THE IMPLEMENTATION OF SOCIODRAMA
IN TEACHING SPEAKING
FOR THE FIRST YEAR STUDENTS OF SMKN TUTUR

UNDERGRADUATE THESIS

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ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
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UNDERGRADUATE THESIS

**Presented to
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**ENGLISH LANGUAGE EDUCATION PROGRAM
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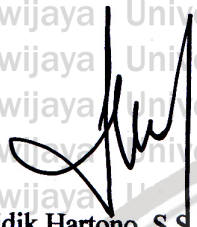
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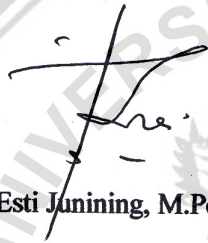
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ABSTRACT

Fauzi, Dika Resti. 2016., **The Implementation of Sociodrama in Teaching Speaking for the First Year Students of SMKN Tutur**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Dr. Esti Junining, M.Pd.

Keywords: Sociodrama, teaching speaking, speaking ability, students' responses.

As a country which uses English as the foreign language, the students need to master English in order to develop their competency in communication especially in speaking. This condition makes the English teachers are demanded to be more creative in the way of delivering speaking materials. Their mastery in teaching speaking technique is necessary to encourage students' motivation in speaking. By using the appropriate technique, students are expected to be more active in verbal communication. The problem found was, the characteristic of the students were individually and passive in speaking. To solve the problems, the English teacher of the tenth year of Multimedia 1 used sociodrama as the technique in teaching speaking. In this study, there were three problems which were proposed, (1) How is the implementation of sociodrama in teaching speaking for the first year students of Multimedia 1 class in SMKN Tutur, (2) How is the students' speaking ability during the implementation of sociodrama, and (3) What are the students' responses toward the implementation of sociodrama.

This study used descriptive qualitative design. The subjects were one of the English teachers and the first year students of Multimedia 1 class in SMKN Tutur. The writer collected the data through interview, observation, document analysis and questionnaire. Then, the writer analyzed the data with the steps of reducing the data, displaying the data then drawing conclusion. At last, the writer used data triangulation to verify the validity of the data.

The findings revealed that; (1) the English teacher combined the steps of sociodrama proposed by Roestiyah (1986) with the activities determined by the teacher. (2) Based on the result from observation, the writer found that almost of the students actively participated in speaking activity. Then, from the students' speaking score, it was found that there were 23 students (65.71%) who passed the *KKM*. While, there were 12 students (34.29%) who got the score under the *KKM*. (3) The findings from questionnaire, observation and interview found that most of the students gave positive responses toward the implementation of sociodrama. Finally, the writer suggests for the English teacher and the general English teacher that it will be better to use and develop some of different techniques to attract the students' motivation and activeness in speaking. The writer also suggests for the further researcher to conduct a study about the implementation of sociodrama in other skills in enhancing the students' ability in English. In term of selecting the subject, the writer suggests to take the subjects from different level and regions.

ABSTRAK

Fauzi, Dika Resti. 2016., **The implementation of Sociodrama in Teaching Speaking for the First Year Students of SMKN Tutur.** Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Dr. Esti Junining, M.Pd.

Kata kunci: Sosiodrama, Mengajar *speaking*, kemampuan berbicara, respon siswa.

Sebagai Negara dengan Bahasa Inggris sebagai bahasa asing, siswa harus menguasai Bahasa Inggris untuk mengembangkan kompetensi dalam berkomunikasi, terutama dalam *speaking*. Kondisi ini membuat guru Bahasa Inggris dituntut untuk lebih kreatif dalam menyampaikan materi *speaking*. Penguasaan mereka dalam tekhnik mengajar *speaking* diperlukan untuk mendorong motivasi siswa dalam *speaking*. Dengan menggunakan tekhnik yang tepat, siswa diharapkan lebih aktif dalam komunikasi verbal. Permasalahan yang ditemukan yakni, karakteristik siswa yang individual dan pasif dalam *speaking*. Untuk mengatasi permasalahan tersebut, guru Bahasa Inggris kelas X Multimedia 1 menggunakan sosiodrama sebagai tekhnik dalam mengajar *speaking*. Dalam studi ini, ada tiga permasalahan yang diajukan, (1) Bagaimana implementasi sosiodrama dalam mengajar *speaking* di kelas X Multimedia 1 di SMKN Tutur?, (2) Bagaimana kemampuan *speaking* siswa selama implementasi sosiodrama?, dan (3) Apa respon siswa terhadap implementasi sosiodrama?.

Studi ini menggunakan metode deskriptif kualitatif. Subjek penelitian berupa salah satu guru Bahasa Inggris dan siswa kelas X Multimedia 1 di SMKN Tutur. Penulis mengumpulkan data melalui interview, observasi, analisa dokumen, dan kuesioner. Penulis kemudian menganalisa data tersebut dengan langkah menyederhanakan data, menampilkan data, kemudian menyimpulkan hasil. Di akhir,penulis menggunakan triangulasi data untuk menguji validitas data.

Hasil temuan menunjukkan bahwa; (1) Guru Bahasa Inggris menggabungkan langkah-langkah sosiodrama yang diusulkan Roestiyah (1986) dengan aktivitas yang sudah ditentukan oleh guru. (2) Berdasarkan hasil dari observasi, penulis menemukan bahwa sebagian besar siswa aktif berpartisipasi dalam aktivitas *speaking*. Kemudian, dari nilai siswa ditemukan bahwa 23 siswa (65.71%) lulus berdasarkan nilai KKM. Sedangkan 12 siswa (34.29%) mendapatkan nilai dibawah KKM. (3) Hasil temuan dari kuesioner, observasi, dan interview, ditemukan bahwa sebagian besar siswa memberikan respon positif terhadap implementasi sosiodrama. Di akhir studi, penulis menyarankan bagi guru Bahasa Inggris kelas X Multimedia 1dan guru Bahasa Inggris lainnya agar menggunakan dan mengembangkan beberapa tekhnik mengajar yang berbeda untuk menarik motivasi dan keaktifan siswa dalam *speaking*. Penulis juga menyarankan untuk peneliti berikutnya agar melakukan studi tentang implementasi sosiodrama dalam *skills* lain dalam meningkatkan kemampuan siswa dalam Bahasa inggris. Dalam pemilihan subjek, penulis menyarankan agar memilih subjek dari tingkat dan daerah yang berbeda.

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CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, problems of this study, objectives of the study, significance of the study and definition of key terms.

1.1 Background of the Study

In educational field, English becomes the most essential language in the world. Many people in many countries use English as their second language or even as their first language. In this global era, students need to master this language in order to develop their communication ability to face the competition because it covers the field of technology, science, culture and etc. In Act of the Republic of Indonesia on National Education System (No. 20, Section 33, Chapter VII, Point 3, 2003) about Medium of Instruction, it has been stated that a foreign language can be used as a medium of instruction to support the competency of the learners. Therefore, English must be learned by people who do not use English as their first language.

There are four English skills which have to be mastered by the students, namely; listening, speaking, reading and writing. Students are expected to be able to comprehend and express the ideas through the four English skills that have been mentioned (The Regulation of Indonesia National Education Ministry No. 23, 2006). Students need to comprehend the ideas through receptive skills (i.e. listening and reading) and express the ideas through productive skills (i.e.

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speaking and writing). Among those skills, speaking is a skill that belongs to productive skills which the students should gain well because it has an important role in communication. Hinkel (2005, p. 485) argues that speaking is considered as the complicated and the hardest skill to master, whereas speaking is often used to communicate by people. Moreover, Richards (2008, p. 19) adds, speaking is considered as the main concern skill which has to be mastered by students. Students tend to measure their achievement in language learning based on their proficiency in speaking. Therefore, speaking plays an important role in communicative activities, such as in English classroom activities.

In fact, many language learners faced the difficulties in expressing their idea in spoken language by using English as their target language, whereas one way to improve students speaking skill is that the students have to be confident and take an active participation in communication. In classroom, they may have their own problems and it can be affected by some factors. Ur (1996, p. 121) mentions some problems in speaking activities that teacher may encounter in getting students to talk in the classroom based on her experience in teaching speaking. Those are: inhibition, lack of topical knowledge, low participation and mother-tongue use comes from the students. Therefore, the teacher should create a good classroom atmosphere and apply an appropriate teaching technique in the classroom to enhance the speaking performance of the students during speaking activities in order to reduce those problems.

In English teaching, the use of various instructional models in learning process in the classroom is still rare. Most of teachers tend to use conventional technique in every learning process. Whereas, teacher's mastery in teaching technique is necessary in order to help students in encouraging their motivation in learning process. Conversely, the common technique used by the English teacher tends to make students become passive learner and work in individual way. Due to this fact, English teachers are demanded to be more creative in the way of delivering the materials to their students. Moreover, it is also supported by some researchers which consistently highlight that the quality of teacher is a key determinant of variation in students' achievement (The Department of Education and Training, 2005). In other words, they should use appropriate teaching technique to develop students' comprehension in learning English, especially in speaking.

Dealing with those statements, the writer found common weaknesses of learning technique used in learning genre based text in English. First, teacher tends to use the conventional way to exemplify the material. Whereas, there are several techniques which can be used or can be applied by teacher in teaching text type in order to get students' interest in the material. Second, genre based text material is also delivered only for measuring one of the productive skills which is writing. While, teacher can use another productive skill to get students understand and active in learning such speaking. Moreover, the assignments have been used to assess students' comprehension about the material which is usually given in the form of individual task. Looking at this condition, students will become individual

learners because teacher does not provide an activity which can make them to work critically with others. It had been experienced by many people when they were in the Junior High School and in Vocational High school. Text type material such narrative, descriptive and procedure were often practiced only for one skill in a form of individual task. There is no other learning technique which can be used to teach those genre text materials. As the writer has stated before, the conventional technique used by the teacher tends to make the students bored and less interest to learn more about the material given by teacher. Besides, the assignment given makes students become individual and passive learners in classroom.

However, not all English teachers use technique that makes students less attracted in learning English. Also, not all of them give assignment that makes students tend to be individual and passive learners. There are good and creative teachers who apply teaching technique that is adjusted with the students' condition in a classroom in order that learning goal can be achieved and material which is delivered can be gained well by students.

Dealing with statements above, the writer is interested in conducting a study about the implementation of a teaching technique which is implemented by the English teacher. The technique is selected by looking at the problems that have been mentioned before. In this case, the selection of material focuses on narrative material. For this purpose, this study was conducted in vocational high school in the first year level. The first year students of senior high school are considered to be the learners that need more exposure in productive skill

especially in speaking. Moreover, the students of vocational high school especially the first year students are needed to be given more practice as they will be prepared in work. Then, because this school is still applying *Kurikulum Tingkat Satuan Pendidikan* curricula and there is no narrative text material in this stage. Therefore, the teacher delivered the reported speech material as related in a form of narrative text by choosing an appropriate technique.

