THE INFLUENCE OF THE SOCIODRAMA METHOD ON STUDENTS 'SPEAKING SKILLS

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ABSTRACT

The purpose of this study was to determine the effect of the sociodrama method on the speaking skills of fifth grade students of SD Negeri 2 Bulango Timur, Bone Bolango Regency. The model used in this research is a quantitative approach to the experimental method with a one group pretest-posttest design . The data collection techniques used in this study were tests (pretest and posttest), while observation and documentation were the supports. The sample of this research was 19 students of grade V. The results of the acquisition of an average pretest score of 10.40 and an average posttest score of 1,300. The results of this study are reinforced by the results of the t test which states that $t_{arithmetic} > t_{table}$ namely 7.17> 2.10 at the 0.05 level. So that $H_{0 \, is}$ rejected and $H_{a \, is}$ accepted . In this case it can be concluded that the results of this study indicate that there is an influence of the sociodrama method on the speaking skills of fifth grade students of SD Negeri 2 Bulango Timur, Bone Bolango Regency.

Keywords: Sociodrama, Talking

INTRODUCTION

Speaking is one of the four aspects of language skills that are very important to be owned and mastered by a person. Speaking is an ability that is closely related to other language skills. In essence, the ability to speak has extraordinary uniqueness. The uniqueness that is meant is none other than the uniqueness in uttering words. Indeed, everyone finds it easy to be able to speak or communicate verbally, but not all have the ability to speak properly and correctly. Therefore, learning speaking skills should receive attention in learning language skills in formal education, especially in Primary Schools. However, speaking skills in the form of al require intensive practice and guidance. Students who have good speaking skills will find their speech easier to understand by listeners. However, the problem that occurs is that not all students have good speaking skills. Therefore, the development of speaking skills must be done as early as possible. This was stated by Greene and Petty (Tarigan, 2013: 3). Learning to speak in Elementary School is the initial learning to train elementary school age children in language. To assist students in speaking, of course, cannot be separated from the role of the teacher in providing instruction to students using the method as an intermediary. By learning to speak, one must pay attention to the accuracy of speech, fluency, mimics or gestures, intonation, courage so that the idea that is carried out becomes a complete speech. To improve student speaking skills, teachers must make efforts through an effective learning process and provide training that can stimulate students to speak up.

In public school 2 Bulango east to skills, speaking of students is relatively low. Of the 19 students, 15 students could not express what they felt while the other 4 students were able to express what they felt. Students still limited, especially dal am speaking. Students still have difficulty expressing what they feel, express opinions or answer questions. Skills, speaking, students will be able to express thoughts and feelings intelligently according to context and the situation at the time he was language in speaking need to take the form of words or phrases used when a transmitter of a n information to the recipient of the message, so that the recipient of the message can receive or understand the contents of the message. The problem in speaking skills is that there are 15 students who have not been able to convey thoughts, ideas, ideas, and feelings to others so that they cannot give birth to an interaction. Low speaking skills can be improved by maximizing the learning process carried out in the classroom. Based on some of the problems above, the researcher introduced the learning method, namely the sociodrama method, in which the teacher provided the opportunity for students to solve problems that occurred in the context of social relations by dramatizing these problems through role playing. With the sociodrama method, it is hoped that it can develop students 'speaking skills to convey ideas, ideas, and feelings and can increase students' self-confidence so that they are not stiff in expressing opinions. Sociodrama method, students will free themselves from the pressure and boredom in learning. The sociodrama

method is very attractive to students, allowing the class to be dynamic and full of enthusiasm. Moreover, the method sosiodrama also be impressed by the strong and lasting in the memory of students. Methods sosiodrama very simple to do by the students, but the result is quite effective and enjoyable. With these circumstances, the author me a sense of need to do a uses sociodramas method to solve learning problems above, namely by developing the potential of speaking skills.

THEORETICAL STUDY
The Nature of Speaking Skills
In general speaking is an act of producing language for communication and this is one of the fundamental skills, in learning a fundamental skill, in learning language. While the intended speech is kontinun sounds of language used to communicate, Suharyanti , (20 11 : 18) .Speaking skill is essentially a skill to reproduce the flow of the articulation sound system to convey the will, feelings, and desires to others. In this sense, the completeness of a person's speech apparatus is a natural requirement which enables him to produce a wide variety of articulating sounds, stresses, tones, silences and speech songs. This skill is also based on the confidence to speak naturally, honestly, truthfully, and responsibly by eliminating problems such as shame, inferiority complex, tension and heavy tongue. Iskandar wassid, (2009: 239). Some understanding of the above, in conclude that speaking skills are a natural requirements that enable it to produce a wide variety of sound articulation, stress, tone, silence and song to talk.

