

---

## SOCIODRAMA LEARNING METHODS TO IMPROVE STUDENTS' SPEAKING SKILLS

By

I Nyoman Suparsa<sup>1</sup>, Ida Bagus Nyoman Mantra<sup>2</sup>

<sup>1,2</sup>Universitas Mahasaraswati Denpasar

Email: <sup>1</sup>[suparsa\\_nym@unmas.ac.id](mailto:suparsa_nym@unmas.ac.id), <sup>2</sup>[bagusmantra@unmas.ac.id](mailto:bagusmantra@unmas.ac.id)

---

### Article Info

#### Article history:

Received Sept 13, 2024

Revised Oct 17, 2024

Accepted Nov 23, 2024

---

#### Keywords:

Speaking,  
Classroom Action  
Research,  
Sociodrama

---

### ABSTRACT (10 PT)

This research is classroom action research, so the characteristics of this research are that it requires several steps in the form of a cycle. The subjects of this research were 6th-grade students at Elementary School 23 Denpasar, with the research object being that the sociodrama learning method can improve students' speaking skills. The observation and test methods were used, and the qualitative descriptive method was used when processing the data. Based on the research results, the student's average score was meager in speaking at the pre-cycle stage, namely 5.2. To increase students' average scores, in cycle 1, students are given guidance on speaking skills, and after that, their speaking abilities are assessed. What is assessed is (1) speaking fluency, (2) intonation, (3) appropriateness of topic, and (4) expression and facial expressions. However, the average value obtained was just more than adequate, namely 6.375. So, it is necessary to provide more guidance and assessment in cycle 2. In cycle 2, it has yet to be achieved, namely 7.3125 in the excellent category, because the expected average score is 8.8 in the particular category. Therefore, the research was continued in cycle 3. To improve the average score in cycle 2, in cycle 3, the things carried out in cycle two were repeated but with more emphasis on role-playing without a script which was rehearsed and evaluated several times without feeling nervous, embarrassed, or afraid. In cycle 3, a new average value that exceeds the expected average value 8.8, namely 8.90625 in the Special category, can be achieved.

*This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.*



---

### Corresponding Author:

I Nyoman Suparsa

Universitas Mahasaraswati Denpasar

Jalan Kamboja 11 A Denpasar, Bali, Indonesia

Email: [suparsa\\_nym@unmas.ac.id](mailto:suparsa_nym@unmas.ac.id)

---

## 1. INTRODUCTION

Speaking skills are essential in conveying ideas or thoughts verbally to others. Students' speaking abilities vary significantly. Some students speak English in informal situations, such as during their break time, and others talk fluently in formal situations, such as during discussions, speeches, and similar occasions. The students are expected to be capable of speaking effectively in both informal and formal situations.

Based on the observations of the teaching and learning process of grade 6 students at Elementary School 23 Denpasar in the 2023/2024 academic year, the students still stutter, their sentences lack fluency, and the ideas they convey are not organized systematically. Additionally, they often need more confidence and communicate effectively in formal situations. This indicates that, ideally, their skills must meet the set standards (KKM), which is 8.8.

This lack of fluency in speaking is caused by various factors, including limited opportunities for students to practice speaking. Teachers who teach Indonesian language subjects still need to fully meet the curriculum requirements for developing students' speaking skills.

Based on the above, the researcher aimed to determine whether applying the sociodrama learning method can improve the learning outcomes of grade 6 students at Elementary School 23 Denpasar for the 2023/2024 academic year.

Sociodrama is a method that invites students to have the courage to face a problem and be able to provide solutions to the issues they face, not only occurring personally but also occurring in the surrounding environment (Alaba, 2014: 1327). According to Sujana (2013:90—91), through the sociodrama method, students are encouraged to understand and fully experience the feelings of others.

Several steps can be taken in applying the sociodrama learning method, such as (1) the teacher and students work together to determine the topic and purpose of sociodrama, (2) the teacher explains the situation that students will portray in the drama, (3) the teacher and students form a group to organize roles, prepare the setting, create a script, and necessary equipment, (4) Students join the assigned group and decide the roles each member will play, (5) the teacher provides guidance to each group and role players on what needs to be done in drama, (6) students ask the teacher various things they don't understand, (7) students prepare to perform the drama, (8) the teacher determines the time for the drama activity, (9) students perform a drama while the teacher supervises and offers suggestions, (10) students in groups hold discussions to provide solutions to problems presented in the drama they have performed, and (11) the teacher and students draw conclusions.

