

INCREASING STUDENTS' SPEAKING ABILITY THROUGH SOCIO DRAMA METHOD

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Abstract : Increasing Students' Speaking Ability through Socio Drama Method. The objectives of this research was intended to find out whether teaching speaking using socio drama improve students' speaking ability of intensive EPT Balai Bahasa Unila in 2011-2012. The researcher used speaking test as the instrument of the research and Repeated measures T-test was accomplished to analyze the data. The results showed that the students taught through Socio drama seemed to be enjoyable and interested in learning since the students could provide a good response during teaching learning process. Based on the result of the research on student of EPT Test Language Center of Lampung University skills ability to speak of the 32 students who received grades 60 above = 20 student (60%) were categorized as complete and most of the low value = 12 students as completed (40%). The total score of students speaking ability pretest was 1589 and the post test was 2151, so the increase was 592.

Key words: students' speaking ability, socio drama method

Abstrak: Meningkatkan Kemampuan Berbicara Mahasiswa melalui Metode Sosio Drama. Tujuan Penelitian ini untuk mengetahui peningkatan kemampuan berbicara mahasiswa EPT Balai Bahasa Unila melalui metode sosiodrama pada tahun pelajaran 2011/2012. Subjek pada penelitian ini ialah mahasiswa Intensive EPT Balai Bahasa Unila tahun ajaran 2011-2012. Peneliti menggunakan tes berbicara sebagai alat penelitian dan menggunakan Repeated Measures T-test untuk menganalisis data. Hasil penelitian menunjukkan bahwa mahasiswa yang diajarkan Berbicara bahasa inggris dengan metode Sosio drama sudah meningkat didasarkan pada nilai hasil test. Untuk subpokok keterampilan kemampuan berbicara, dari 32 siswa yang memperoleh nilai 60 ke atas = 20 siswa (70 %) yang termasuk kategori tuntas dan sebagian besar nilainya rendah = 12 siswa termasuk kategori Tidak Tuntas (30 %). Dengan demikian kemampuan berbicara pada mahasiswa EPT Balai Bahasa Unila tahun pelajaran 2011/2012 tuntas. Total nilai mahasiswa pada kemampuan berbicara sebelum tes mencapai 1589 dan 2151 sehingga meningkat menjadi 592.

INTRODUCTION

Language is used as a means of communication in both formal and informal situations. Indonesian language are used to convey the subject matter, meetings, speeches, ceremonies and activities report in formal situation. Formal situations Indonesian language are used as a means of communication outside of class. Communication indirectly embodied in the writing lesson, which is one aspect of language skills. Learning to write in terms of language skills has relation with other subjects, especially in preparing the sentence. Sentence is a unit of language that can stand alone relative who has the final intonation pattern and consisting of the clause. Sentence pattern according to the grammar wrong, certainly is not effective (Tarigan, 2003: 43). But the sentence is grammatically correct according to the pattern is also true is not necessarily effective. Generally, a sentence that said series of tangible prepared in accordance with the rules of language. Every word has a function in the sentence. Related to the nature and purpose of teaching skills, teaching-oriented training in the use of language and aims are students in using language.

In other words, student-teacher train his students to use language for various purposes, circumstances and objectives. In the presence of students, as language learners, teaching speaking skills, can provide benefits as well as train them to reason through the language it uses. It is precisely through the expression of the real language of reasoning one may know, because it tells in essence set up relations of ideas logically in a word, sentence paragraph in accordance with the rules of the

language it uses. If the benefits are more complete language on the cognitive aspects of language teaching can be provided benefits for learners to practice in terms of emotional development as well. So the teaching of language skills, can be beneficial as well as emotional development of learners. Based on background research problems that, They will be more interested to reading English book.

According to Mulgrave in Tarigan (2004: Speaking is a tool for communicating ideas organized and developed in accordance with the needs of the listener. Speaking is defined as Speaking as a conversation; language, who speaks to you: he can speak in Javanese or Sundanese. Delivery of opinion (with the language, oral, written), negotiations; negotiate: he also talked about the old land sales (KBBI, 2000: 114). (Tarigan (2004: 15) explains that speaking is the ability to utter articulate sounds or words to express, express and communicate thoughts, ideas and feelings. Speaking is a system of signs that mark can be heard and that seems to utilize a number of human body muscles after the intent and purpose of the idea - ideas or ideas are combined. So, speaking is a messenger tool, a tool to communicate the human mind through the instrumentality speaking that is working with thoughts and feelings. Then of all the said tools are arranged in the form of symbol-sound symbol.