Understanding the Sociodrama Method
Djamarah (2000: 200) argues that the sociodrama method is a way of teaching that provides opportunities for students to carry out activities to play certain roles that exist in community life.
Sociodrama and role-playing methods are methods that involve the interaction between two or more students about a topic or situation. Students role of each corresponding figures, they interact with others they do open role. This method can be used in practicing new lessons, they are given the widest possible opportunity to act so as to find possible problems to be faced in actual implementation. In this case, it is necessary to use the sosiodrama technique , where students can dramatize the behavior, or the expressions of the movements of a person's face in sociological relationships between humans. Or with the l - playing roll where students can play a role or play a role in the dramatization of social problems. Because the two methods are almost the same, it doesn't hurt to use them interchangeably.
The teacher uses these two methods in the teaching and learning process so that students can understand the feelings of others. We know that frequent disputes in our interpersonal life can be caused by misunderstanding. So with sociodrama they can appreciate what role is played, able to put themselves in other people's situations that the teacher wants. He can learn other people's character, how to get along with other people, in that situation they have to solve problems. Some sense in the above , it can be concluded that the method sosidrama can dramatize behavior, or expression facial gestures of a person in the relationship between humans social .

RESEARCH METHOD
This research was conducted at SD Negeri 2 Bulango Timur, Bone Bolango Regency. This school is located at Jln. Marten Liputo , Bulotalngi Induk Village, East Bulango District , Bone Bolango Regency, Gorontalo Province . When the study was conducted on half of Odd Year Lesson 201 8 /201 9 , which was conducted in June until August 2018. This do to perform the method of pre-experimental. This study did not use a control class as a comparison material and in taking samples also did not use random or random. Design used was one group pretest-posttest design.
Researchers conducted pretest and posttest in the class that was the research sample, namely class V SDN 2 Bulango Timur . At the time of the pretest, the researcher had not given treatment in the form of application of the sociodrama method in seeing the students' speaking ability. Furthermore, the researcher gave treatment to students by doing posttest learning in the form of applying the social drama method to students.
After giving the instrument to students, it can be seen the difference in speaking skills before and after being given treatment or treatment in the form of the application of the sociodrama method. In addition, it can also

be seen the effect of the sociodrama method on the speaking skills of fifth grade students of SDN 2 Bulango Timur, Bone Bolango Regency. Data collection techniques are carried out through: Observation or observation, Tests , Documentation .

RESEARCH RESULTS AND DISCUSSION
The pretest data for class V SDN 2 Bulango Timur, Bone Bolango Regency with the lowest frequency was obtained in the interval class 3 0 - 36 with a total of 1 student, while the highest frequency was obtained in the interval class 65 - 71 with a total of 5 students. For more details, it can be seen in the following image.
Based on the figure, it proves that the pretest data for the fifth grade students of SDN 2 Bulango Timur, Bone Bolango Regency varies. The highest student pretest data is in the interval class 65 - 71 only owned by 5 students (26 %), while the lowest student pretest data is in the interval class 3 0 - 36 owned by 1 student (5 %). In grade intervals of 37 - 43 owned by two students is equivalent to (11 %), the class interval 44 - 50 owned 3 students is equivalent to (16 %), the class interval 51 - 57 owned 5 students is equivalent to (26 %) and in the classroom intervals 58 - 64 had the equivalent of 3 students (26 %).
The data on the learning outcomes of posttest students in class V SDN 2 Bulango Timur, Bone Bolango Regency with the lowest frequency were obtained in the 45 - 50 interval class with 1 student, 51 - 56 with 1 and 5 7 - 62 students with 2 students, while the frequency the highest grade obtained at intervals of 6 3 - 6 8 with a number of 7 students and the class of 69 - 74 with the number of students 1 and class 75 - 80 with the number of students 7 . For more details, it can be seen in the following image .