## 2. RESEARCH METHOD

This type of classroom action research was conducted in cycles by teachers or prospective teachers in the classroom (Susilo, 2011:2). In line with the research problem, a three-cycle classroom action research design was employed.

Meanwhile, this research used the experimental quozu approach. Quozu-experiment is an experiment that does not use a control group because the population is used as research subjects (Netra, 1974:35).

The research subjects were all 6th-grade students at Elementary School 23 Denpasar: 32 people consisting of 20 females and 12 males. Meanwhile, the object of the research was the sociodrama learning method implied to improve speaking skills in grade 6 students at Elementary School 23 Denpasar.

This classroom action research was conducted over three cycles, involving collaboration and reflection. The target result was a minimum score of 70. If this benchmark was not met, the process continued in subsequent cycles until the research objectives were achieved. Each cycle must include the following components: (1) planning, (2) implementation, (3) evaluation, and (4) reflection.

The methods used in collecting data in classroom action research were observation methods and test methods. The observation method was a way of observing and taking notes that were carried out during the speaking learning process in class. Meanwhile, the test method was a way to obtain data in the form of assignments that must be carried out by students in the form of scores that were compared with established standards (Nurkencana and Sunartana, 1981:25). This test was administered at the beginning and end of the meeting to assess the student's speaking ability and to determine their score in speaking. The instrument used was an oral test where the students were tasked with performing a drama in front of the class.

The data processing method employed was a qualitative descriptive method. This method aimed to describe an in-depth and detailed phenomenon or situation without relying on numerical or statistical data. So, presenting the results of qualitative descriptive data analysis was a way to describe, explain, and interpret qualitative data using text or narrative. The main goal of this method was to provide an in-depth and detailed description of the phenomenon being studied and to understand the underlying meaning and perspective of the data. Quantitative research uses this narrative to optimize the reader's opportunity to gain an experiential understanding of the case (Stake, 1995:4). Therefore, readers can quickly understand the discussion if they understand the content they are reading.

## 3. RESULTS AND DISCUSSION

Based on classroom action research, it is proven that the sociodrama learning method can enhance the speaking skills of Class 6 students at Elementary School 23 Denpasar for the 2023/2024 Academic Year. This implementation was evident from the results of the pre-cycle, cycle 1, cycle 2, and cycle three that were implemented.

The pre-cycle was held on Thursday, May 9, 2024; the first cycle was held on Tuesday, May 14, 2024; the second cycle was conducted on Saturday, May 18, 2024; and cycle three was conducted on Wednesday, May 22, 2024. Researchers used the value -The average pre-test score was the initial score to compare the scores in the first, second, and cycle 3. Based on this, criteria for speaking skill proficiency could be established. The pre-cycle held on Thursday, May 9, 2024, can be read in the following table.



**Table 1. Data Analysis of Pre-Cycle Test Results for Speaking Skills in Grade 6 Students of Elementary School Number 23 Pemecutan Denpasar Academic Year 2023/2024**

| No  | Category         | Range Score | Value (x) | Frequency | Number of Values | Percent  | Average Value      |
|-----|------------------|-------------|-----------|-----------|------------------|----------|--------------------|
| (1) | (2)              | (3)         | (4)       | (5)       | (6)              | (7)      | (8)                |
| 1   | Outstanding      | 87-100      | 10        | 0         | 0                | 0%       | 167:32=<br>5,21875 |
| 2   | Excellent        | 79-86       | 9         | 0         | 0                | 0%       |                    |
| 3   | Good             | 71-78       | 8         | 0         | 0                | 0%       |                    |
| 4   | More than enough | 62-70       | 7         | 0         | 0                | 0%       |                    |
| 5   | Enough           | 64-61       | 6         | 14        | 84               | 43, 75%  |                    |
| 6   | Almost enough    | 46-53       | 5         | 11        | 55               | 34, 375% |                    |
| 7   | Not enough       | 38-45       | 4         | 7         | 28               | 27, 875% |                    |
| 8   | Very little      | 29-37       | 3         | 0         | 0                | 0%       |                    |
| 9   | Bad              | 21-28       | 2         | 0         | 0                | 0%       |                    |
| 10  | Very bad         | 13-20       | 1         | 0         | 0                | 0%       |                    |
|     |                  |             |           | 32        | 167              | 100%     |                    |