The subject of this study are the first year students of Multimedia 1 class in SMKN Tutur and one of the English teachers in there. According to the result of the interview with Mrs. S.W as the English teacher, the characteristic of the first year students of Multimedia 1 class are passive learners. She said that there are good students in English but they are passive and less creative. They are active in individual task but passive in a group task. Considering that each student has a different learning style, Problem based learning gives a chance to students for finding a content of the material through the effective way by themselves and do a practice collaboratively. As the students in this class tend to be active students in individual way, so the teacher tries to apply problem based learning in a form of group project, because it aims to improve students' ability to work in a team (Bilgin, et al., 2009). The students will get the chance to work in large project with the expectation that they will work together with their group when their task is challenging and try to solve the problems that they found in learning process together. In addition, working in group enhances communication skills such as speaking to manage group dynamics. Finally, working in group is interesting and motivating for students because they become actively involved in their work

(Cohen, 1994, p.3). Yeung et al., (2003) said that problem based learning is problem-oriented learning, so the students will not only get basic knowledge while learning but also experience on how to use their knowledge to solve real world problems. Furthermore, problem based learning is expected to make the students get a deeper understanding of the material by working in group.

Actually, the kinds of technique in problem based learning are varied, but the teacher considers that the teaching technique which is suitable with the material is sociodrama. As the learning goal arranged by the teacher is to take local tourism as the theme of project, the teacher gives a project through sociodrama to make the students interested in the material. Djamarah (2000, p. 200 as cited in Ramlah, 2008) writes, sociodrama is a way to teach which give chance for students to play role in social life (as cited in Ramlah, 2008). Moreover, sociodrama is a way of simulating the things which happen in life in order to explore social issues, develop better understanding between group and individuals, solve the problems and make decisions. In addition, sociodrama is concerned with social learning in a group (Artsonthemove.co.uk, (2000), para. 1). Then, if the right activities are taught in the right way, speaking activities can be a lot of fun, raising general motivation and making the English language classroom a fun dynamic place to be. By applying Sociodrama the students are expected to be more active in verbal communication. Besides, the students can learn and express themselves both through spoken language and language expression in the way they show their local culture. Finally, through this teaching technique, the learning process in classroom is expected to be more active, enjoyable,

communicative, and contextual. Further, the students are expected to have not only one of productive skills in learning the material, but it also works to improve their speaking skill in English. Moreover, they are able to explore their own culture through learning English.

By looking at the explanation above, the writer then conducted a study entitled "The Implementation of Sociodrama in Teaching Speaking for the First Year Students of SMKN TUTUR".

1.2 Problems of the Study

The problems that will be investigated through this study are;

1. How is the implementation of sociodrama in teaching speaking for the first year students of Multimedia 1 class in SMKN TUTUR?

2. How is the students' speaking ability during the implementation of sociodrama in the first year students of Multimedia 1 class in SMKN TUTUR?

3. What are the students' responses toward the implementation of sociodrama in teaching and learning speaking?

1.3 Objectives of the Study

Based on the analysis of the problems, the objectives of this study are to know how;

1. The teachers' implementation of sociodrama in teaching speaking for the first year students of Multimedia 1 class in SMKN TUTUR.

2. The students' speaking ability during the implementation of sociodrama.

3. The students' responses toward the implementation of sociodrama in teaching and learning speaking.

1.4 Significance of the Study

The results of this study are expected to be useful for the English teacher, the English Department Students, and further researchers.

1.4.1 For other English teachers, it is expected that the result of this study can,

Be used as reference for English teachers who have same problems in teaching speaking. In this case, the sociodrama can be implemented as the technique to overcome the speaking problems from the students.

1.4.2 For English Department Students

Give a valuable and beneficial contribution to English language education program students about developing teaching English especially in the technique used in teaching speaking.

1.4.3 For Further Researchers

The result of this study is expected to be used as reference for those who are interested to conduct the further study.

1.5 Definition of Key Terms

There are two key terms used in this study. Those are the term of sociodrama and the term of teaching speaking. The definition of the key terms describes as follows;

1. Sociodrama

In educational term, sociodrama means the way to teach which gives chance for students to play the role in social life in order to explore social issues, develop greater understanding between group and individuals, solve the problems and make decisions (Djamarah (2000, p. 200) as cited in Ramlah, 2008).

2. Teaching Speaking

Teaching speaking is teaching the spoken form of a language referring to aspect of teaching speaking itself. It involves providing students with the component of language, in hopes that students would eventually put them all together and speak (Bailey as citied in Nunan, 2003, p.49-50).
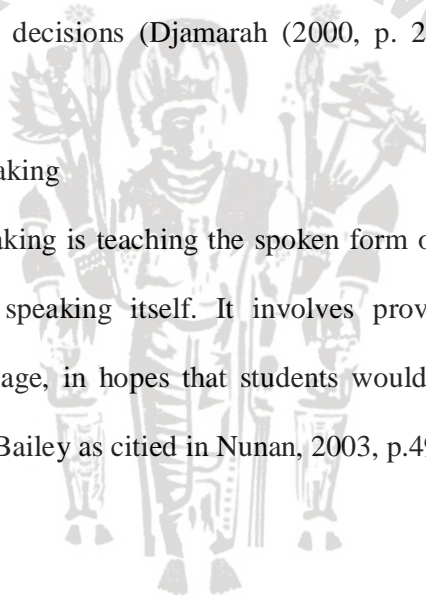
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents the theories related to speaking, the concept of teaching speaking, the general view of sociodrama and the previous study used.

2.1 Theoretical Framework

In this sub chapter, the writer elaborates some theories related with speaking. There are the nature of speaking, the functions of speaking and the means of speaking in EFL classroom.

2.1.1 The Nature of Speaking

Speaking is a natural way to communicate. Cable (2005, p.1) said that people use the spoken language to express their ideas, thought, opinions or feelings. It means that, the people can also use a spoken to express their ideas, thought, opinions or even their feelings. Bryne (1998, p. 8) then defines that speaking is a process when listeners and speakers do an interaction involving the productive skill of speaking and the receptive skill of listening. This process involves producing, receiving and processing information in constructing meaning. Briefly, speaking means a natural way in doing communication which involves the productive skill and the receptive skill from both listeners and speakers.

Burn and Joyce (1997) state that the form and meaning of speaking is depended on the context in which it occurs, including the participants, experiences, physical environments, and the purposes for speaking (as cited in Florez, para 3). All of those contexts should be involved in doing communication. When people are speaking, they are not only having a great deal more than using their mouth but also involving those contexts.

We do speaking in order to communicate each other. Both listener and speaker do interaction by giving responds to what they have heard and listened. Brown and Yule (1983, p.13) state, the purpose of speaking is primarily to convey and communicate message. Therefore, when we do a speaking, we are not only required to produce specific points of language such as grammar, pronunciation, or vocabulary, but also understand when, why, and in what ways we produce language to convey the meaning of the message (Nunan, 1999, p. 216).

Briefly, speaking is a way to express ideas, thoughts, opinions or feelings which are translated into the form of spoken language to communicate with others. Hence, speaking plays an important role in communicative activities.

2.1.2 The Functions of Speaking

According to Richards (2008, p.21) there are three functions of speaking namely talk as interaction, talk as transaction and talk as performance. Each of those speaking activities is quite different in terms of form and function and requires different teaching approaches.

The first function is talk as an interaction. It describes as a conversation which primarily has a social function. It creates interaction with other people such exchange greetings and engage in small talk when they meet. Exchanges can be either casual or more formal, depend on the situations. The focus of interaction is on the speakers and how they wish to present themselves each other rather than the message.

The second function is talk as a transaction. Talk as transaction refers to situations when the focus is on what is said or done. The central focus is on the message and how to make others understood clearly and accurately the message which is conveyed. Classroom group discussions and problem solving activities are the examples of speaking function as transaction way.

The third function is talk as a performance. Talk as performance refers to public talk, such as classroom presentations, public announcements, speeches, etc. It tends to be in the form of monolog rather than dialog, often follows a familiar format and closer to written language than conversational language.

In classroom, each of this function can be applied as the speaking activity. Teacher just selects or combines those activity which support the goal and the learners's needs in the material.

2.1.3 Speaking in EFL Classroom Communication

Since English is included as a compulsory subject in senior high schools in Indonesia, learners have the same need which is passing the examinations to move to the next level and graduate from the school. The general requirement is, students are able to speak and get involved in conversations. Therefore, speaking

should be taught and be practiced in the language class, because it requires and encourages students to speak and communicate in English.

Speaking is one of the ways and an essential aspect of communication (Kang Shumin cited in Richards, Renandya, 2002, p. 210). In speaking, people have a specific goal that they want to achieve in doing communication. In classroom communication, EFL learners are demanded to speak in order to communicate with others, express their ideas, and share their opinions and feelings (Cable, 2005, p. 1). Speaking is also used to confirm understandings, to ask something, test assumptions and to explore meaning in learning something in classroom. Furthermore, Kang Shumin (Cited in Richards, Renandya, 2002, p. 208) writes,

> Communication in the classroom is embedded in focused meaning activity. This requires teachers tailor their instruction carefully to the needs of learners and teach them how to listen to others, how to talk with others, and how to negotiate meaning in a shared context. Out of interaction, learners will learn how to communicate verbally and nonverbally as their language store and language skills develop. Consequently, the give and take exchanges of messages will enable them to create discourse that coveys their intention in real life communication.

Looking for those statements, we can conclude that speaking is important in English language learning especially in doing communication in the classroom. Based on that situation, teachers are demanded to find the way in improving EFL learners' speaking abilities. A possible way to improve is by providing learners opportunities for communicative activity (Kang Shumin as cited in Richard Renandya, 2002, p. 208). The activity which is chosen should involve learners in using English for a variety of communicative purposes. For instance, teacher can use learners interaction as the activity to teach language for communication,

because communication formed by interactions (Kang Shumin as cited in Richard Renandya, 2002, p. 208).

2.2 Teaching Speaking

In this sub chapter, there are several theories related to teaching speaking which are elaborated by the writer. The theory is about the concept of teaching speaking, the characteristic of successfull speaking activity, problems of speaking, the principals for designing speaking technique and the activities of speaking.

2.2.1 Concept of Teaching Speaking

Brown (2007, p. 8) says that "teaching is showing or helping someone to learn how to do something, give instructions, guide in the study of something, provide the knowledge, cause to know or understand". Teaching has a sense of how to teach or how to instruct. Thus, teaching is defined as the act of learning (by learners) and instruction (by teachers).

Accordingly, Nunan (2003, p. 48) has clarified the meaning of "Teaching speaking" is to teach EFL learners to produce the English speech sounds and sound patterns; use word and sentence stress, intonation patterns and the rhythm of the second language; select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; organize their thoughts in a meaningful and logical sequence; use language as a means of expressing values and judgements; and the last is the use of language quickly and confidently with few unnatural pauses, which is called as fluency.

Briefly, teaching speaking for EFL learners means when the teacher teach and instruct the EFL learners to learn about the component of speaking (in producing English speech sounds, sound patterns, use word and sentence stress, intonation, etc.) in order to get them in the right way of using English as their language.

