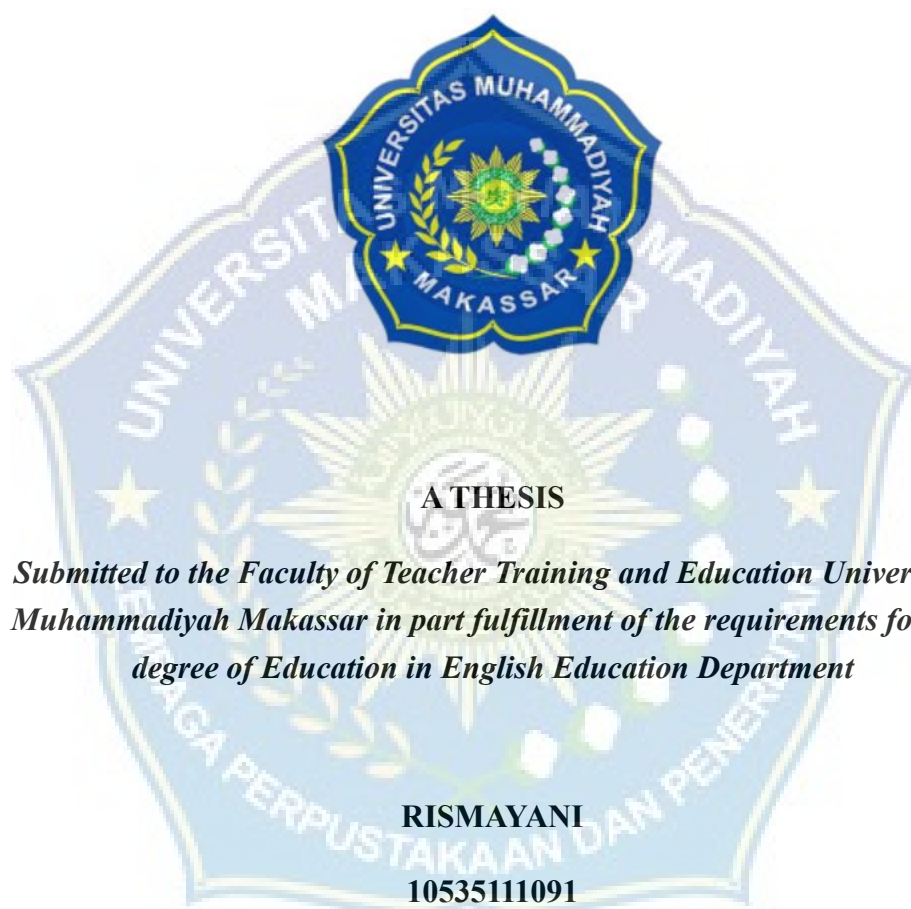


**THE USE OF SOCIO-DRAMA METHOD TO IMPROVE THE STUDENTS'  
SPEAKING ABILITY AT EIGHT GRADE STUDENTS OF  
SMP NEGERI 3 BULUKUMBA**



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in part fulfillment of the requirements for the degree of Education in English Education Department*

**RISMAYANI**

**10535111091**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINNG AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

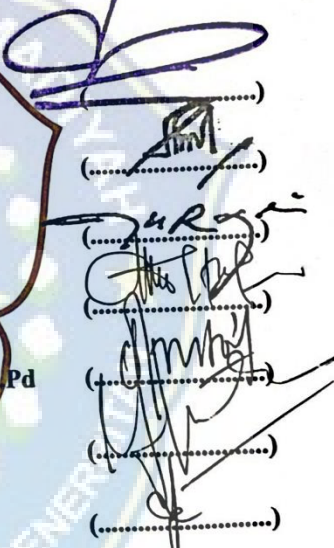
**2023**



LEMBAR PENGESAHAN

Skripsi atas nama **Rismayani NIM 105351110919**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 342 Tahun 1445 H/2023 M, tanggal 13 Safar 1445 H/28 Agustus 2023 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Selasa 5 September 2023.