During the initial test on Thursday, May 9, 2024, the researcher did not provide material but instead assigned tasks to students at the beginning of the learning process with the researcher's notes, which explained the competency standards, basic competencies, and learning objectives. Hence, students received an explanation of the assignment given. The results obtained from 32 students who still lacked the confidence to speak and tell stories are as follows.

(1) Fair category with a score range of 64-61, with a score of 6, a frequency of 14, a total of 84 scores and an average score percentage of 43.75%, (2) Almost sufficient category with a score range of 46-53 with a value of 5, a frequency of 11, a total of 55 and an average percentage of 34.375%, and (3) Poor category, score range 38-45, with a value of 4, frequency 7, total value 28, percentage of average value 21.875.

During the initial test on Thursday, May 9, 2024, the researcher did not provide material but instead assigned tasks to students at the beginning of the learning process with the researcher's notes, which explained the competency standards, essential competencies, and learning objectives. Hence, students received an explanation of the assignment given. The results obtained from 32 students who still lacked the confidence to speak and tell stories are as follows.

The explanation above indicated that the results did not meet the established standard (KKN) of 8.8, as it fell to 5.21875, which was categorized as 'almost sufficient.'

Based on the results achieved by the thirty-two students in the pre-cycle, the students only managed to achieve the highest score of 43.75 in the sufficient category. To improve the average score of (5.21875), further planning was explicitly required to implement cycle 1. The assessments emphasized in cycle one were (1) speaking fluency, (2) intonation, (3) appropriateness of topic, and (4) expression and facial expressions. The four assessment criteria had a score range of 0-25, so the total is 0-100.

Cycle 1 was researched using the sociodrama learning method conducted on Tuesday, May 14, 2024. Cycle 1 was attended by 32 Class 6 students at Elementary School Number 23 Pemecutan, Denpasar City. Based on the research, the number of students who got a score of 7 was 16 people, 12 got a score of 6, and the number of students who got a score of 5 was four people.

**Table 2. Data Analysis of the Results of the 1st Cycle Test on Speaking Skills for Class 6 Students of Elementary School Number 23 Pemecutan Denpasar Academic Year 2023/2024**

| No  | Category i       | Range Score | Value (x) | Frequency | Number of Values | Percent | Average Value |
|-----|------------------|-------------|-----------|-----------|------------------|---------|---------------|
| (1) | (2)              | (3)         | (4)       | (5)       | (6)              | (7)     | (8)           |
| 1   | Outstanding      | 87-100      | 10        | 0         | 0                | 0%      | 204:32= 6,375 |
| 2   | Excellent        | 79-86       | 9         | 0         | 0                | 0%      |               |
| 3   | Good             | 71-78       | 8         | 0         | 0                | 0%      |               |
| 4   | More than enough | 62-70       | 7         | 16        | 112              | 50%     |               |
| 5   | Enough           | 64-61       | 6         | 12        | 72               | 37,5%   |               |
| 6   | Almost enough    | 46-53       | 5         | 4         | 20               | 12,5%   |               |
| 7   | Not enough       | 38-45       | 4         | 0         | 0                | 0%      |               |
| 8   | Very little      | 29-37       | 3         | 0         | 0                | 0%      |               |

|    |          |       |   |    |     |      |
|----|----------|-------|---|----|-----|------|
| 9  | Bad      | 21-28 | 2 | 0  | 0   | 0%   |
| 10 | Very bad | 13-20 | 1 | 0  | 0   | 0%   |
|    |          |       |   | 32 | 204 | 100% |

Based on the table above, it can be explained that some of the 32 students got a score of 7 in the more than adequate category (50%), 12 students still achieved a score of 6 in the sufficient category (37.5%), and four students still obtained a score of 5. with almost enough category. Most students had yet to get the expected score per the KKM (8.8).

