammar, vocabulary and pronunciation. In this case, teaching learning process can be more applicable to the any situation if teacher can apply and integrate teaching model in the classroom, so the class situation create the creative crowd (Lubis&Lubis, 2019)

3. Methodology

3.1 Design of the Reasearch

This research was applied quantitative reseah method with the design of this research is experimental research which aims to investigate of using socio drama to increase students' speaking skill. Therefore, the researcher uses experiment to find the significant difference before and after treatment. According to Creswell (2012), experiments are controlled and they are the best of the quantitative designs to use to establish cause and effect.

3.2 Population and Sample

The population of this research was all of students at SMP Plus Kasih Ibu. The total numbers of all students at SMP Plus Kasih was 280 students distributed into 8 classes. The sample were grade VIII-A (as the experimental group) and grade VIII-B (as the control group) consisting of 20 students. Therefore, the number of the sample chosen in this research is 40 students.

3.3 Instrument of the Research

Instrument of the research will be used questionnaire, performance, Lesson plan, and Observation sheet based on speaking indicator.

3.4 Technique of Collecting Data

There were several activities undertaken to collect the data comprehensively, namely, pre test, treatment and post test.

1. Pre test

The researcher gave the students some questioner before treatment. The purpose of the pre-test is to know how the students' motivation in speaking skill before receiving treatment.

2. Treatment

The treatment was conducted for the experimental class by using the socio drama technique. Socio drama technique will be applied for about three meetings.

Table 3.1
Meeting and Activities

Meetings	Activities
Meeting 1	<ul style="list-style-type: none"> • Give questionnaire before treatment
Meeting 2	<ul style="list-style-type: none"> • Give an introduction about socio drama • and makes drama scripts for 1 week
Meeting 3	<ul style="list-style-type: none"> • Perform • Observation performance socio drama • Give questionnaire after treatment

3. Post test

The post-test was conducted to find out the students' achievement and their progress after giving the treatment about using socio drama to increase speaking skills.

3.5 Technique of Analyzing Data

To analyzes the data by using requirement test that consist normality test and t-test by using SPSS 25.

1. Normality test

The normality test is used to know the data normal distribution or not. The criteria for acceptance or rejection of hypothesis for normality test are as follow:

Ho : The data are normally distributed

Ha : The data are not normally distributed

Ho is accepted if $\text{sig} > \alpha = 0,5$

Ha is accepted if $\text{sig} < \alpha = 0,5$

2. Validity Test

According to Sugiyono (2016: 121), "Validity test is the degree of accuracy between data that occurs on research objects and data that can be reported by researchers.

3. T-test

The researcher uses SPSS 25 program to analyze the data. The researcher applies the paired sample test to analysis student motivation in speaking English test.

4. Results and Discussion

Results

The researcher explains the results of the research. As mentioned in the previous chapter, the data collection instrument in this study was a test. Data was collected from the results of students' pretest and posttest scores in both the experimental class (VII-A) and the control group (VII-B) at SMPS Plus Kasih Ibu Patumbak. The result is as follows:

Table 4.1
The Result of Questionnaire Experimental Group
(Pre-test)

	N	Minimum	Maximum	Mean	Std.Deviation
Pre-test class of experimental	20	65.00	85.00	72.45	5.977
Post -test class of experimental	20	65.00	89.00	82.05	5.175
Valid	20				

Source of processed data in Appendix

The results of calculations using SPSS 25 on pre-test data in class 8A obtained a valid sample of 20, average score = 72.45, maximum value = 85.00, minimum value = 65.00, standard deviation = 5.977 while data after implementation (po/st test) in class of experimental, the number of valid samples is 20, average score = 82.05, maximum value = 89.00, minimum value = 65.00, standard deviation = 5.175 . from the data obtained there can be a change in value after and previous values are all data valid. The Result of Pre-test & Post-test control group score,can see on the table:

Table 4.2
The Result of Questionnaire Control Group
(Pre-test & Post-test)

	N	Minimum	Maximum	Mean	Std.Deviation
Pre-test class of control	20	65.00	85.00	71.65	5.508
Post -test class of control	20	77.00	88.00	82.20	3.188
Valid	20				

Source of processed data in Appendix

The results of calculations using SPSS 25 on pre-test data in the class of control obtained a valid sample size of 20, average score = 71.65, maximum value = 85.00, minimum value = 65.00, standard deviation = 5.508 while data after implementation (post test) in class of control, the number of valid samples is 20, average score = 82.20, maximum value = 88.00, minimum value = 65.00, standard deviation = 3.188 . from the data obtained there can be a change in value after and previous values are all data valid.

Hypothesis testing was analyzed using the -T test to find out whether learning English was effective using learning media based on drama script media. the researcher's conclusion is declared significant if observed > ttable at a significance level of 5% and p<0.05.

The results of testing the validity of the Pre-test and Post-test with Class Experiments can be seen as follows:

Table 4.6
Summary of Paired T Test Results Pre-test and Post- test with Class Experiment.

Class	Average	Tobserved	Ttabel	N
Pre test class of experimen	72.45	5.430	2.086	20
Post test class of experimen	82.05			

Source of processed data in Appendix

Based on the table above, it was found that the average pre-test class of experiment value was 72.45 and the average post-test score was 82.05 so that it experienced an increase of 9.5. also obtained observed > Ttable at a significant level of 5% (- 5,430 > 2,086) which concluded that the independent variable has an effect on the dependent variable.

Furthermore, the results of the T-Test test on the Pre-test with Post-test Class of control can be seen as follows:

Table 4.7
Summary of Paired T Test Results Pre-test with Post-test Class of control.

Class	average	Tobserved	Ttabel	N
Pre-test class of control	71.65	7.413	2.086	20
Post-test class of control	82.20			

Source of processed data in Appendix

Based on the table above, it was found that the average pre-test score for the class of control was 71.65 and the average post-test score was 82.20 so that it experienced an increase of 10.55. also obtained Tob served > Ttable at a significant level of 5% (- 5,430 > 2,086) which concluded that the independent variable had no effect on the dependent variable.

Discussion

The researcher identified showing social drama to increase motivational students' achievement in speaking English. Samples were taken from two classes grade eight Smp Kasih Ibu Patumbak. The number of samples is 40 students. The researcher found that the application of the eighth social drama classes at SMPS Plus Kasih Ibu Patumbak can help them to support them Speaking skills. Students taught by real action will be more easily to remember and to understand, so they can speak more fluently (Hasibuan et al, 2021; Lubis et al, 2020), rather than they talk to digital stuffs (Erickson, 2023)

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". The Socio drama technique in improving students' speaking ability has an effect on motivating students to learn to learn English. It can be seen from the data above. The students got good grades in speaking using the Socio drama Technique. Therefore, the findings from the Socio drama technique are very useful for improving students' speaking skills.

5. Conclusuion

Based on the results of research that has been done about the effectiveness of socio-drama learning media on student learning outcomes in news text material in class VIII Smp Kasih Ibu Patumbak . can be concluded as follows:

1. Student learning activities taught using social drama media are better than classes taught not using socio

drama media. This is in accordance with the criteria for the level of student activity obtained which is included in the very high category

2. There are differences in the learning outcomes of students who are taught using audio-visual media with the learning outcomes of students who are taught not using socio-drama media in News Text material in class VIII Smp Kasih Ibu Patumbak , this can be seen from the results of testing the hypothesis using the t-test obtained that the value of observed \geq ttable, namely $6,436 > 2.086$. Thus it can be concluded that H_0 is rejected and H_a is accepted.

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