Makassar, 20 Shafar 1445 H  
5 September 2023 M

- Panitia Ujian
- Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag
  - Ketua : Erwin Akib, S.Pd., M.Pd., Ph.D.
  - Sekretaris : Dr. H. Baharullah, M.Pd.
  - Dosen Penguji : 1. Dr. Nunung Anugrawati, S.Pd., M.Pd.  
2. Muhammad Astrianto Setiadi, S.Pd., M.Pd.  
3. Dr. Yasser Mallapiang, S.Si, M.Pd.  
4. Maharida, S.Pd., M.Pd.
- 

Disahkan Oleh:  
Dekan FKIP Universitas Muhammadiyah Makassar



**Erwin Akib, S.Pd., M.Pd., Ph.D.**  
NBM. 860 934



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UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0411-860837/081213155247  
Email : [prodlbg@unismuh.ac.id](mailto:prodlbg@unismuh.ac.id)  
Research Service:  
[research@bg.unismuhmakassar.ac.id](mailto:research@bg.unismuhmakassar.ac.id)  
Website: [bg.fkip.unismuh.ac.id](http://bg.fkip.unismuh.ac.id)

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**APPROVAL SHEET**

**Title** : The Consequences of Non-Procedural Translation of Students  
With Google Translate at The Second-Year of English  
Education Department of Universitas Muhammadiyah  
Makassar

**Name** : Rismayani

**Reg. Number** : 10535110919

**Programmer** : English Education Department Strata 1 (S1)

**Faculty** : Teacher Training and Education

Makassar, 31 Agustus 2023

**Consultant I**

Dr. Epy Syatriana, M.Pd  
NIDN. 09018107401

Maharida, S.Pd., M.Pd  
NIDN. 0916048501

Dean of FKIP  
Universitas Muhammadiyah Makassar



Erwin Akib S.Pd., M.Pd., Ph.D.  
NBM. 860 934

Head of  
English Education Department



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.  
NBM. 977 807





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Telp : 0411-860837/081213155247  
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[research@bg.unismuhmakassar.ac.id](mailto:research@bg.unismuhmakassar.ac.id)  
Website: [bg.fkip.unismuh.ac.id](http://bg.fkip.unismuh.ac.id)

الرحيم الرحمن الله بسم

**COUNSELING SHEET FOR THESIS CONSULTATION**

**Name** : Rismayani  
**NIM** : 105351110919  
**Department** : English Education Department  
**Title** : THE USE OF SOCIO-DRAMA METHOD TO IMPROVE THE STUDENTS' SPEAKING ABILITY AT EIGHT GRADE STUDENTS OF SMP NEGERI 3 BULUKUMBA  
**Consultant I** : Dr. Eny Syatriana, M.Pd.

| Day / Date | Chapter | Note                                                                                                     | Sign |
|------------|---------|----------------------------------------------------------------------------------------------------------|------|
| 6/08/2023  | I - IV  | - Abstract 1 spasi 1. rimis 2 methodology<br>3 - lamp.<br>- sumber referensi indikator                   | X    |
| 7/08/2023  |         | - lengkapi langkah prosedur penelitian<br>- menjelaskan poin poin data collection                        | X    |
| 9/08/2023  | I - IV  | melengkapi sumber referensi dari<br>daftar 2 sampai chapter II<br>kemudian publikasi paragraf chapter IV | X    |
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Makassar, 19 Juni 2023

Approved by:  
Head of English Education Department



Dr. Umni Khaerati Syam, S.Pd., M.Pd.  
NIM: 977 807



COUNSELING SHEET FOR THESIS CONSULTATION

Name : Rismayani  
NIM : 105351110919  
Department : English Education Department  
Title : THE USE OF SOCIO-DRAMA METHOD TO IMPROVE THE STUDENTS' SPEAKING ABILITY AT EIGHT GRADE STUDENTS OF SMP NEGERI 3 BULUKUMBA  
Consultant II : Maharida S.Pd., M.Pd

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Makassar, ..... 2023

Approved by:  
Head of English Education Department



Dr. Umri Khaerati Syam, S.Pd., M.Pd.  
NBM 977 807



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Nama : **Rismayani**  
NIM : **105351110919**  
Jurusan : **Pendidikan Bahasa Inggris**  
Judul Skripsi : **The use of Socio-Drama Mehtod to Improve the Students Speaking Ability at Eight Grade Students of SMP Negeri 3 Bulukumba**

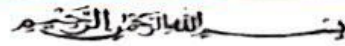
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NIM : **105351110919**  
Jurusan : **Pendidikan Bahasa Inggris**  
Fakultas : **Keguruan dan Ilmu Pendidikan**

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## ABSTRACT

**Rismayani, 2023. The use of Socio-drama Method to Improve the Students' Speaking Ability at Eight Grade Students of SMP Negeri 3 Bulukumba.** Thesis Department of English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Eny Syatriana, and Maharida.