Therefore, cycle two was implemented. The implementation of cycle 2 was similar to cycle 1, but various improvements were added, including response, learning motivation, and speaking spontaneity. Allocated learning time, the classroom atmosphere needs to be improved. Then, the test was assigned to 32 students, and the results can be read in Table 3 below.

**Table 3. Analysis of Data from the 2nd Cycle Test Results for Speaking Skills in Class 6 Students of Elementary School Number 23 Pemecutan Denpasar Academic Year 2023/2024**

| No  | Category         | Range Score | Value (x) | Frequency | Number of Values | Percent | Average Value                      |
|-----|------------------|-------------|-----------|-----------|------------------|---------|------------------------------------|
| (1) | (2)              | (3)         | (4)       | (5)       | (6)              | (7)     | (8)                                |
| 1   | Outstanding      | 87-100      | 10        | 0         | 0                | 0%      | Nilai rata-rata :<br>234:32=7,3125 |
| 2   | Excellent        | 79-86       | 9         | 0         | 0                | 0%      |                                    |
| 3   | Good             | 71-78       | 8         | 15        | 120              | 46,875% |                                    |
| 4   | More than enough | 62-70       | 7         | 12        | 84               | 37,5%   |                                    |
| 5   | Enough           | 64-61       | 6         | 5         | 30               | 15,625% |                                    |
| 6   | Almost enough    | 46-53       | 5         | 0         | 0                | 0%      |                                    |
| 7   | Not enough       | 38-45       | 4         | 0         | 0                | 0%      |                                    |
| 8   | Very little      | 29-37       | 3         | 0         | 0                | 0%      |                                    |
| 9   | Bad              | 21-28       | 2         | 0         | 0                | 0%      |                                    |
| 10  | Very bad         | 13-20       | 1         | 0         | 0                | 0%      |                                    |
|     |                  |             |           | 32        | 234              | 100%    |                                    |

Based on Table 3 above, students had yet to achieve a score of 9 in the outstanding category, let alone 10 in the Special category. Fifteen students were able to achieve a score of 8 (46.875%) in the excellent category, 12 students were able to achieve a score of 7 (37.5%) in the more than adequate category, and those who managed to achieve a score of 6 (15.625%) were as many as five people in the sufficient category. Meanwhile, the average value was 7.3125, which had yet to reach the expected average value of 8.8.

When compared with cycle 1, cycle 2 was better in learning activities which included students' readiness and maturity in receiving lessons. There had been a visible change for the better, but obstacles still needed to be corrected, especially for students who still got sufficient grades. To improve the sufficient score, cycle three was implemented, which emphasized speaking aspects which included speaking fluency with a score range of 0-25, intonation with a score of 0-25, appropriateness of the topic with a score of 0-25, and expression and mimicry with a score of 0-25. 25. So the total score was 0-100.

The implementation of cycle 3 began with planning on Wednesday, May 22, 2024. Based on the evaluation conducted in cycle 3, The results were considered outstanding. It was said that because the students' responses had been very enthusiastic, students' learning motivation had increased, students' speaking spontaneity had significantly developed, the allocated learning time had been used effectively, and the classroom atmosphere had become more conducive to participating in learning.

Based on the average score obtained in cycle 3, which was 8.90625 in the Outstanding category, most students, For example, 29 people (90.625%), had exceeded the desired target of 8.8 in the Excellent category. A small portion, namely three students (9.375%), were in a suitable category.

**Table 4. Data Analysis of Cycle 3 Test Results for Speaking Skills in Class 6 Students of Elementary School Number 23 Pemecutan Denpasar Academic Year 2023/2024**

| No  | Category    | Range Score | Value (x) | Frequency | Number of Values | Percent | Average Value |
|-----|-------------|-------------|-----------|-----------|------------------|---------|---------------|
| (1) | (2)         | (3)         | (4)       | (5)       | (6)              | (7)     | (8)           |
| 1   | Outstanding | 87-100      | 0         | 0         | 0                | 0%      |               |