2.2.2 Characteristics of a Successful Speaking Activity

Ur (1996, p. 120) mentions four characteristics of a successful speaking activity. First, learners talk a lot. Most of period of time which is given to the activity in classroom must occupied by learner talk. Second, participation is even. All learners should get a chance to speak and contribute their thought and opinion in classroom discussion. It is not only dominated by talkative learners. Third, motivation is high. Learners are enthusiastic to speak because they are interested in the topic which is given or because they have a goal to achieve a task objective. The last is, language is of an acceptable level. Learners use the correct language in the way they express themselves. They are easily understandable to each other, and able language accuracy.

Briefly, the general successful speaking activity in classroom can be seen from the students' high motivation and their activeness in speaking, and their ability to use English appropriately in some interactions.

2.2.3 Problems of Speaking in EFL Classroom

The ability to speak in foreign language seems to be more difficult because learners must try to understand about the nature of what appears to be involved (Richards, Renandya, 2002, p. 201). In the same reason, Kang Shumin (cited in Richard, Renandya, 2002, p. 204) states that "speaking in foreign language is particularly hard for EFL learners because effective oral communication requires the ability to use the language appropriately in social interaction". Learning to speak in foreign language is something hard because when people learn it they are not only requiring knowledge of the language (linguistic competence) but also its application (sociolinguistic competence).

Dealing with those statements, Ur (1996, p. 121) mentions some problems that teacher may encounter in getting students to talk in the classroom. First, inhibition. When learners are trying to say something in a foreign language in the classroom they are often worried about making mistakes or simply being shy of attention that will come when they speak. Second is nothing to say. Learners often complain that they cannot think of anything to say and they have no motivation to express themselves in spoken way. Third is low or uneven participation. There is a tendency of some learners to dominate while others speak very little or not at all. Most of speaking activity in classroom is dominated by talkative learners. The last is the use of mother tongue. Many learners use their mother tongue in speaking a foreign language in the classroom. They tend to use the mother tongue because it is easier and natural thing to do.

2.2.4 Principles for Designing Speaking Techniques

Brown (2001, p. 275) writes, there are seven principles in designing speaking techniques in classroom.

1. Use techniques that cover the spectrum of learner's needs, from language based focus on accuracy to message based focus on interaction, meaning, and fluency.

Teacher needs to underline that the techniques used is designed to help learners in understanding the language use to understand the message conveyed in language, not on the form of it.

2. Provide intrinsically motivation technique

Teacher tries to appeal the students' main goals and interests in learning. When teacher often asks students in doing convincing things, it is to tell them that anything asked by their teacher will give advantages for them.

3. Encourage the use of authentic language in meaningful contexts

In teaching learning process, the teacher should use authentic language. Creating meaningful interaction can be done only by the teacher's creativity and the teacher's resource material.

4. Provide appropriate feedback and correction

EFL students are fully depending on the teacher for getting linguistic feedback. EFL students are supposed to get the other feedback beyond the classroom. However, the corrective feedback comes from the teacher is quite essential for them.

5. Capitalize on the natural link between speaking and listening

If the focus is on speaking goals, listening goals should also be involved in, because these two skills should be integrated to reinforce each other.

6. Give students opportunities to initiated oral communication

The teacher should provoke student's initiation in doing classroom interaction by choosing appropriate technique. The technique used should allow students to be more active in oral communication by initiating to speak first.

7. Encourage the development of speaking strategies

Teacher may train students' speaking ability by using strategies such as; asking for clarification (what?); Asking someone to repeat something (excuse me?); Using fillers (I mean, well) in order to gain time to process; Using conversation maintenance cues (right, yeah, okay); Getting someone attention (hey, say, so); Using paraphrase for structures one can't produce; Appealing for assistance from the interlocutor (to get word phrase, for example); Using formulaic expressions (how much does___cost? how do you get the ___?); Using mime and nonverbal expressions to convey meaning.

2.2.5 The Activities of Speaking

EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks which encourage them in achieving the maximal goal of oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

Harmer (2007, p. 348) suggests and mentions some widely-used of speaking activities which can be applied by teacher in classroom. Those are;

1. Acting from a Script

Students are asked to act out scenes from plays, their course books and/or the scenes or dialogues they have written by themselves in form of film project. It will involve them to come to the front of the class. There are two things that should be noticed in doing this activity. Those are playscripts and acting out the dialogues.

When students are working on plays or playscripts teacher ensure that acting out is both learning and a language producing activity. Miccoli (2003) finds that drama was motivating and providing "transformative and emancipator learning experiences". Furthermore, Almond (2005, p.10-12) writes, drama helps students to encourage their confidence, contextualize language, provide empathy for other characters, involve students in appropriate problem-solving and engage them as "whole" in classroom situation (as cited in Harmer, 2007, p. 349).

Before students act out their dialogues, the teacher should give them time to rehearse their dialogue. This activity can give students opportunity to gain well from the whole experience.

2. Communication Games

Harmer mentions two particular categories of communication games which may be chosen as an interesting way in order to get students talk as quickly and fluently as possible. Those are information-gap games, and television and radio games.

3. Discussion

This activities range from highly formal, whole-group staged events to informal small-group interactions such as, buzz groups that can be used for a group discussion with the topic that involves them in a whole range ; Instant comment mini-activities that can be used to get students' responds fluently and immediately, formal debates to encourage students to make an argument in formal way; unplanned discussion to provide some of the most enjoyable, and productive speaking in language classes; then teacher also can do a reaching consensus to force students in achieving a decision or consensus in discussion, with a result that they will choose between alternatives and get a clear purpose and an obvious outcome from the topic given.

4. Prepared Talk

The activity that can be used in prepared talk is presentation. Presentation that is proposed by students should involve active listening and active speaking. When a student presents their presentation, he or she should speak from notes more than they write because they are prepared, while others should listen what their friend's present in order to give a feedback, comment or question.

5. Questionnaires

Harmer (2007, p. 352) says that questionnaire is useful. Both questioner and respondent will have something to say to each other. This situation will create a natural use of right repetitive language patterns. At the end of this activity, questionnaires are expected to obtain the students in form of written work, discussions or prepared talks.

6. Role Play and Simulation

Harmer (2007, p. 352) says that many students gain great benefit from simulation and role play. Simulation and role play can be used to enhance general fluency or to train students in specific situations.

In role play, teacher gives students character that should be played. Each student has their manner role as in the particular situation. Teacher gives information as who they are and what they think or feel. By this way, teacher can inform such as, "You are Raisa, you went to hospital and tell what happened last night and ..." (Harmer, 2007, p. 352).

In simulation, students simulate a real life as if they were doing so in the real world. They will act out the simulation as themselves or take on the role that totally different from their character and express thoughts and feelings they do not necessarily share as an improvement. Students may bring props to make the environment in the classroom become realistic. This is the way that distinguishes simulation with role play. It is more elaborated.

From those activities teacher can select the appropriate activities that related to the topic and the objective of the course. Teacher need to consider the situation, the condition of students, and also the materials that will be taught.

2.3 Sociodrama

There are several theories related with sociodrama which are elaborated in this sub chapter. The theory is about the general view of sociodrama, the techniques of sociodrama, the advantages of sociodrama.

2.3.1 General View of Sociodrama

Encouraging the learners' ability to express themselves through speech would seem an essential element of a language course in classroom activity (Ur, 1996, p. 120). However, in some situations, there are some events which difficult to be explained orally and it seems that there is a way to explain it by action. In this case, the action should be provided by students' participation that include as the important part in learning process. Sociodrama is the way to teach and give chance for students to play the role in social life in order to explore social issues, develop greater understanding between group and individuals, solve the problems and make decisions (Djamarah, 2000, p. 200, as cited in Ramlah, 2008).

Sociodrama was found by a young doctor, Jacob Moreno. According to Eckloff (2006, p. 259) Moreno created sociodrama "in response to the upheaval and horror of World War I". Moreno (1953) stated that,

> Sociodrama has been defined as a deep action method dealing with intergroup relations this approach is the recognition that man is a role player, that every individual is characterised by a certain range of roles which dominate his it imposes with a varying degree of success upon its members. (2016, cited in psychodrama.org.uk, para 2).

Sociodrama can provide an action forum for resolving conflicts among people with different views. It is also effective in clarifying values, developing social skills, solving problems, diagnosing an organization, developing and rehearsing action plans or improving personal effectiveness and awareness (2016, psychodrama.org.uk, para 2).

The development of sociodrama has a correlation with some speaking activities that proposed by Harmer (2007). Speaking activities that involved in sociodrama are acting from script, students will play a script and acting out the

dialogue that they are made; do a simulation and role play, when they play the role and pretend to be character in the particular situation; and do some discussion in the end of their performance.

Such in role play, in sociodrama students are encouraged to be competent in a group way. Sociodrama groups may take several approaches to work with their shared experiences. They may work on problem-solving, developing deeper understanding, making decisions or learning new roles. Moreover, sociodrama give a chance for students to describe and act out by themselves; students can act out their manner or facial expressions and social relation among human being. Then, they get an active task to play a role in a situation by playing a drama (Roestiyah, 1986, p. 78).

Sociodrama has an implication toward the use of technique and the way to deliver the materials, abilities, and skill indicators in teaching and learning process. Students will do collaborative and communicative activities, and interpret an event (Tirmidzi, et.al, 2013). Furthermore, Tirmidzi et.al (2013) affirm that the purpose of sociodrama is to help students to open up themselves to other (teacher or their friends) through communication, interaction and feedback given after the students performed. The aim of feedback is to give constructive information to make students aware about their behavior that is described by others and reflect their behaviour. Through sociodrama, there will be an interaction among groups and it will build opinions, thoughts or feelings to express the problems which are found and try to solve it together through a discussion. By doing a discussion they will be come more active in speaking. Briefly, sociodrama will make students

working collaboratively in playing the role. Communication, feedback and interaction which are involved will make students more active and have a critical thinking in communicating their opinion and thought. Students will be encouraged in speaking by proposing those activities. Besides, students can try to speak in English easily because they memorize dialogue which has been prepared by them before. This is the first step for students in improving their speaking skill.

2.3.2 Techniques of Sociodrama

According to Roestiyah (1986, p. 78), there are some steps which should be done in conducting sociodrama;

1. Teacher explains and introduces sociodrama to students, including the purpose and the steps that they will do in sociodrama. By doing sociodrama students are expected to solve their problems related to social actual relation in society.

2. Teacher should choose a situation which the students are able and interested in. The situation that will be chosen should explain the problems of the familiar situation, and emphasize the importance for students.

3. Teacher gives enough information to arrange the scenes. Students need to know exactly what the situation and the background is, what the main characters, and what are characters that should be played and how to play it properly. This explanation may be given through written or spoken explanation.

4. In the first implementation, teacher should select the students who are able to practice it. Teacher may select the active and confident students who can play the role well and properly. It aims is to give example to other students to play the role properly.

5. Teacher tries to make the listeners as the active audiences by giving them task in the form of giving feedback, comment, suggestion, or question after drama has finished. By giving the task, they will feel that they have a responsibility to speak up. Implicitly, it will accustom them to actively involve in speaking activities.

6. Teacher may suggest in making the first sentence in dialogue if the students are not accustomed in practicing sociodrama. It will encourage and train them to be more familiar with the situation in sociodrama.

