Improvement of Speaking Abilities Using Sociodrama Learning Method for Islamic Studies Faculty Students

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Abstract

This study aims to improve speaking skills through sociodrama learning methods in students of the Faculty of Islamic Religion, University of Muhammadiyah Kendari. This classroom action research uses the Kemmis and Taggart models with two cycles. This study involved 44 students. Observation techniques, speaking skills tests, interviews, and documentation were used to collect data. The data are analyzed descriptively based on the characteristics of the data obtained. The results showed that learning speaking skills using the sociodrama method could improve the speaking skills of students of the Faculty of Islamic Religion in semester V of Muhammadiyah Kendari University. Improvement of speaking skills using the sociodrama method, namely (1) the average value of speaking skills in the first cycle of 75.4% increased by 10.2% from the pre-action value of 65, and the percentage of completion increased by 16.% from the pre-action percentage of 41% to 56.7%, (2) the average value of speaking skills in cycle II of 78.3 increased by 15.3 from the pre-action value of 65, and the percentage of completion increased by 36% from the pre-action percentage of 41% to 78%.

Keywords: Speaking skills, Sociodrama Method

Abstrak

Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara melalui metode pembelajaran sosiodrama pada mahasiswa fakultas Agama Islam Universitas Muhammadiyah Kendari. Penelitian tindakan kelas (Classroom Action Research) ini menggunakan model Kemmis dan Taggart dengan 2 siklus. Penelitian ini melibatkan 44 orang mahasiswa. Data dikumpulkan dengan teknik observasi, tes keterampilan berbicara, wawancara, dan dokumentasi. Data dianalisis secara deskriptif berdasarkan karakteristik data yang diperoleh. Hasil penelitian menunjukkan bahwa pembelajaran keterampilan berbicara dengan menggunakan metode sosiodrama dapat meningkatkan keterampilan berbicara mahasiswa fakultas Agama Islam semester V Universitas Muhammadiyah Kendari. Peningkatan keterampilan berbicara menggunakan metode sosiodrama yaitu (1) nilai rerata keterampilan berbicara pada siklus I sebesar 75,4% meningkat 10,2% dari nilai pra tindakan sebesar 65, dan persentase ketuntasan meningkat 16,% dari persentase pratindakan sebesar 41% menjadi 56,7%, (2) nilai rerata keterampilan berbicara pada siklus II sebesar 78,3 meningkat 15,3 dari nilai pra tindakan sebesar 65, dan persentase ketuntasan meningkat 36 % dari persentase pratindakan sebesar 41% menjadi 78%.

Kata Kunci : Keterampilan berbicara, Metode Sosiodrama

Introduction

Education is a coaching effort aimed at students by providing educational stimuli to help physical and spiritual growth and development so that students have the readiness to enter further education. According to Law Number 20 of 2003 concerning the National Education System article 1, paragraph 1, "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual power, self-control, personality, intelligence, noble character, as well as the necessary skills of themselves, society, nation and state".[1] So, education is an education that stimulates the growth and development of the potential of learners in realizing a pleasant and comfortable learning atmosphere.

The purpose of education is to guide and develop all students' potential so that they can function as whole human beings according to their abilities. Learners are also viewed as individuals who gain global knowledge. Learners are also new to learning manners, rules, norms, ethics, and various worldly topics.[2] Learners are also learning to communicate with others and learn to understand others. The interaction of learners with objects and other people is necessary in order to be able to develop a noble personality, disposition, and morals. Speaking, in general, can mean that learners can express their ideas, thoughts, ideas, or feelings to others.[3]

Language development is one of the basic areas of development that is important for learners. Man in his life is inseparable from language. A person must be able to use language as a means of communication.[4] Students will quickly get along with and easily adjust to their environment because children can use their language. Language has a critical role in human life, so language development must be stimulated early.

The development of students' speech is an effort to improve language skills to communicate orally according to the existing situation. The

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[1] Menteri Pendidikan Nasional, "Undang Undang No 20 Tahun 2003 Tentang System Pendidikan Nasional," February 4, 2010, http://elib.unikom.ac.id/gdl.php?mod=browse&op=read&id=jbptunikompp-gdl-menteripen-18331.

[2] Saifuddin Amin, *Etika Peserta Didik Menurut Syaikh Muhammad Bin Shalih Al-Utsaimin* (Jakarta: Deepublish, 2019); Siti Aisyah, *Perkembangan Peserta Didik dan Bimbingan Belajar* (Deepublish, 2015).