|    |                  |       |   |    |     |         |                |
|----|------------------|-------|---|----|-----|---------|----------------|
| 2  | Excellent        | 79-86 | 9 | 29 | 261 | 90,625% | 285:32=8,90625 |
| 3  | Good             | 71-78 | 3 | 3  | 24  | 9,375%  |                |
| 4  | More than enough | 62-70 | 0 | 0  | 0   | 0%      |                |
| 5  | Enough           | 64-61 | 0 | 0  | 0   | 0%      |                |
| 6  | Almost enough    | 46-53 | 0 | 0  | 0   | 0%      |                |
| 7  | Not enough       | 38-45 | 0 | 0  | 0   | 0%      |                |
| 8  | Very little      | 29-37 | 0 | 0  | 0   | 0%      |                |
| 9  | Bad              | 21-28 | 0 | 0  | 0   | 0%      |                |
| 10 | Very bad         | 13-20 | 0 | 0  | 0   | 0%      |                |
|    |                  |       |   | 32 | 285 | 100%    |                |

Because the target expected to be achieved had been exceeded, which was 8.8, specifically 8.90625 in the Outstanding category, this research was discontinued in the third cycle. For more details, look at Table 4 above.

#### 4. CONCLUSION

Based on the results and discussion above, it can be concluded that Class 6 students at Elementary School 23 Pemecutan, Denpasar City, for the 2023/2024 academic year, have been able to improve their speaking skills. This can be seen from implementing several cycles conducted in this class research. The highest score achieved by students in the pre-cycle was 43.75% in the sufficient category. Meanwhile, the average score obtained by students in the pre-cycle was 5.21875 in the almost enough category. The highest score in cycle one by students was 50% in the more than sufficient category.

Meanwhile, the average score obtained by students in cycle 1 was 6.375 in the more than sufficient category. In cycle 2, the highest score obtained by students was 46.875% in the excellent category. Meanwhile, the average score obtained by students was 7.3125 in the good category.

#### REFERENCES

- [1] Arikunto, Suharsini. 1998. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- [2] Aliba. 2014. A Study of the Effectiveness of Sosio-drama Learning Package in Promoting Enveronmental Knowledge and Behaviour of Secondary Schools Students in Osun State Nigeria. *Mediterranean of Social Sciences*, 5 (23), 1325—1330.
- [3] Elviana Premita Sari Okta. 2017. Pembentukan Sikap Mandiri dan Tanggung Jawab melalui Penerapan Metode Sosiodrama dalam Pembelajaran Pendidikan Kewarganegaraan dalam *Citizenship Jurnal Pancasila dan Kewarganegaraan* <http://e-jurnal.unipma.ac.id/index.php/citizenship> ISSN:2302-433X (print) 2579-5740 (online).
- [4] Keraf, Gorys. 1980. *Tata Bahasa Indonesia*. Ende Flores: Nusa Indah.
- [5] Netra, Ida Bagus. 1974. *Statistik Inferensial*. Surabaya: Usaha Nasional.
- [6] Nurkantjana dan Sunartana. 1981. *Evaluasi Pendidikann Jilid I-B*. Singaraja: Biro Penerbit Fakultas Ilmu Pendidikan Universitas Udayana.
- [7] Sujana, Nana. 2013. *Dasar-dasar Proses Belajar-Mengajar*. Bandung: Sinar Baru Algensindo.
- [8] Stake. Robert E.. 1995. *The Art of Case Study Research*. London, New Delhi: Sage Publication International Educational and Professional Publisher Thousand Oaks. ISBN 080395767X, 978080395767
- [9] Subari. 1994. *Supervisi Pendidikan dalam Rangka Perbaikan Situasi Mengajar*. Jakarta: Bumi Aksara.
- [10] Sudjana, Nana. 1989. *Cara Belajar Siswa Aktif dalam Proses Belajar-Mengajar*. Bandung: Sinar Algesindo.
- [11] Susilo, Herawati dan Husnul Chotimah, Yuyun Dwita Sari. 2011. *Penelitian Tindakan Kelas sebagai Sarana Pengembangan Guru dan Calon Guru*. Malang: Bayumedia Publishing.
- [12] Tarigan. Henry Guntur. 2006. *Berbicara sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.

THIS PAGE IS INTENTIONALLY LEFT BLANK