7. Teacher may stop the implementation of sociodrama if it has already reached a climax situation. In this context, climax situation means when the plot of the story is already explained the whole story from each play. Then, open a whole discussion or the possibility of problem solving activity.

2.3.3 The Advantages of Sociodrama

Asnawir and Usman (2002, p.43, as cited in Ramlah, 2008) mentions some advantages which can be gained by students in teaching learning process. They argue that sociodrama will show off students' expression in interesting activity; encourage students' initiative, creativity and critical thoughts; students will get an understanding of the story, because they come along to play the role. They get a chance to face problems and try to solve it; then, sociodrama will reduce the students' shyness and hesitation because they are demanded to act out the role; and the last, it will encourage students to be competent in a group way, build an interpersonal relation each other.

2.5 Previous Studies

In this study the writer used two similar studies as the basic consideration in conducting the research. The first study was conducted by Sugiarti (2011), student of State Islamic Studies Institute (STAIN) SALATIGA entitled *"The Experimental Study of Improving Speaking Skill Through Sociodrama at the Second Year Students of MAN Blora in the Academic Year of 2010/2011"*. This study has the same aim that is to find out the implementation of sociodrama in improving speaking skill. The subjects of this study were the second year students of MAN Blora in the academic year of 2010/2011. The data were collected from 72 students; they are XI IPA 1 as the experimental group and XI IPA 2 as the control group. In conducting this study, the writer used experimental study which is included into descriptive quantitative research, and the data were analyzed from the *pre-test* and *post-test*. For the result, the writer found out that sociodrama can improve speaking skill with the average score speaking skill in pre-test which was 60 and after using sociodrama was 70. It was showed that sociodrama is effective for speaking skill from significant level 5% from tt (T-test).

The second study was conducted by Afifudin Tirmidzi, Drs. Moch Nursalim, M.Si, Dra. Titin Indah Pratiwi, and Denok Setiawati, SP.d., M.P.d (2013) entitled *"Penggunaan Teknik Sosiodrama Untuk Meningkatkan Hubungan Interpersonal Siswa yang Rendah"*. This study has the same aim that is to find out the implementation of sociodrama but in different aspect that is increasing students' interpersonal relationship. The subjects of this study were the students of SMA Darussyahid Sampang in class X-1. Unlike the first previous study, this

study used Pre-Experiment in form of One-group pre-test and post-test design without a comparison group. Before conducting pre-test and post-test, the writers gave a questionnaire to the research subject first. Then for the result, this study was analyzed by statistic non parametric technique by sign test. Based on the data analysis, the average score of pre-test obtained was 110,5 whereas the average of post-test was obtained 136,625. As the result, there was a difference about 26,125. There was a significant difference of the score from the low interpersonal relationship of students before and after the implementation of sociodrama. It means that sociodrama can improve the low interpersonal relationship of students in X-1 class of SMA Darussyahid Sampang.

The differences between the first study with this study are; first, the research method used is different. The first study used experimental study which is included into descriptive quantitative research, and the data were collected from the pre-test and post-test. While in this study, the writer used descriptive qualitative as the research design and uses classroom observation, interview guide and also questionnaire as the data collection.

Then, the differences between the second study with this study are; first, the objective of the study is the writers focused on the implementation of sociodrama in encouraging students' interpersonal relationship in *Bimbingan Konseling* or Guidance and Counseling subject but in this study the writer focused on the implementation of sociodrama in encouraging students' speaking skill in English subject. The research method used is also different. The second study used Pre-Experiment in form of One-group pre-test and post-test design without a

comparison group while this study used descriptive qualitative as the research design. Third, the data were collected from pre-test, post-test and questionnaire result, whereas in this study the writer uses classroom observation, interview guide and also questionnaire as the data collection. The participants on those two studies also different, those two studies used two different classes while this study only uses a class that is the first year students of Multimedia 1.

CHAPTER III

RESEARCH METHOD

This chapter presents the research design, the data source, the technique of collecting data, data analysis and the data triangulation.

3.1 Research Design

The design of this study used qualitative research which had been specified as descriptive qualitative research. The writer described the implementation of sociodrama used by the English teacher, the students' speaking ability and the students' responses toward the implementation of sociodrama. According to Ary et al (2010, p. 28), descriptive research is research which permit the researcher to observe characteristics of different groups of individuals to measure their attitudes and opinions toward some issues. Then, deal with descriptive qualitative research, Creswell (1998, p. 15) defines,

> Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds of complex, holistic pictures, analyzes words, reports detailed view of informants, and conducts the study in a natural setting.

According to those definitions, it can be concluded that descriptive qualitative research is a research which describes the characteristic of particular group or individual in understanding the phenomenon by focusing on social or human problem. The data which had been collected were analyzed and described in the form of words rather than a numeric analysis of data.

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In this study, the writer considered all elements during the study were being conducted. As it should be reported in detail written work to represent how the research has been conducted, the writer used dominant written conclusion to complete the report of study based on the whole process of data collection technique and data analysis.

3.2 Data Source

In this study, the writer conducted the study in SMKN Tutur which is located at JL. Raya Tutur, No. 14, 67165, Tutur, Pasuruan. This school was chosen because this school was one of the public schools in Kecamatan Tutur which obtain a good achievement including in English subject. It was shown when some delegations from SMKN Tutur got the 1st place of debate contest at "*Lomba Kompetensi Siswa*" in the level of Pasuruan Regency and the 3rd place of debate contest at "*Lomba Kompetensi Siswa*" in the level of East Java province.

The subject of this study were one of the English teachers in SMKN Tutur, Mrs. Wahyuningsih and the first year students of Multimedia 1 class of SMKN Tutur. The first subject who was chosen was the English teacher, Mrs. W.S. The writer found that Mrs. W.S has good contribution in some awards and some English contests which is achieved by SMKN Tutur. She did her job well as debate contest supervisor from SMKN Tutur in 2015 (when SMKN Tutur delegation got the 1st winner in the level of Pasuruan Regency, and the 3rd winner in the level of East Java province). She is an active teacher who often got some awards in English contest. She got the 1st winner at *Lomba Karya Tulis Guru* "Teaching with Love" in 2014, and got 2nd winner as "*Guru SMK/MAK*

Berprestasi Tingkat Kabupaten Pasuruan Tahun 2014". She also provided some English activities out of the lesson such as English club in order to make the students become more active in English. Equally important, she always tried to apply various instructional models in teaching and learning process in English subject. It is quite different from the situation when the writer was a student at the school, the teacher tended to apply conventional model in learning process. Therefore, the writer was interested in knowing the implementation of sociodrama which was applied by Mrs. W.S in delivering the material.

The second subject was the first year students of Multimedia 1 class with the number of students were 36 students and consisted of 25 female and 11 male students. The selection of the first year students was because they arwe considered to be the learners that needed more exposure in productive skill especially in speaking. They need to be given more practice as they will be prepared in work. Moreover, sociodrama had not been applied yet in the first year of Multimedia 1 class. Then, based on quiz result it was shown that there were good students in English in the first year of Multimedia 1 class among seven classes in the first year level in this school. It was about 75% of them had good proficiency in English, but they were passive and less creative. Looking at this condition, it was considered that sociodrama was appropriate to be applied in teaching speaking in the first year students of Multimedia 1 class.

3.3 Technique of Collecting Data

In this study, the writer used several techniques to support the qualitative data namely; observation, interview and document analysis (in form of students' score in speaking project) (Ary et al., 2010, p. 431). Then, to support the descriptive data, the writer also used questionnaire (Ary et al., 2010, p. 28).

1. Observation

The writer used observation as the first technique of collecting data. Ary et al. (2010, p. 431) states that observation is a basic and systematic data collection approach in qualitative research. The writer used all of her sense to describe the setting, behaviors, and interactions in the form of narrative or words. The goal was to understand and examine phenomenon in natural settings or naturally occurring situations.

In doing classroom observation, the writer made two observation checklists. The first observation checklist was about the steps of sociodrama that helped the writer to answer the first problem (see appendix 1, p. 78). This observation was used to find out the technique used by the teacher in implementing sociodrama in teaching speaking for the first year students of Multimedia 1 class. In order to gain the data which were needed to answer the first problem, therefore, the writer analyzed the steps of sociodrama from the first step until the last steps which were implemented in six meetings. In every meeting, the writer checked the steps which were implemented by the teacher. This observation were conducted on April, 9th 2016, on April 14th 2016, on April 16th 2016, on April 30th 2016, and the last meeting on May, 14th 2016. The

second observation checklist was about the characteristic of the students in speaking activity (see appendix 2, p. 80). This observation checklist was used to answer the two problems which were to find out the students' speaking ability and the students' responses toward the implementation of sociodrama. The writer did this observation in the the last meeting, on April, 14th 2016.

2. Interview

The writer used an interview as the second technique of collecting data. Interview was conducted in order to collect the data about someone opinions, beliefs and feelings about situations in their own way and in their own words (Ary et al., 2010, p. 438). It was used to get deeper information and helped the writer in understanding the people's experiences and the gist they made rather than to examine hypotheses. Interview may provide information that cannot be obtained through observation, or they can be used to verify observations.

In this study, the writer interviewed the English teacher on May, 30th 2016 in order to get deep information about the implementation of sociodrama in teaching speaking. Before doing the interview, the writer created interview guide as the instrument (see appendix 3, p. 81).There were eight questions asking how the implementation of sociodrama in teaching speaking in the first year students of Multimedia 1 class.

3. Document Analysis

The writer used written documents to gain an understanding of the phenomenon under the study. The term documents refer to wide range of written, physical, and visual materials. Document analysis could be in the form of written

or text-based artifacts or non written records. In this study the writer only used document in the form of students' speaking score from the teacher (see appendix 4, p. 82). The use of this document was to support the data from the observation result in determining the students' speaking ability during the implementation of sociodrama.

4. Questionnaire

Other instrument which was applied in order to support this descriptive qualitative study was questionnaire. Wilson and McLean (1994) in Cohen et al. (2007, p. 317) states that questionnaire is a helpful instrument for collecting survey information, providing structured, often numerical data. Questionnaire helped the writer to get straightforward data fairly.

In this study, the writer used questionnaire to determine the students' responses toward the implementation of sociodrama in teaching and learning speaking (see appendix 5, p. 85). There were 13 questions in the form of close ended questions (YES/NO) which were given in the last meeting after they performed on May, 14th 2016. The questions were given to the students in the form of *Bahasa Indonesia* to make the students understand the content of the questions easily. After the questionnaires were given, the writer calculated the data and analyzed it qualitatively.

3.4 Data Analysis

After collecting all the data, the writer analyzed the data qualitatively.

According to Miles and Huberman (1994, p. 10) there are three activities which

should be done namely; data reduction, data display and conclusion drawing and

verification. It is described as follows:
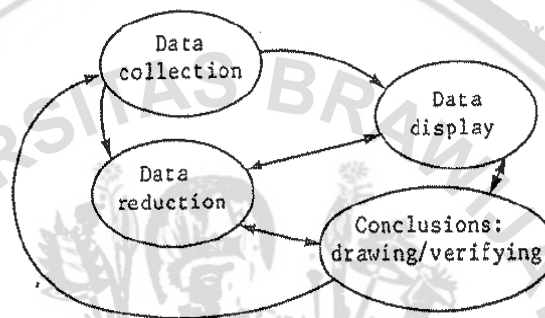
Figure 3.1 The Steps of the Qualitative Data Analysis

1. Data reduction

The writer selected the data which had been collected from classroom

observation, interview, document analysis (students' score in speaking project)

and questionnaire, simplified the important data and summarized the data dealing

with some theory which were being used in this study.