Figure Diagram Data Frequency Score Instrument Test Posttest
Based on the picture, it proves that the learning outcomes of students in class V SDN 2 Bulango Timur, Bone Bolangoberagam Regency. The highest student posttest data were in the 75 - 8 0 interval class owned by 7 students (37 %), while the lowest student posttest data were in the 40 - 50 interval class owned by 1 student (5 %). The highest frequency was found in the interval class 6 3 - 68 which was owned by 7 students, equivalent to (37 %) . in the class 69 - 74 interval owned by 1 student is equivalent to (5 %). And in the interval class 57 - 62 owned by 2 students is equivalent to (11 %).
Based on the results obtained above, it can be concluded that the research using the sociodrama (posttest) method , the scores obtained by the students were good because the grades possessed by class V students with a total of 9 students reached the average. This is in accordance with the aspects assessed in writing free essays, namely: 1) accuracy of speech, 2) courage, 3) expression / gestures, 4) intonation and 5) fluency.
Based on the students' speaking skills at the pretest and posttest, the average difference can be described as follows.
Based on the picture above, it can be seen clearly that there is a difference or difference between the results of the research at the pretest and posttest. The total number of tests Speaking during the pretest was 1 040 with an average value of 55.11. Meanwhile, at the time of posttest, the total number was 1300 with an average value of 68.03.
This research is an experimental study with the aim of knowing the effect of the sociodrama method on the speaking skills of the fifth grade students of SD Negeri 2 Bulango Timur, Bone Bolango Regency. The initial stage of the researcher prepared the research instrument used to collect data. data, namely the instrument test student learning outcomes. Test instrument can be seen in its initial stage in which the researchers to test the validity of conten (cont en t validity). The research design used was one group pretest-posttest design . The research data collection was carried out four times which included pretest before being given treatment or action, then given treatment twice and posttest after being given treatment or action. The treatment given in this study is a sociodrama method.
Research data collection was carried out four times which included a pretest before being given treatment. Then in the first treatment up to two times the researcher used the sociodrama method but with different material and the last posttest after being given treatment or action to find out the skills of students after being given treatment or treatment using the sociodrama method and discussing the chicken and brothers, each student was divided into four groups and play their respective roles. Based on the research design used, before receiving treatment in the form of the sociodrama method, the researcher first gave a pretest or pre- test with

the aim of knowing the students' initial abilities. After that, students get treatment (sociodrama method) on the material about talking . Then given the posttest with the aim of knowing the ability of students after receiving treatment.

Based on the facts in the field and the data obtained, there is a difference between the pretest and posttest results. In accordance with the results of the pretest, it is known that in general students are still lacking in expressing and expressing their ideas, thoughts or feelings. Of the 9 students who were sampled in this study, the highest research result on the pretest was 70 with an average value of 3.68 and the lowest was 30 with an average value of 1.57. Overall the value obtained by students at the time of the pretest was 1,040 with an average score of 55.11.

At the time of the pre-test research, the students of class V, totaling 1 9, were not able to express their ideas, thoughts and ideas in speaking. From a total of 9 students only 1, namely Anggriani djamalu who got a pretty good score (70), a student named Anggriani djamalu was quite able to express his ideas and ideas in speaking , based on assessment indicators, namely accuracy of speech, fluency, expression / gestures, intonation , courage . Meanwhile, the other 18 students received unsatisfactory grades and still need guidance in expressing their ideas, thoughts and thoughts in speaking. In the five indicators mentioned above, 18 students still need to be guided in order to get a satisfactory score based on the indicators to be achieved. After the pretest research, the researchers carried out the treatment twice (practice) in this treatment, the researcher wanted to see the extent to which the fifth grade children were able to speak well based on predetermined indicators, then continued with posttest research, at the time of the posttest research the researcher explained to the students. Class V, amounting to 1 9 students, how to do a drama (conversation) in front of the class. Out of 9 students, 10 students scored very well (70-100) and 9 students scored fairly well (60-65). Students who get excellent grades are (A nastasya yusuf , A ulia maharani kaluku , Cindrawati huku , Nur Anggriani djamalu , Nurain Suleman , Nazwa W. Yusuf , Raihan R Rihi , Riski Dwi Julianto , Siti Julvia Salihi , Aldi R. Kasim) These students are able to achieve the research indicators well, as for the indicators, namely the first indicator how well the students say a word or sentence (accuracy of speech) , the second indicator how good is the student's fluency level in speaking (fluency) , the third indicator how good are the movements students in speaking (mimic / gestures) , the fourth indicator How well the students pronounce or use intonation appropriately (intonation) and the fifth indicator is how good the students' courage in speaking (courage) . Students who get good enough grades (Faruq Abdulbar , Riski Ngabito , Pajrin A. Umar , Ramdan Andarias, Amelia Abdullah , Nasysila Ahmad, Nur ain Ngabito, Riskawati djafar, Stevani Indri Intent.) These students are quite good at achieving the assessment indicators, on the first indicator These students are quite good at saying one word or sentence, the second indicator of the level of fluency in speaking is not good , the third indicator of students' movements in speaking is not good , the fourth indicator in using intonation is not good and the fifth indicator on average the student is brave to come forward . From the explanation above, there is a difference during the pretest and posttest research, when the pretest students get very less scores but at the posttest the students' scores increase and the students are very good at pondering their ideas, feelings and ideas in speaking.