The main purpose of speaking is to communicate in order to communicate effectively convey thoughts, then one speaker to understand the meaning of everything and trying to communicate, he should be able to evaluate the effect of his communication to his audience. Besides, the purpose of teaching or speaking skills of speaking is to improve students' ability to use language skillfully speak well also increase the intellectual maturity of language skills (Tarigan, 2001: 18). The principles underlying the activities of speaking: Requires at least two people. Employing a linguistic code that is widely understood, Accept or recognize a common reference Area, An exchange between participants. Connect each speaker to the other and to environment immediately or reciprocal relationship. Associated with the present Involves only equipment related to voice / sound language and hearing.

There are four primary skills that is characteristic of a mature person, namely : Social skills Ability to participate effectively in society. Skills Semantics The ability to use words correctly and understanding. Phonetic skills Ability to form a phonemic elements of our language as appropriate. Vocal skills The ability to create the desired emotional effect with our voice.

The Basic concepts of Teaching Speaking: Matters pertaining to the essence or nature of the objective, The things that express the intellectual processes necessary to develop the ability to speak well, The things that make it easier for someone to achieve conversational skills.

METHOD

Method of teaching and Assessment Speaking Intent and purpose of the talks, opportunity, listeners, or preparation time can determine the method of presentation or the speaker may determine the best of the four following methods. Submission of a sudden. Speaker should use his experience both the development and adjustments that need to be as good as he began to move forward. Submission of the cuff. Speaker must know the main idea and good order of ideas as well as a school sing the right language as well as he spoke. Submission of manuscripts speaker must be able to understand the meaning of reading and nurture and maintain a close relationship with the listener. Submission of memory speaker must master the material as completely as possible so he does not face problems in terms of language and can devote all your attention on the direct communication of thoughts and feelings.

In evaluating a person's speaking skills, in principle, must consider five factors, namely: Pronunciation of vowels and consonants. Intonation patterns, the rise and fall as well as syllable stress. Determination and the accuracy of speech. Forms and word order. Reasonableness and eloquence Ability to speak effectively is an essential element to success in all areas of life. Socio dramatic methods (role playing) can say the same meaning and in its use often.

Socio dramatic essentially dramatizes behavior in relation to social problems. Roestiyah (2001: 93) also mentions the advantages of the use of socio dramatic method, The student sare more interested in the subject so that students more easily understand the social problems are played. In addition, students can place themselves as people who played the character, students can feel the feelings of others, compassion, tolerance and love for fellow beings, until students can contribute and leada lively discussion because it has to feel and appreciate the problem. While other students who do not watch passively, but actively observe and make suggestions and criticisms. Socio dramatic method also has disadvantages. They are this method requires considerable time, require careful preparati on and mature, sometimes shy children dramatizea scene, and if the execution fails dramatization, we can not conclude anything (Ahmadi and Prasetya, 2001: 65).

Based on the above can be explained that socio dramatic method in its implementation may be combined. Socio dramatic means to dramatize a problem, while the students were invited to play a significant role to play a role in the dramatization of the problem. Many positive aspects of the use of methods and socio dramatic play a role, They are (1) Practice students to dramatize the problem and they are more interested in taking lessons, (2) the courage to practice students to perform in public, (3) makes the class come alive as it can attract attention students, (4) practice the appreciation of an event, (5) practice students to think on a regular basis. Socio dramatic method can be applied to any material, including language learning. In language learning, socio dramatic method can be selected, especially for learning conversational skills. An alternative method for improving speaking skills of students.

Socio dramatic methods a student can learn to dramatize social problems and then act it out in front of the class using the language. When doing this process directly the practice of teaching students the Indonesian language, so that students more easily understand the use of language. Indonesia is not just memorizing vocabulary. The first step in learning to socio dramatic method is the teacher can choose a topic that can be dramatized, then the teacher asked students to create a dialog that contains the topic and the students act it out. When students role-play, teachers can observe students' skills in talking about the ability to speak.