2. Data display

The writer presented the result of the data from classroom observation,

interview, document analysis and questionnaire which had been selected and

simplified before. The writer displayed the data obtained from the classroom

observation in the form of table and description; interview in the form of

description; questionnaire in the form of table and description; and document

analysis (students' score from teacher) in the form of table. All of the data results were displayed qualitatively.

3. Conclusion drawing/verification

And finally, the writer interpreted the results of a qualitative analysis based on the nature of classroom with descriptive qualitative research. The writer made inferences about teaching and learning process as the objective of the study to describe the teaching speaking for the first year students of Multimedia class in SMKN Tutur by using sociodrama. In this activity the research problems in this study were answered. The steps of analyzing data were shown in Figure 3.1.

3.5 Data Triangulation

The writer used data triangulation to confirm the findings among the instruments which were used. Miles and Huberman (1994, p. 266) states that "triangulation is supposed to support a finding by showing that independent measures of it agree with it or at least, do not contradict it". Furthermore, Cohen et al. (2007, p. 403) reveals, "There is a risk that observations will be selective, and the effects of this can be attenuated by triangulation". In short, it can be said that triangulation is a method of confirming findings and can help the researcher to make reliable evidence.

Miles and Huberman (1994) distinguishes five kinds of triangulation namely; triangulation by data source, triangulation by method, triangulation by researcher, triangulation by theory and triangulation by data type. In this study, the first triangulation that the writer used was a triangulation by data source which had been done by collecting data from the English teacher and the students. The

second triangulation was the triangulation by method which had been done by crosschecking the result from the first observation with the result of interview to analyze the first problem. After that, the writer crosschecked the result from the second observation and document analysis to analyze the second problem. The last step was matching the result from the second observation, the result of questionnaire and the interview to analyze the third problem.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the writer presents the findings of the study along with the discussion. The result from classroom observations, interview with the English teacher, the document analysis from the teacher and questionnaire will be described and analyzed in a form of decriptive analysis.

4.1 Finding

In this sub chapter, the writer presents the findings from the data which had been collected from classroom observation, interview with the English teacher, the document analysis in the form of students' speaking score, and questionnaire. As the study used the descriptive qualitative analysis proposed by Miles and Huberman (1994), the writer then follows the first step which was data reduction. After the data were simplified and summarized, all of the data are described as follows.

4.1.1 The Implementation of Sociodrama

The first objectives of this study was to know the implementation of sociodrama in teaching speaking for the first year students in SMKN Tutur. This sub-chapter covers the teacher's reason in implementing sociodrama and the teaching techniques of sociodrama used by the teacher. The data of the first point which was about the teacher's reason in implementing sociodrama was collected by conducting an interview. While, the data of the second point which was about

the teaching technique of sociodrama used by the teacher was collected from the interview and the observation.

4.1.1.1 Teacher's Reason in Implementing Sociodrama

Based on the result of interview (see appendix 8, p. 90), the English teacher said that she got the difficulties in making the students to speak up. First, the characteristic of the students in the first year of Multimedia 1 class were passive. Although they understood what the teacher asked or said, they rarely spoke in the speaking class and tended to be quiet. The teacher should force or point out first to make them answered what the teacher asked. Second, the students often felt worry about making mistakes and shy when their speech attracted other students. If one of the students answered what the teacher asked and she or he was making mistakes such as missed pronounciation, the other students would razz on her or him and this condition would make them shy to speak for the second time and even lost of confident. The third, they often worried of making mistakes in grammar. Actually, there were good students in English but those condition made the students tended to be passive and they had no motivation in speaking.

Furthermore, the students in the first year of Multimedia 1 class were also individualistic. There were tendency of some students to dominate in speaking class, while others spoke very little or not at all. They were very active when the teacher gave them individual work. In contrast, the students were passive when the teacher gave them group work.

Looking at the problems, the teacher considered to apply sociodrama as the teaching technique in speaking. The reasons in choosing the technique were the teacher aimed to make the students more active in speaking through the interesting way. The teacher also expected that the students will become more confident in speaking. Besides, the teacher intended to build an enjoyable, communicative and contextual situation through the direct speaking in problem solving or discussion activity in sociodrama. Moreover, considering that the characteristic of the first year students of Multimedia 1 was individualistic, so the implementation of sociodrama was also expected to increase their interpersonal relationship among the students.

In applying the sociodrama, the teacher used the theory from Roestiyah (1986) as the reference. The teacher argued that the explanation about the technique of sociodrama are easy to be practiced. Besides, the language of the book is quite simple and easy to be understood so it was easier for the teacher in combining or improving the theory with the other activity in the practice of sociodrama.

4.1.1.2 Teaching Techniques of Sociodrama

Based on the observation and the interview (see appendix 6, p.87 and 8, p. 90), it was found that the teacher did most of the steps from Roestiyah's theory, but in this implementation the teacher improved and combined the steps with the activities which determined by the teacher.

The implementation of teaching speaking through the sociodrama was related with the reported speech material. In this case, the teacher combined the narrative text material with the topic of local tourism in the form of local legend in attracting the students' interest.

The first meeting was conducted on April, 9th 2016. Before implementing the sociodrama technique, the teacher gave a question that indicate the reported speech first, such "what are you doing right now?...", "what your friend said?..". Then, the teacher asked some students to make the direct speech while the other students mentioned in the form of indirect speech. The ten students gave the examples of direct speech and the other ten responded with the indirect speech. It was about seven students who were pointed out by the teacher to make indirect speech. After the students got the idea of direct and indirect speech, the teacher explained what the meaning of reported speech and gave them the example of narrative text entitled "The Origin of Surabaya" (see appendix 11, p. 102) and asked them to read and comprehend the text. After that, the teacher gave a question to examine the students' comprehension about the text. Briefly, in the first meeting the teacher gave a direction to the reported speech first, then after the students got the idea of reported speech the teacher came to the text of "The Origin of Surabaya" in narrative context.

The second meeting was conducted on April, 14th 2016, the teacher asked some students to retell the story of "The Origin of Surabaya" and asked them to find the moral value from the story. Then, the teacher asked some students to find the direct and indirect speech on the text. About four students tried to retell the

story and about eight students tried to show the direct and indirect speech from the text who and they gave the corect answer.

In the next meeting on April, 16th 2016, the teacher divided the students into five groups based on the local culture (local legend) around them heterogeneously. Some of the students disagreed with the teacher's desicion in making the groups because they did not have good relationship each other. However, the teacher ignored it because the teacher aimed to build a good relationship among the students, no matter with whom they were. At last, the teacher made the name of the groups namely; *Goa Kaneng, Grebeg Memetri, Coban Nyonya, Coban Waru, and Kasada*. The topic of the local culture (local legend) was chosen because in 2015-2016 Tutur was selected as one of the local tourism objects for Pasuruan Regency, so that the teacher could introduce to the students who initially did not know about the legend, the story or even the culture of their region then at last they understood. In this stage, the teacher aimed to make the students curious before coming to the sociodrama activity.

After dividing the students into groups, the teacher introduced the students to sociodrama. The teacher explained what the steps, what the benefits and what the aims of sociodrama that the teacher combined with the topic. Then, in the middle of the class the teacher gave the example that showed on how to play in sociodrama. In this steps, the students were active in many things about sociodrama. The activity of introducing the sociodrama was conducted in order to make the students know what they should do in practicing the sociodrama.

Then, the teacher asked the students to make an interview guide for the informant who knew about the history of the local legend which was chosen. The teacher just gave the direction on how to make a good interview in order to make their data clear. After they consulted in making their interview guide, the teacher asked them to come to the informant to get the information by themselves. This activity was implemented for more than two weeks and this was difficult for the students to conduct, because they should find the informant in a short period of time. Then, after they got the information, they came to the teacher for analysing and synchronizing the data which was gotten from the informant in the form of *Bahasa Indonesia* first.

After asking the students to do an interview and analyzed the information, on April, 30th 2016 the teacher asked them in making the script of drama in the form of *Bahasa Indonesia* first because it would be hard for them if they were asked to make script directly in English. After correcting it, the teacher asked them to translate it in English then edited it again (see appendix 12, p. 103). For the situation and the background, the teacher just gave the general information of each story. Then, for the main character and the job description, it was determined by the students. This aimed to make the students have a responsibility in their work, so that they could give their contribution and they would cooperate each other. In this process, the teacher monitored the students activities. When the students got the difficulties, the teacher helped them in the way they fixed the scenes until the properties such music instruments, background of the play, and

the costumes which should be used. This activity were done in the form of consultation in the leisure time.

After that, the teacher selected the students who were able to practice the sociodrama at the first implementation. In determining the sequence of the students' performance in the play of sociodrama, the teacher selected the group who were ready and prepared well (from the scenes, properties, costumes, instruments, etc.) in playing the sociodrama. The teacher also considered the group who consisted of the active and the confident students to practice at the first implementation. The first group who practiced the sociodrama would become the model for the following groups. If they practiced well the teacher expected that the following groups would make the other groups to be more motivated to play the sociodrama properly. At the end, the teacher got the sequences from the group of Coban Waru – Grebeg Memetri – Coban Nyonya – Goa Kaneng and the last was Kasada. The teacher determined the sequences in the fifth meeting, a day before they performed the sociodrama on May, 7th 2016.

The last meeting was conducted on May, 14th 2016. In this day the students performed sociodrama based on the sequences of the play. In each groups' performance, the teacher expected to make the students who were not playing the sociodrama as the active audiences by giving them tasks. The teacher asked the students who were not playing the sociodrama to observe the group who were playing in hope that they would know the process. Because the teacher aimed to open a whole discusion or reflection after each groups performed. In this situation, each student was given a chance to give his or her comment,

suggestion or even a question to the member of the group which had played the sociodrama. In this steps, the students were eager to speak. They struggled in giving their comment, suggestion or question to their friends.

Then, the teacher stopped the sociodrama when the students' performance reached a climax situation. The teacher asked the students to stop the play when the teacher thought that the plot of the story has already been explained by the story. Then, the teacher open the discussion and let the students deliver their opinion in the form of comment, suggestion, or even a question. And the last made a reflection together.

The implementation of sociodrama was done in six meetings. In the first and the second meeting, the teacher explained the reported speech. In third meeting, the teacher explained the general information about sociodrama. Then, in fourth meeting, the teacher asked the students in making the script of sociodrama. After that, in fifth meeting, the students practiced and rehearsed the play of sociodrama. Then, in the last meeting, the students played the sociodrama.