[3] Andini Mustika Putri, Ajat Rukajat, and Khalid Ramdhani, "Pendidikan Agama Islam Sebagai Bentuk Untuk Menumbuhkan Kepribadian Muslim Pada Diri Anak," *PeTeKa* 5, no. 3 (October 2, 2022): 383–95, https://doi.org/10.31604/ptk.v5i3.383-395.

[4] Firman Firman, "Need Analysis Of Indonesian Teaching Materials At Islamic Religious Universities," *Edukasi Islami: Jurnal Pendidikan Islam* 11, no. 01 (February 28, 2022), https://doi.org/10.30868/ei.v11i01.3781.

development of oral communication skills, especially speech, is a program of logical, systematic, and analytical thinking skills using language to express ideas.[5] The general purpose of speech development is first so that students can pronounce the sounds of the language used appropriately, second so that children have an adequate vocabulary for communication purposes, and thirdly to use sentences properly to communicate orally.

Learning theory in students is an ideal thought to explain what, how, and why learning is done and other problems about learning in students. The cognitive theory uses changes in children's behaviour to explain the changes that occur in children.[6] Development is the process of changing a growth at a time as a function of maturity and interaction with the environment, where development better reflects the distinctive properties of the psychological symptoms that appear.[7]

Speaking is essentially a communication process because there is a message from one source to another. One aspect of language development includes the ability to read, write, listen, hear, speak, and communicate. Language is an essential communication tool in human life.[8] According to the results of observations on students of the Faculty of Islamic Religion from July 13, 2022, to July 15, 2022, listening and storytelling skills are superior to speaking skills. Speaking skills through the sociodrama method is still low and rarely used as learning for students of the Islamic Faculty, so the development of speaking obtained by students is still low, so lecturers need to add the language (words) to more students. Some students are timid when lecturers ask them to come to the front of the class to discuss what they have learned. Learning is still lecturer-centred, making students less actively involved in learning. Students are less actively involved in learning because it results in low student speaking skills and becoming less well-developed.

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[5] Sukirman Sukirman et al., "The Use of Metaphors through Speech Acts in Learning: A Case from Indonesia," *International Journal of Society, Culture & Language* 10, no. 3 (September 1, 2022): 137–50, https://doi.org/10.22034/ijscl.2022.551893.2613.

[6] Elga Yanuardianto, "Teori Kognitif Sosial Albert Bandura (Studi Kritis Dalam Menjawab Problem Pembelajaran Di Mi)," *Auladuna : Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah* 1, no. 2 (December 5, 2019): 94–111, https://doi.org/10.36835/au.v1i2.235.

[7] Suharnis Suharnis, "Perkembangan Kognitif Anak Dalam Persfektif Pendidikan Islam," *Musawa: Journal for Gender Studies* 13, no. 2 (December 31, 2021): 170–202, https://doi.org/10.24239/msw.v13i2.861.

[8] Agus Darmuki and Ahmad Hariyadi, "peningkatan keterampilan berbicara menggunakan metode kooperatif tipe jigsaw pada mahasiswa pbsi tingkat i-b ikip pgri bojonegoro tahun akademik 2018/2019," *KREDO : Jurnal Ilmiah Bahasa dan Sastra* 2, no. 2 (April 20, 2019): 256–67, https://doi.org/10.24176/kredo.v2i2.3343; Rizki Amalia Sholihah, "Praktik Pembelajaran Keterampilan Berbicara Di Masa Pandemi Covid-19," *NATURALISTIC : Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran* 5, no. 1 (October 31, 2020): 705–17, https://doi.org/10.35568/naturalistic.v5i1.977.

This sociodrama method aims to shape students' activeness and personality of students so that students remain confident and become courageous in practising speaking skills and solving problems.[9] So, it would be nice for lecturers always to use alternative learning using the sociodrama method. To know the level of speaking skills of each student. So, students' speaking skills are fundamental to determine their future lives, so it is necessary to improve learning to optimize speaking students' development at the Faculty of Islam. The sociodrama method is anticipated to be one of how college students acquire speaking skills.

Method

The approach used in this study is *classroom action research).*[10] Lecturers carry out class action research with the help of observation. This research was conducted to improve the learning process carried out by lecturers and was able to foster student enthusiasm for participating in learning.