The purpose of the expected with the use of socio dramatic methods include. Students can appreciate and respect the feelings of others. Can learn how to divide responsibilities, Can learn how to make decisions under the group spontaneously, Stimulate the class to think and solve problems. Instructions of socio dramatic method. Set before the social problems of interest to students for discussion, Tell the class (students) about the contents of the issues in the context of the story. Assign students who can or are willing to play a role in the socio dramatic is underway. Explain to the audience about their role during socio dramatic is underway. Give an opportunity for the actors to negotiate a few minutes before they play. Socio dramatic is end when speaking reached a situation of tension, Conclude with a class discussion socio dramatic jointly solve the problems inherent in the socio dramatic. Do not forget to assess the socio dramatic further consideration, the advantages of Socio dramatic method. Practice students to understand themselves and remember the content of materials that will be played, as players have to understand, appreciate the story as a whole. Thus retention of students should be sharp and durable. Students will be practiced to take the initiative and create. Playing drama at the players are required to express their opinions in accordance with the time available. Contained in the student talent can be nurtured so that it is possible will come from the university's dramatic art seeds. If the art of drama they would be a good player someday. Cooperation between players can be grown and nurtured in the best possible. Students acquire a habit to accept and share responsibility with others. Oral language students can be nurtured into good language understandable to others.

The disadvantages in the socio dramatic: Most of the children who did not come into play drama they become less active. The time can be increased by itself because enjoying plays drama, For students who got the role did not suit him, so he would feel overwhelmed.

RESULT AND DISCUSSION

Based on the results of research on student of EPT Test language Center of Lampung University skills, ability to speak, of the 32 students who received grades 60 and above = 20 students (60%) were categorized as complete and most of the low value = 12 students classified as not completed (40%). Thus the ability to speak in students of EPT Test language center of Lampung University year 2011/2012 completed. The above objects, the authors are interested in conducting research to improve student speech.

Based on the data gained and analyzed, it showed that students speaking improve well. The low score of students' speaking 20 before the treatment was 40% consisted of 2 students up to 0 consisted of 0% students after the treatment. The data showed that 2 of students (40%) who have a low category motivation before the treatment increase to be medium category while 26 students (64%) in medium category increase to be high category of 4 students (80%) motivation.

From the data above, it proves that their pronunciations were very good because it was only very slightly influenced by mother tongue. They can pronounce the word correctly. They spoke without a very great effort with a fairly wide range of expression and she searched for words occasionally but only one or two unnatural pauses. Their comprehensibility was good because it was easy for listener (their partner) to understand their intention and general meaning.

Meanwhile, there are 4 students (80%) who get 90. Even though they were not as good as the students who got high score but their speaking ability was good enough. Their pronunciation was slightly influenced by mother tongue and some utterances they said were incorrect. The fluency was good enough. In speaking, they made an effort at times to search for words, nevertheless, very smooth delivery on the whole and only a few unnatural pauses. Their comprehensibility was also good. Their intentions and general meaning were fairly clear, though there were a few interruptions by listeners for the sake of clarification.

There are 26 students (64%) got 70 - 79. These students were able to make a short dialog in the spoken form, although it was not as good as the students who got 80. Their pronunciation is still poor with some serious phonological errors. Although they have made an effort and search for words, these are not too many unnatural pauses. Most of the speakers say is easy to follow. Their intentions are clear but several interruptions are necessary to help them to convey the message or to see the clarification.

There are still 2 students (40%) who get 60 – 59. It means that their pronunciation was still poor. Their pronunciation was influenced by mother tongue with errors causing a breakdown in communication. The examples of the words pronounced wrongly by their were the same as other students but there were still some words as addition. These students have the lowest motivation score. They were not motivated in speaking learning. They were afraid whether they made mistake and they did not try to join with the speaking activity.

CONCLUSION

Methods of learning demonstration emphasizing the understanding of them selves as active, creative and productive based on prior knowledge and meaningful learning experience. Knowledge is not a set of facts, concepts and principles that are ready practiced. Someone must demonstrate prior knowledge and gives meaning through real experience.

Therefore, students need to get used to solve problems, find something useful for themselves, and develop ideas in him. This means there is an increase in the use of socio dramatic learning model, it will also increase student learning activities. It can be seen from the increase that occurred in the learning process on the ability to speak through socio dramatic method in intensive EPT Test language center of Lampung University.

Based on the results of the study, researchers gave suggestions as follows: Given the learning method possible demonstration emphasizing the understanding of their own can be active, creative and productive based on prior knowledge and meaningful learning experience, the University has the same characteristics can be implemented using socio dramatic learning method possible to improve student learning activities as well. Given the implementation of this study, the Other researchers also expected to continue to get more significant findings. Because learning methods can clarify socio dramatic learning objectives to be achieved and can determine the persistence of student learning, then the model must be implemented by way of demonstration properly. In order for learning models can be more effective socio dramatic again, then the teacher / lecturer in conducting training must always reproduce themselves and develop their use.

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