The teacher found some problems in teaching speaking by using sociodrama. First, the teacher faced the difficulties in correcting the students' pronounciation and students' expression. Although the teacher corrected the pronounciation almost all of the students still did the wrong pronounciation in some words. The teacher also faced the difficulty in giving instruction how to use the right expession in playing sociodrama. Sometimes, some students used the wrong expression like if he or she should show the sad expression in fact they were laughing, when they should show the fight expression, they were smiles

along the scenes. To reduce these problems, the teacher asked the students to check the pronounciation in the electronic dictionary and asked them to learn more about how to use the right expression based on their ways. Second, sociodrama took a long times to be conducted. It was caused by some factors, such as when the teacher asked the students to conduct interview, it took about two weeks. The preparation also took more energy for both students and teacher. To overcome the problem, the teacher, the writer and also the students helped each other.

4.1.2 Students' Speaking Ability During the Implementation of Sociodrama

As the second objective of this study was to know the students' speaking ability during the implementation of sociodrama, the writer also elaborated the findings of this objective into two points. The first point was to know the students' characteristic in speaking activity and the second point was to know the students' speaking score. The data of this objectives was collected from the classroom observation, interview and document analysis (see appendix 7 p. 89 , 8 p. 90, and 9 p. 98). The result of the classroom observation would be supported by the document analysis in the form of students' speaking score from the teacher and also the result of interview.

4.1.2.1 The Students' Characteristic in Speaking Activity

The general succesful speaking activity in classroom can be seen from the students' high motivation, their activeness in speaking and their ability to use English appropriately in some interactions. There were four aspects of students' characteristic in successful speaking activity according to Ur (1996, p.120) which

were observed in the implementation of sociodrama in this study (see appendix 7, p. 89).

The first aspect which was assessed was about how is the students' talk. The activities which done in this class was occuppied by almost of the students' talk. The activities which done were in the form of the speaking activity in the play of sociodrama, the discussion activity which were giving question, giving comment and giving sugestion. The teacher talk was in the form of giving direction such as *"Untuk audience apa ada yang perlu ditanyakan?..", "silahkan tiap kelompok untuk memberikan komentar atau saran terhadap penampilan kelompok..."*. The teacher just was a facilitator and prompter during the sociodrama activities. The teacher just corrected the students who missed or did some mistakes during speaking activities.

The second aspect which was assessed was how the students' participation. In this aspect there were two points. First point was about the chance given in speaking. All of the students in this class were given the same chance to speak whether in playing the sociodrama, giving comment, suggestion or even a question. Most of them were occupied as the active speakers. Although not all students were active in discussion activity, they contributed their speaking in the play of sociodrama and all of the students got their turn. The second point was about the fairly contributions which were distributed. The teacher gave limitation for each group in delivering their opinion. Each group was admitted to give only three comments, suggestions or questions in a discussion. So, they contributed it fairly in the speaking activity.

The third aspect which was assessed was about how the students' motivation. This aspect also had two points. The first point was about the students eagerness in speaking. They were struggling to get a chance in giving their contributions in speaking when the teacher opened the whole discussion. Even some of the quiet students were struggling in giving their opinion. This condition might happen because the teacher wheedle in giving a reward in the form of activeness score. It could be seen from the result of questioner number eight that is "*Sosiodrama membuat saya tertarik dan termotivasi dalam belajar* speaking". The presentage showed that 24 students (68,57%) agreed that they were interested in the topic. The observation also showed that the students were interested in the topic. It could be seen when they were willingly to prepare the play of sociodrama. They prepared well from the costumes, properties until the instruments which they would be used in the play of sociodrama. The teacher said that it was beyond her expectation because the students gave their best effort in their performance.

The last aspect which was assessed was about the acceptable level of language. This aspect has three points. The first point was about the appropriateness expression used by students in relevant utterances. In doing a communication in the classroom, whether in practicing the dialogue of the play or even in the discussion activity, the students used the common and the simple vocabulary related to the topic. They delivered their utterances correctly. Sometimes they missed about the vocabulary or their pronounciation but they were helped and corrected by the teacher. The second point was about the

students' comprehension among students' talk. The observation showed that this point was accepted. The teacher asked the students who were asked by the audience to response their questions, comments or suggestions and they easily answered and responded each other. The third point was about the students ability to use the language accuracy. The writer did not check this point because almost all of the students did not fulfil it. Not all of the language used by the students were accurate, but the positive point was, the students were eager to speak. The teacher encouraged them to use the language properly by giving the clue in *Bahasa Indonesia* first when they got the difficulties in uttering the sentences, then the teacher asked them to translate and try to find the appropriate word related with their utterances.

4.1.2.2 The Students' Speaking Score

In supporting the result of observation and interview for knowing the students speaking ability during the implementation of sociodrama, the writer used the document analysis in the form of students' speaking score which was given by the teacher (see appendix 9, p. 98). This document analysis was given by the English teacher. There were five aspects which were observed by the teacher. Grammar, vocabulary and pronounciation were included in accuracy. Next aspects were comprehension and fluency. Each aspect in this rubric gave 5 as the highest score, the highest total score 25 for each student. The score of each aspect was assessed by assessing the students script, students performance and students' contribution in speaking. The result of the students' speaking score is analyzed as follows.

The first aspect was grammar. The teacher assessed this aspect through the students' script, students' performance and the students' practice in direct indirect speech. In grammar, the total score of the first year students of Multimedia 1 class showed that they got 107 (61,14 %) from the highest total score of 175. Each of the students almost got the score of 3 and there were two students got score of 4 from the highest score of 5. It can be concluded that all of students have good in practicing the past tense and the use of direct and indirect speech.

The second aspect was vocabulary. The teacher assessed this aspect through how much the students used the correct words when they gave their participation in speaking. In vocabulary, the total score of the first year students of Multimedia 1 class showed that they got 124 (70,86%) from the highest total score of 175. There were 21 students who got score of 4, 12 students got score of 3, and 2 students got score of 2. It can be said that almost all of the students have a good vocabulary in English. They used many correct words related to the topic in their speech. There were just 2 students who had the low vocabulary because they were spoke a little bit and were quiet along practicing the sociodrama.

The next aspect was pronounciation. In pronounciation, the total score of the first year students of Multimedia 1 class showed that they got 113 (64,58%) from the highest total score of 175. There were 9 students who got the score of 4, 25 students got the score of 3 , and there just a students who got the low score that was 2. It can be concluded that almost of students got the right way in pronouncing the word and just a students who got the low score.

The next aspect was comprehension. The teacher assessed the students' comprehension through their performance and the answer question activity in sociodrama. In comprehension, the total score of the first year students of Multimedia 1 class showed that they got 131 (74,86%) from the highest total score of 175. There were 26 students who got the score of 4, and 9 students got the score of 3. It can be concluded that almost of the students comprehended their role in playing sociodrama and their contribution in sociodrama activity.

The last aspect was fluency. The teacher assessed the students' fluency through the way they delivered their speech in speaking. In fluency, the total score of the first year students of Multimedia 1 class showed that they got 119 (68%) from the highest total score of 175. There was a students who got the score of 5, 13 students got the score of 4, 20 students got score of 3, and a students got score of 2. It can be concluded that almost of students got their understanding in playing sociodrama. Just a students who got the low score. It might happen because she did not prepare well of her performance. In the middle of the play she was being quiet for a time because she did not memorize the script well.

The last steps of anlyzing the students' score was knowing the *Kriteria Ketuntasan Minimal* which was decided by the teacher. The *KKM* of speaking was 65. Looking at the students score there were a student who got the score of 84, a student got the score of 80, 3 students got the score of 76, 7 students got the score of 72, 11 students got score the score of 68, 7 students got the score of 64, a stdudent got the score of 60 and 4 students got the score of 56. It showed that 23

students (65,71%) passed the *KKM*. While there were 12 students (34,29%) who got the score under the *KKM*.

From the result of students' characteristic in speaking and the students' speaking score, it was found that the students got 65,71% percentage of the successful speaking activity. The teacher said that it was good achievement for both the students and the teacher. The teacher said that the important aspect of successful speaking activity was not only assessed by the score but also indicated by the students' interest and students' motivation. The teacher argued that the successful speaking in this class could be seen by seeing the differences from being afraid of speaking and shy to more actively partipated in the speaking class. The students also no longer made mistakes even when they made a mistake they still had an eager to ask the teacher. The teacher thought that those things can give a great effect towards the learning of speaking. As the students had a different ability, the teacher could not set 100% as the target to be completely achieved. The percentage 65,71% was good enough for the students' development in learning speaking. It can be said that sociodrama can enhance the students' speaking ability in classroom.

4.1.3 Students' Response toward the Implementation of Sociodrama

The third objectives of this study was to know what are the students' responses toward the implementation of sociodrama in teaching and learning speaking. To answer this objectives, the writer used three perspectives which were students' point of view, teacher's point of view and observer's point of vieew.

The data of students' responses on the students' point of view was collected

through questionnaire, teacher's point of view through interview and the writer point of view through observation.

4.1.3.1 Students' Point of View

The writer collected the data from the students' perspective through questionnaire. There were twelve statements in the questionnaire which asked about the students' responses toward the implementation of sociodrama in teaching speaking which was implemented by the teacher. The writer gave an instruction to write "yes" if they agree with the statement and 'no" if they disagree with the statement. The result of the questionnaire showed the responses from the number of students were 35 (see appendix 10, p. 100).

Table 4.1 The Result of Questionnaire (Adapted from Mc. Leish, 2009)

No.	Statements	Response		Percentage	
		Yes	No	Yes	No
1.	I willingly participate in sociodrama activities.	26	9	74.29%	25.71%
2.	Sociodrama enhances class participation.	31	4	88.57%	1.43%
3.	Sociodrama enhances good working relationship among students.	32	3	91.43%	8.57%
4.	I learn to work with students who are different from me.	32	3	91.43%	8.57%
5.	When I work with other students, I achieve more than when I work alone.	26	9	74.28%	25.71%
6.	My work is better organized when I am in a group.	19	16	54.28%	45.71%
7.	Creativity is facilitated in the group setting	29	6	82.86%	17.14%
8.	Sociodrama makes me interested and motivated in learning speaking.	24	11	68.57%	31.43%
9.	Sociodrama decreases my hesitation in speaking.	27	8	77.14%	22.86%
10.	Sociodrama makes me actively participate in speaking activity.	24	11	68.57%	31.43%
11.	I enjoy the material when my teacher uses varied learning techniques in teaching speaking.	26	9	74.28%	25.71%
12.	Sociodrama improves my speaking ability.	30	5	85.71%	14.29%

The statement number 1 was about the students' willingness to participate in the activities in teaching and learning using sociodrama. The result showed that 26 students (74.29%) were willingly participated in the activities in teaching and learning using sociodrama. Meanwhile, 9 students (25.71%) were not willingly participated in the activities in teaching and learning using sociodrama. It means that there were students which participated in the activity.

The statement number 2 was about the students' participation in the classroom. There were 31 students (88.57%) who agreed that sociodrama enhanced the students' participation in classroom. While there were 4 students (11.93%) who disagreed with the statement sociodrama enhanced the students' participation in classroom.

The statement number 3 was about the good social relationship among students'. There were 32 students (91.43%) who agreed that sociodrama enhanced good working relationship among students. And there were just 3 students (8.57%) who disagreed that they sociodrama enhanced good working relationship among students.