If the value is presented, obtained in the first indicator there are five students who received the category of very less in the aspect (to coincide speech) and there are 14 students who are good in that aspect. In the second indicator (courage), there were 10 students who got the very poor category and 9 students who were quite good. In the third indicator (intonation) 11   students were categorized as very poor in using intonation and 8 students were categorized as quite good. In the fourth indicator (fluency), there were 17 students who were categorized as lacking fluency when speaking and 2 students who were categorized as quite good. In the last indicator (mimic / gesture) there are 18 students who are categorized as lacking in using mimics when speaking and students are categorized as quite good in connecting speaking with the sociodrama method.

After the pretest was held, it was continued with the provision of treatment (posttest) in the form of the sociodrama method which aims to prove the effect of the sociodrama method on students' speaking skills . Based on the results obtained, it is proven that the highest value reaches 80 with an average value of 4.21 and the lowest value is 45 with an average value of 2.36 . Overall the score of the results of the students' speaking at the posttest was 1. 300 with an average score of 68.42 . If the average result of each student is presented on the scoring or completeness criteria, then the completeness criteria in the category need guidance of 4 students,

in the less category it is 4 students, in the enough category it is 10 students while in the good category it is 3 students. It is appropriate and in the assessment aspect evidenced by speaking namely: 1) the accuracy of speech , 2) the smooth , 3) expression / gestures , 4) intonation.

In general, the speaking score of the fifth grade students of SD Negeri 2 Bulango Timur, Bone Bolango Regency has increased compared to the results achieved in the initial test (pretest). This increase is certainly influenced by the use of the sociodrama method of students' speaking skills . This is supported by the results of hypothesis testing where the use of the sociodrama method has an influence on students' speaking skills . The results of the data analysis showed that the treatment using the sociodrama method could have a significant effect on the speaking skills of the fifth grade students of SD Negeri 2 Bulango Timur, Bone Bolango Regency.

It can be seen from the results of the t test at significance level (α) = 0.05 obtained value of 7.17 t $_{count}$ > t $_{table}$ The value of 2.10 t $_{arithmetic}$ amounted to 7.17 and the data obtained by the t distribution $_{table}$ for 2, 10 then the result is significant. So that H $_{0\ is}$ rejected and H $_{a\ is}$ accepted. Thus the results of this study are in accordance with the hypothesis proposed and it can be concluded that the use of the social drama method can have a significant effect on speaking skills in fifth grade students of SD Negeri 2 Bulango Timur, Bone Bolango Regency.

CONCLUSION

Based on the results of the research that has been done, it can be concluded that there is a significant influence in the use of the sociodrama method on the speaking skills of the fifth grade students of SD Negeri 2 Bulango Timur, Bone Bolango Regency. It means that the method used in class V is very effective so that it gets maximum results. This can be seen in the initial test (pretest) and final test (posttest). From the results of data acquisition stated rejection of H $_0$ and acceptance of H $_a$. From testing the hypothesis t test at a significant level (α) = 0.05 with t $_{count}$ (7.17) and t $_{table}$ (2.10). So from these results, there is a significant difference. The increase in students can also be seen from the average value of the initial test (pretest), namely 10.40, increasing to 1,300 . Thus, giving treatment in the form of the sociodrama method got the results as expected. Based on the results of the research and the conclusions obtained, suggestions are put forward as improvements in the future. It is hoped that students will be more serious and do not joke around too much in class so that the students' ability to speak is even better, in addition to the teacher so that they can use the sociodrama method as an alternative to learning. Indonesian. Particularly speaking , students must train their speaking skills well and be able to pay attention to things that are assessed in learning so that students' speaking skills can continue to improve. For teachers, it is suggested that they be able to apply the social drama method in Indonesian language learning in appropriate material so that students are interested in the learning process and student learning outcomes can be achieved in accordance with the learning objectives set.

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