This research was conducted at the University of Muhammadiyah Kendari Semester V Faculty of Islamic Religion. This study was conducted between September and November of 2022. This research was conducted during the fifth semester of the 2022-2023 academic year at the Faculty of Islamic Religion. This study involved 44 students from the fifth semester of the Faculty of Islamic Religion.

The procedure for this study is to use a draft of action:

1. Planning

   The planning stage starts with applying for permission from the Faculty. Then the researcher carries out observations, conducts problem discovery, and designs the actions to be carried out.

2. Action

   At this stage, lecturers carry out learning following the SAP that has been made. Before the research process begins, the lecturer prepares various learning media and materials to be studied. As an initial activity, lecturers condition students to be ready to receive learning. For the core activities of the lecturer to provide learning material, after that, prepare the material to be played. The lecturer must first explain to students the

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[9] Nurul Ngainin Kusuma Dwi Nur M. Firman Septiawan, "IMPLEMENTASI METODE SOSIODRAMA DENGAN MODEL COOPERATIF LEARNING TIPE NUMBERED HEADS TOGETHER," *El-Fata: Jurnal Ilmu Tarbiyah* 2, no. 02 (September 30, 2022): 86–94; Jimatul Arrobi and Hikmat Purnama, "Efektivitas Metode Sosiodrama Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Sejarah Kebudayaan Islam (SKI) Di MTs Hikmatunnidzom Gunungguruh Sukabumi," *Jurnal Pendidikan Dan Konseling (JPDK)* 4, no. 3 (June 12, 2022): 992–99, https://doi.org/10.31004/jpdk.v4i3.4655.

[10] Suharsimi Arikunto, *Metode Penelitian* (Jakarta: Rineka Cipta, 2010).

content of the material. Students are asked to speak. As a final activity, lecturers reflect and make conclusions about the learning that has been carried out.

3. Observation

   During the learning process, researchers observe the activities of lecturers and students. When students discuss and express their opinions or ideas, observations are made. Marking the checklist on the prepared observation sheet is how observations are conducted. In addition to providing checkbox marks, observations are conducted by assigning grades to students when they discuss and express their ideas and opinions.

4. Reflection

   The obtained evaluation results can serve as a springboard for reflection. Students engage in reflection through the disclosure of their current learning outcomes and their actions. In reflection, students are afforded the opportunity to articulate their perspectives on the learning that has been accomplished. The outcomes of this reflection serve as motivation for improvement during the subsequent cycle.

The instruments in this study are as follows:

1. Observation Sheet for Lecturer Learning Activities

   Using lecturer observation sheets, information on actions taken by lecturers during the learning cycle is collected. Applying the checklist to the lecturer's observation sheet.

2. Student discussion observation sheet

   Student observation sheets are used to collect student information or data as a result of the actions provided by lecturers in the learning cycle in order to improve speaking skills through sociodrama methods.

3. Speaking Skills Instruments

   The speaking assessment instrument used by the researcher in this study is an instrument of each element with a maximum possible score. Speaking assessments include linguistic aspects (accuracy of pronunciation, placement of pressure, tone, joints, and appropriate duration, choice of words (diction), and accuracy of speech goals) and non-linguistic aspects (reasonable, calm, and non-rigid attitude, views should be directed towards the interlocutor, willingness to respect the opinions of others, appropriate gestures and mimics, the loudness of voice, fluency, relevance or reasoning, and mastery of the topic of conversation). In this study, the speaking assessment has been modified for each component by assessing students according to their conditions and characteristics.[11]

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[11] Cresswell, J. W., *Pendekatan Kualitatif, Kuantitatif, Dan Mixed* (Yogyakarta: Pustaka Pelajar, 2010).

The data collection methods in this study are as follows:
1. Observation

Observation is carried out by observing the actions taken by the teacher with reference to the observation guidelines. Researchers observe teachers by collecting data on actions carried out by teachers in accordance with the focus of the problem studied. Meanwhile, observation of students is carried out by recording student behaviours due to the actions of the teacher in learning.

2. Speaking skills test

Tests were conducted to determine the improvement of students' speaking skills after the procedure. The test in this study was carried out, namely, the performance test, a performance test was carried out to find out the extent of students' speaking ability in learning using sociodrama. The results of this study can be shown in the results of cycle I values and cycle II values that in each of these cycles, it will be known whether there is an improvement in students' speaking skills.