The statement number 4 was about the students perception in learning to work with students who are different from them. There were 32 students (91.43%) who agreed that through sociodrama they can learn how to work with the others who have different character with them. Meanwhile, there were just 3 students (8.57%) who disagreed that through sociodrama they can learn how to work with the others.

The statement number 5 was about the students' understanding toward the material by working with others. There were 26 students (74.28%) who were agree that when they work with other students they could achieve more than when they work alone. However, there were students (25.71%) who disagreed that when they work with other students they could achieve more than when they work alone.

The statement number 6 was about the students' organization of their work when they are in group. It has less of students' agreement among the other statements. There were just 19 students (54.28%) who were agree that their work would be better organized when they were in a group and there were 16 students (45.71%) who disagreed that their work would be better organized when they were in a group.

The statement number 7 was about the students' perception in looking that creativity could be facilitated in the group setting. There were 29 students (82.86%) who were agree that creativity could be facilitated in the group setting. Whereas, there were 6 students (17.14%) who disagreed with this statement.

The statement number 8 was about the students' interest and motivation in learning speaking through sociodrama. There were 24 students (68.57%) who were agree that sociodrama makes them interested and motivated in learning speaking while there were 11 students (31.43%) who disagreed that sociodrama makes them interested and motivated in learning speaking.

The statement number 9 was about the students' perception toward their hesitation in speaking. There were 27 students (77.14%) who agreed that sociodrama decreased their hesitation in speaking and there were 8 students (22.86%) who disagreed that sociodrama decreased their hesitation in speaking.

The statement number 10 was about the students participation in speaking in the classroom. There were 24 students (68.57%) who agreed that sociodrama make them become actively participate in speaking. Meanwhile, there were 11 students (31.43%) who disagreed that sociodrama make them become actively participate in speaking.

The statement number 11 was about the students' preference in the use of various learning techniques in speaking. There were 26 students (74.29%) who agreed that they enjoyed the material when their teacher used varied learning techniques in teaching speaking. However, they were 9 students (25.71%) who were disagree that they feel more enjoy the material when their teacher used varied learning techniques in teaching speaking.

The last number was the conclusion of the questionnaire. It was about the students' improvement in speaking. There were 30 students (85.71%) who agreed that they could improve their speaking through sociodrama. Whereas, there were 5 students (14.29%) who disagreed that they could improve their speaking through sociodrama.

4.1.3.2 Teacher's Point of View

The writer also collected the data from the teacher's point of view through interview. Based on the interview (see appendix 8, p. 90), it was found that the responses from the students were various. There were students who said that sociodrama was complicated because it required a long time to conduct. Whether in finding the information, making the properties or even in memorizing the script. Meanwhile, in the other side the teacher found that the students had a high motivation to play sociodrama. They were enthusiastic and intended to give their best performance. It could be seen from their serious and well preparation.

The teacher assumed that sociodrama could help to enhance the students' motivation in speaking. This statement was supported by seeing the different from being afraid of speak and shy become more actively participated in the speaking class. The students also no longer made mistakes even when they make a mistake they still had an eager to asks the teacher. The teacher thought that those things could give a great affect towards the learning of speaking, although the percentage was not completely 100%, The percentage of the students' speaking score that was 65,71% was good enough for the students' development in learning speaking.

The teacher also saw that the students' responses toward the implementation of sociodrama were beyond the teacher's expectation. When the student's performed, the teacher's estimation was they would play as simple as their rehearsal a day before, but it was different. The students performed with their best effort and they prepared it well. The students was also creative in preparing and playing sociodrama. It could be seen from the costumes, and the

properties used by them, the improvisation when they play sociodrama was also beyond the teacher's thought.

Briefly, the teacher concluded that the response given by the students of Mutimedia 1 class was positive. The implementation of sociodrama could help the students to ehance their motivation in speaking. Sociodrama also could help them to improve their speaking skill.

4.1.3.3 Observer's Point of View

The writer also collected the data from observer's point of view through observation (see appendix 7, p. 89). The general successful speaking activity in classroom can be seen from the students' high motivation, their activeness in speaking and their ability to use English appropriately in some interactions. There were four aspects of students' characteristic which were observed in the implementation of sociodrama.

The first aspects was about how was the students' talk. The activities which had been done in this class almost was occuppied by the students' talk. The teacher just was a facilitator and prompter during the sociodrama activities. The teacher just corrected the students who missed or did some errors during speaking activities.

The second aspect which was assessed was how the students' participation. In this aspect there were two points. First point was about the chance given in speaking. All of the students in this class were given the same chance to speak whether in play the sociodrama, giving comment, suggestion or even a question. Most of them occupied as the active speakers. Although not all

students were active in discussion activity, but they contributed their speaking in the play of sociodrama and all of the students got their turn. The second point was about the fairly contributions which were distributed. The teacher gave limitation for each group in delivering their opinion. Each groups were admitted to give only three comments, suggestions or questions in a discussion. So they contributed it fairly in the speaking activity.

The third aspect which was assessed was about the students' motivation. This aspect also had two points. The first point was about the students' eagerness in speaking. They were struggle to get a chance in giving their contributions in speaking when the teacher opened the whole discussion. Even some of the quiet students were struggle in giving their opinion. This condition might happen because the teacher wheedle in giving a reward in the form of activeness score. The second point was about the students' interest in the topic. It could be seen from the result of questioner number eight that was "Sociodrama makes me interested and motivated in learning speaking". The percentage showed that 24 students (68,57%) were agree that they were interested with the topic. The observation also showed that the students were interested in the topic. It could be seen when they were willingly prepared the play of sociodrama. They prepared well from the costumes, properties until the instruments which they would be used in the play of sociodrama. The teacher said that it was out of her mind because the students gave their best effort in their performance.

The last aspect which was assessed was about the acceptable level of language. This aspect has three points. The first point was about the appropriateness expression used by students in relevant utterances. In doing a communication in the classroom, whether in practicing the dialogue of the play or even in the discussion activity, the students used the common and the simple vocabulary related with the topic. They delivered their utterances correctly. Sometimes they missed about the vocabulary or their pronounciation but they was helped and corrected by the teacher. The second point was about the students' comprehension among students' talk. The observation showed that this point was accepted. The teacher asked the students who were asked by the audience to response their questions, comments or suggestions and they easily answered and response each other. The third point was about the students ability to use the language accuracy. The writer did not check this point because almost of the students did not fullfil this point. Not all of the language used by the students were accurate, but the positive point was, the students were eager to speak. The teacher encouraged them to use the language properly by giving the clue in *Bahasa Indonesia* first when they got the difficulties in uttering the sentences, then the teacher asked them to translate and try to find the appropriate word related with their utterances.

Based on the observation, it was found that the students almost fulfilled the characteristic of successful speaking activity in the classroom. From eight aspects there were seven aspects which were checked by the writer (see appendix 7, p. 89).

4.2 Discussion

In this sub chapter, the writer discussed all the findings with the theories which were used in this study. The discussion of this study covers the implementation of sociodrama in teaching speaking for the first year students of Multimedia 1 class in SMKN Tutur, the students' speaking ability during the implementation of sociodrama and the students' responses toward the implementation of sociodrama. All of the findings were elaborated with some theories related with this study and described qualitatively.

In teaching speaking for the first year students of Multimedia 1 in SMKN Tutur, the English teacher implemented sociodrama as the teaching technique. The reason of using sociodrama as the teaching technique was because the characteristic of the students in the first year of Multimedia 1 were passive and individualistic. As stated by Tirmidzi et.al (2013), the purpose of sociodrama is to help students to open up themselves to other and show off their expression through the interesting activity. By implementing sociodrama, the teacher expected that the students would be attracted to speak up in English class. And this is the first way to stimulate the students become more active in speaking.

In the implementation of sociodrama, the teacher arranged the activity in a group way, because sociodrama is one of the problem-oriented techniques which need the students to work in a group to solve the problems. It aims to reduce their individualistic and then build a good interpersonal relationship among the students when they were involved in group work (Tirmidzi, et.al, 2013). In addition, sociodrama will encourage the students to be competent in a group way (Asnawir

and Usman, 2002, p. 43 as cited in Ramlah 2008). For this reason, the use of sociodrama was expected to increase the students' communication skills to manage the group dynamics, and through this activity the students was expected to get a deeper understanding in the material given.

The implementation of sociodrama was related with the reported speech material. The teacher combined the narrative text material in attracting the students' interest and attracting in their reading too. It is supported by Khameis (2006) who says that to motivate the students in EFL contexts, the teacher should provides some activities and techniques that attract the students' motivation and make them interested in the lesson. By this way, the material which was given is expected to be gained well by the students.

In implementing sociodrama, the teacher arranged the steps in well arrangement. Based on the data collection from observation and interview, the teacher implemented the steps of sociodrama based on Roestiyah (1986, p. 78). There are seven steps which should be done by the teacher. Those steps are explaining and introducing sociodrama to the students, choosing an appropriate situation in sociodrama, giving enough information in arranging the scenes, selecting the students who are able to practice sociodrama at the first implementation, giving tasks for the audiences, assisting the students to make the opening of the dialogue (if they are not accustomed to practicing sociodrama), and the last is stopping sociodrama if it reaches a climax situation then open a whole discussion. However, the teacher did not apply all of those steps. The teacher then combined the steps with the other activities which were determined by her in

order to match with the students' need and their characteristic. From seven steps, the teacher did six steps during the implementation of sociodrama. The step which did not applied was assisting the students to make the opening of the dialogue. The reason was the teacher intended to make the students have responsibility in playing the sociodrama. Because the students had already given times to do rehearsal before.

The implementation of sociodrama in the first year of Multimedia 1 class of SMKN Tutur was done in six meetings. In the first meeting and the second meeting the focus of the learning process was the reported speech material. But in the next meeting, the teacher still insisting about reported speech although it was a little bit discussion. The teacher explained the reported speech and then tried to make the students understood about the use of reported speech in communication context through practice it in the classroom. After that, the teacher continued the activity by doing the steps of sociodrama.

After they got the information and discussed about reported speech material, the teacher divided them into five groups and named it with the name of the local tourism objects in the third meeting. Each of group consists of five till 7 students. The teacher selected the member of the groups heterogeneously. Because in heterogeneous groups, the weak students will gain from seeing how better students approach problems, and the stronger students gain a deeper understanding of the subject by teaching it to others (Felder, Brent, 2007). After dividing the students into some groups, the teacher did the first step of sociodrama proposed by Roestiyah (1986, p.78) which was introduce about sociodrama

related with the purposes, benefits and the steps of sociodrama. Then, after they

got the information about sociodrama the teacher asked the students to make an

interview guide related to their play and do the interview out of learning class.

After that, the teacher asked them to analyze and synchronize the data which was

gotten from the informant. This activity was implemented for more than two

weeks.

The second steps which was choosing an appropriate situation was done

by the teacher before dividing the students into groups and before the teacher did

the first steps. The second steps includes in explaining the problems of the

familiar situation and emphasizing the importance of sociodrama to students.

Then, in the fourth meeting, the teacher implemented the third steps of

Roestiyah's (1986, p.78) which was giving enough information to arrange the

scenes. The teacher asked the students in making the script of drama in the form

of *Bahasa Indonesia* first then translate it in English after the teacher corrected.

The teacher just gave the general information about each story. Then, for the

character and the job description, it was determined by the students. This aimed to

make the students have a responsibility in their work, so that they could give their

contribution and they would cooperate each other. This activity were done in the

form of consultation in and out of learning class.

In the fifth meeting, the teacher did the fourth step which was selecting the

students who are able to practice sociodrama at the first implementation.

However, the teacher asked the students to do a rehearsal first on each

performance. By looking them in the rehearsal activity, the teacher determined the

sequence of the students' performance. The teacher selected the group who were ready and prepared well of their performance and they considered as the group who consist of active and confident students to practice at the first implementation (Roestiyah, 1986, p.78). The teacher got the sequences from the group of Coban Waru-Grebeg Memetri-Coban Nyonya-Goa Kaneng then Kasada.

In the last meeting, the teacher implemented two the last steps of sociodrama. These steps were in line with the steps proposed by Roestiyah (1986, p.78). When a group performed, the teacher tried to make the other group as an active audience by giving them task. The teacher asked them to observe the performance then give them a comment, suggestion or question in the end of each play. The play of each group would be stopped if the story reaches a climax situation. After that, the teacher opened a whole discussion in the form of giving comment, suggestion or question and made a reflection together. For this reason, it could be said that sociodrama is applied with groups that share a common experience or problem and that have common goals in regard to that problem (psychodrama.urg.uk, para. 7), so they would discussed about the problems and solved it together.

The teacher faced some problems in teaching speaking using sociodrama. First, the teacher got the difficulties in correcting the students' pronounciation and students' expression. The teacher also faced the difficulty in giving instruction how to use the right expession in playing sociodrama. To reduce this problem the teacher asked the students to check the pronounciation in the electronic dictionary and asked them to learn more about how to use the right expression based on their

own ways. Second, the problem in time management as sociodrama took a long times to be conducted. Then, to overcome the problem, the teacher, the writer and also the students were helping each other. The teacher changed the teacher's role from one activity to another, from one stage of an activity to another in learning process (Harmer, 2007, p.57). It can be said that when the students got the difficulties in speaking or process of practicing sociodrama, the teacher play the role as well as the needs of the students.

Classroom activities that develop learners' ability to express themselves through speech seem an important component of language course (Ur, 1996, p.120). There are some characteristics which indicated the improvement or even enhancement of speaking in classroom. Ur (1996, p. 120) mentions four characteristics of it. Those characteristics are learners talk a lot, participation is even, the high motivation in speaking, and language is of an acceptable level. Regarding to the result of observation, it was found that the students almost fulfilled the characteristic of successful speaking activity in the classroom. From eight aspects there were seven aspects which were checked by the writer.

Looking at the first characteristic, the activities which done in the first year of Multimedia 1 class was occupied by the students talk. It means that the students got the topic in the way they speak. In the classroom, the teacher just was a facilitator and prompter during the sociodrama activities. The teacher just corrected the students who missed or did some errors during speaking activities. Then, for the second characteristic the students gave a good participation. It could be seen from their participation in giving comment, suggestion and question

through the whole discussion. Most of them were occupied as the active speakers. But not all of the students gave their comment, suggestion or question. This might happen because they had nothing to say even they were not inhibited (Ur, 1996, p.121). They just contributed in speaking when they played the sociodrama. Next is the students had a high motivation in learning speaking through sociodrama. It could be seen from their contribution in the way they gave comment, suggestion and question. They were eager to speak. They were struggling to get a chance in giving their contributions in speaking when the teacher opened the whole discussion. Even some of the quiet students were struggling in giving their opinion. Then, for the last characteristic, the students used language in acceptable level. They expressed themselves in relevant utterances whether in practicing the dialogue of the play or even in the discussion activity, the students used the common and the simple vocabulary related to the topic. They delivered their utterances correctly. They also were easily comprehensible each other. When the teacher asked the students to response questions, comments or suggestions they were easily answered it. But not all of the languages used by the students were accurate. The teacher should encourage shem to use the language properly by giving the clue in *Bahasa Indonesia* first when they got the difficulties in uttering the sentences.

The last steps of analyzing the students' score was knowing the *Kriteria Ketuntasan Minimal* which was decided by the teacher. The *KKM* of speaking was 65. For the result of students' speaking score there were 23 students (65.71%) passed the *KKM*. While, there were 12 students (34.29%) who got the score under

the *KKM*. Although the percentage was not completely 100%, the teacher said that the percentage of 65.71% was good enough for the students' development in learning speaking. The teacher stated that the successful of speaking was not merely assessed by the score but also indicated by the students' interest and students' motivation. The motivation in this class could be seen by seeing the differences from being afraid of speaking and shy become more actively partipated in the speaking class. The students also no longer made mistakes even when they made a mistake they still have an eager to ask the teacher and it was a great effect towards the learning of speaking in this class.

Regarding to the data which were collected from questionnaire, observation and interview, it could be seen that most of the students of the first year of Multimedia 1 class gave positive responses toward the implementation of sociodrama. The result of questionnaire showed that 74.29% students were willingly participated in the activity of sociodrama and 88.57% students agree that sociodrama enhance the class participation. It was supported by the result of the observation in which almost of the students gave their contributions in speaking and they had a high motivation in speaking through sociodrama activities. Based on the interview, the teacher also agreed that the students gave positive responses. Although there were students who said that sociodrama was complicated, the teacher found that the students had a high motivation to play sociodrama. They were enthusiastic and intend to give their best performance. It could be seen from their serious and well preparation.

As Tirmidzi, et.al (2013) state that sociodrama can build an interpersonal relationship among the students, the result of the questionnaire showed that 91.43% of students thought that sociodrama enhances good working relationship among the students, 91.43% of students agreed that they could work with other students.

Then, in the process teaching and learning speaking, most of the students agreed that sociodrama could help them to understand the material and the task given. The result of questionnaire showed that 74.29% of students got more understanding the material when they worked in group way, 54.28% students agreed that their work better organized when they worked in group, and 82.86% students agreed that creativity was facilitated in the group setting. It was supported by Asnawir and Usman (2002, p.43) who say that group way will encourage the students to be competent in learning process. It means that their work will be better when they work in group.

Sociodrama also helped the students in enhancing their active participation in speaking class. The result of questionnaire showed that 68.57% students were interested and motivated in learning speaking through sociodrama, 77.14% agreed that sociodrama could decrease their hesitation in speaking, 68.57% thought that sociodrama could help them actively participated in speaking activity, 74.28% agreed that they enjoyed the material well when the teacher used sociodrama in teaching speaking, and the last there were 85.71% students who agreed that sociodrama helped them to improve their speaking ability. It was proven from their speaking scores which showed that there were 23 students (65.71%) who

passed the *KKM*, while there were 12 students (34.29%) under the *KKM*. These statement are supported by Asnawir and Usman (2002, p.43 as cited in Ramlah 2008) who say that sociodrama will show off students' expression in interesting activity; sociodrama will reduce the students' shyness and hesitation because they are demanded to act out the role; sociodrama can encourage students' initiative, creativity and critical thoughts; and the last, sociodrama will encourage students to be more competent in speaking.

CONCLUSION AND SUGGESTIONS

In this chapter, the writer presents the conclusion related to the findings and discussion in this study. The writer also gives suggestions related to this study for the English teacher in Multimedia 1 class in SMKN Tutur, all of the English teachers and for the further researcher.

5.1 Conclusion

Based on the findings and discussions of this study, it can be concluded that the English teacher in the first year of Multimedia 1 in SMKN Tutur implemented sociodrama as the teaching technique in teaching speaking to make the students become more active in speaking. It also aimed in building a good interpersonal relationship among the students when they were involved in group work.

In the implementation of sociodrama, the teacher improved and combined the steps with the activities which determined by the teacher. The teacher implemented the techniques which were explaining and introducing sociodrama to the students, choosing an appropriate situation in sociodrama, giving enough information in arranging the scenes, selecting the students who are able to practice sociodrama at the first implementation, giving tasks for the audiences, and the last is stopping sociodrama if it reaches a climax situation then opening a whole discussion. However, the teacher did not apply in the step of assisting the students

to make the opening of the dialogue because the teacher tried to make the students have the responsibility in playing sociodrama.

The students' speaking ability during the implementation of sociodrama showed that there were enhancements in speaking. Regarding to the result of observation, the students almost fulfilled the characteristic of successful speaking activity. Those characteristics were learners talk a lot, participation was even, the high motivation in speaking, and language was of an acceptable level. However, in the last characteristic which was language was of an acceptable level, the students were not fulfilled the point of using language accuracy. Sometimes, the teacher should encourage them to use the language properly by giving the clue in *Bahasa Indonesia* first when they got the difficulties in uttering the sentences. Then, from the result of students' speaking score, it was found that there were 23 students (65.71%) who passed the *KKM*. While, there were 12 students (34.29%) who got the score under the *KKM*. Although the percentage was not completely 100%, the teacher said that the percentage of 65.71% was good enough for the students' development in learning speaking. Therefore, it can be said that sociodrama can enhance the students speaking ability.

Regarding to the findings which were collected from questionnaire, observation and interview, it could be seen that most of the students of the tenth year of Multimedia 1 class gave positive responses toward the implementation of sociodrama. During the implementation of sociodrama, the students were actively involved in speaking activities. Although the students could not speak accurately and fluently, they could build their critical thought by expressing and delivering

their idea in the speaking activities. Besides, through sociodrama, they got better understanding about the material given. Sociodrama also helped the teacher in enhancing the students' active participation in speaking class and enhanced their speaking ability which was proven from their speaking scores.

5.2 Suggestions

There are several suggestions related on the result of this study. The first is for the English teacher of the first year students of Multimedia 1 class. The writer suggests that it will be better if the teacher uses and develops some of different techniques to attract the students' activeness in speaking, because the common problem in this class was the students were passive in speaking. Although sociodrama can enhance their speaking ability, sometimes they were still worrying about making mistakes when they are speaking. They also have less motivation in expressing themselves in spoken way if the teacher did not attract them with some rewards. Therefore, the teacher should choose the appropriate of speaking activity in classroom to reduce their worries and attract their interest and motivation in speaking. Besides, the implementation of sociodrama took a long time to conduct, so the teacher should organize the time management in order to make the effective implementation.

The second suggestion is for all English teachers. The writer suggests that the teacher should be more creative in delivering material. The teacher should choose the appropriate technique regarding to the students' condition in classroom. For this reason, the teacher should choose and develop the teaching technique to enhance the students' ability and motivation in learning English.

Sociodrama is one of alternative technique in teaching speaking that can be applied if the teacher has the same problems and the same purposes to stimulate the students to be active and to build a good interpersonal relationship among students in classroom. The English teachers also should pay attention in the deficiency of the implementation of sociodrama which was done by the teacher in the first year students of Multimedia 1 class.

The last, the writer suggests that the further researcher will not only focus on the implementation of sociodrama as the teaching technique in speaking skill but in other skills in enhancing the students' ability in English. In term of selecting the subject, the writer also suggests that the further researcher will select the students and the teacher from different level and regions to enrich the information of the use of sociodrama.

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