3. Documentation

Documentation is carried out to show facts and data that research has been carried out as evidenced by documentation or in the form of research images.

Results and Discussion

1. Cycle I
a. Class Action Planning on Cycle I

Identifying the problem initiates the action planning phase of the cycle I. Planning the action that will ultimately be carried out is the next step. Planning the action that will ultimately be carried out is the next step. After learning about the situation of students enrolled in the fifth semester of the Faculty of Islamic Religion at Muhammadiyah Kendari University, particularly in terms of their oral communication skills, researchers collaborated with professors to conduct research.

b. Implementation of Class Action Cycle I

After the initial meeting, which serves as an introduction or explanation of sociodrama, material distribution, and group division, the first action cycle is carried out three times. The data collecting for the speaking performance test took place at the second meeting, while the third meeting focused on learning how to pay attention to other people's stories.

c. Observations on Cycle I

Observation cycle I am carried out when lecturers carry out learning activities, and observations when students discuss and do sociodrama. The percentage of students who have achieved KKM in the first cycle has increased from 41 per cent at the time of pre-action to 56.7 per cent in the

first cycle. The value of speaking skills obtained has increased from the previous average score of 65 to 75.

d. Reflection of actions on cycle I

    1) The material manuscript is still lacking, and some students do not want to discuss it with their group members.

    2) When the lecturer is explaining, many students still do not pay attention and are crowded by themselves.

    3) When a group comes forward to explain, there are still many college students who are not paying attention.

    4) Many students have not memorized the material and lack confidence when advancing to play sociodrama. When lecturers do question and answer with students, students still tend to be passive. Even when appointed, some students still do not want to answer.

    Revision of Actions on cycle I

a. The lecturer explained again about the procedure for delivering the material

b. We are creating a conducive classroom atmosphere during learning.

c. The lecturer reminds students to pay attention to friends who are giving explanations.

d. Lecturers provide reinforcement and motivation to students in acting sociodrama to be more confident, filter their voices, and be precise in conveying their explanations and ideas.

2. Cycle II

a. Class Action Planning on Cycle I

Action planning in cycle II is designed based on the results of reflections on cycle I. In cycle II, lecturers give students more time to memorize their material. Lecturers and researchers prepare the action of cycle II from the results of reflection on cycle I.

b. Implementation of Class Action Cycle II

The implementation of the second cycle of actions was carried out twice. The first meeting was held to take the scores of the speaking performance test, while the second meeting was held for listening learning.

c. Observations on Cycle I

Researchers make observations during the learning process. Data was obtained from observation sheets and assessment sheets of students' speaking skills. The observation results of the student speaking skills test have improved from pre-action and cycle I. The average score of student speaking skills in cycle II was 78.3. The number of students who have reached KKM is 39 students. Meanwhile, the unfinished ones are five students. The percentage of students who have reached KKM is 78%.

d. Reflection of actions on cycle I

The implementation of learning in cycle II is an improvement from cycle I. Overall, the implementation of learning in cycle II has been exemplary, but there are several obstacles, including that there are still five students who

have not reached the set completion score. Students who have not finished generally have difficulty memorizing material, sounds that are less loud, intonation and pronunciation are also less loud, and a lousy attitude when giving explanations or expressing their opinions. Some students talk about other things when advancing to deliver the material. Based on these obstacles, lecturers will pay more attention to aspects still considered lacking and provide reinforcement and motivation to students to be more confident when speaking.

Conclusion

On the basis of this study's data analysis, it can be concluded that the sociodrama method can improve students' speaking skills in the fifth semester of the Faculty of religion I Islam at the Muhammadiyah University of Kendari. Students in the fifth semester of the Faculty of Islamic Religion at Muhammadiyah Kendari University can improve their speaking abilities using the sociodrama method, according to the results of this study. Using the sociodrama method, speaking abilities are enhanced as follows: (1) The average value of speaking skills in the first cycle increased by 10.2 percentage points from the pre-action value of 65, and the percentage of completion increased by 16. percentage points from the pre-action percentage of 41 per cent to 56.7 per cent. (2) The average value of speaking skills in the second cycle increased by 15.3 percentage points from the pre-action value of 65, and the completion percentage increased by 36 percentage points from the pre-action value of 41 per cent.

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