This research aims to improve students' speaking skills using the socio-drama method at SMP Negeri 3 Bulukumba. The research approach used by researchers is experimental (quantitative). The population for this experimental research was the fifth grade students of SMP Negeri 3 Bulukumba. The sample of this research was students of class VIII-B, which consisted of 30 students. The authors conducted, especially pre-experiments involving one class by being given a pre-test, treatment and post-test. Methodology researcher collected student data through speaking tests. After analyzing the test results, there is a significant difference between the pre-test and post-test results. It can be seen that from their post-test vocabulary test score was 93.47. while the pre-test score was 57. The average value of the students increased by 11.23% then the post-test part of their self-confidence was 92.63. While the pre-test was 56.5 The average value of students increased by 10.97%. The mean scores of students' speaking both vocabulary and self confidence in the treatment were 83.75 and 93.05 in the post-test. The average value of students from the pre-test, treatment and post test increased by 11.1% Therefore, the results of the test and observation sheets show that most students succeed in learning to speak through the sociodrama method. The writer concludes that the use of the sociodrama method can improve students' speaking skills in class VII-B of SMP Negeri 3 Bulukumba.

**Keywords:** *Socio-Drama Method Speaking Ability*



## ABSTRAK

**Rismayani, 2023. Penggunaan Metode Sosio-drama untuk Meningkatkan Kemampuan Berbicara Siswa Kelas VIII SMP Negeri 3 Bulukumba.** Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Eny Syatriana, dan Maharida.

Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara siswa dengan menggunakan metode sosiodrama di SMP Negeri 3 Bulukumba. Pendekatan penelitian yang digunakan peneliti adalah eksperimen (kuantitatif). Populasi penelitian eksperimen ini adalah siswa kelas V SMP Negeri 3 Bulukumba. Sampel penelitian ini adalah siswa kelas VII-B yang berjumlah 30 siswa. Penulis melakukan, khususnya pra eksperimen yang melibatkan satu kelas dengan diberikan pre-test, treatment dan post-test. Metodologi peneliti mengumpulkan data siswa melalui tes berbicara. Setelah menganalisis hasil tes, terdapat perbedaan yang signifikan antara hasil pre-test dan post-test. Dapat dilihat bahwa dari nilai tes kosa kata post-test mereka adalah 93,47. sedangkan nilai pretest 57. Nilai rata-rata siswa meningkat 11,23% kemudian posttest kepercayaan diri siswa menjadi 92,63. Sedangkan pre test 56,5 Nilai rata-rata siswa meningkat 10,97%. Nilai rata-rata kemampuan berbicara siswa baik kosa kata maupun kepercayaan diri pada perlakuan adalah 83,75 dan 93,05 pada post-test. Nilai rata-rata siswa dari pre-test, treatment dan post test meningkat sebesar 11,1%. Dengan demikian, hasil tes dan lembar observasi menunjukkan bahwa sebagian besar siswa berhasil dalam pembelajaran berbicara melalui metode sosiodrama. Penulis menyimpulkan bahwa penggunaan metode sosiodrama dapat meningkatkan keterampilan berbicara siswa kelas VII-B SMP Negeri 3 Bulukumba.

**Kata kunci:** Kemampuan Berbicara Metode Sosio-Drama

## MOTTO

There is always a price in a process. Just enjoy the tiredness. Expand that sense of patience again. Everything you invest to make yourself what you dream of, maybe it won't always go smoothly. But, you can tell about the waves later" (boy Candra).

"Success and happiness lie in yourself. Stay happy because of your happiness and you will form a strong character to fight difficulties" (Helen Keller)

A drop of sweat from my parents, especially my beloved mother, who is the most meritorious in my life, I take a thousand steps towards moving forward.



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Sincere thanks to her supervisor, Dr. Eny Syatriana. MPd. and Maharida. SPd., MPd. who always patiently provide guidance, advice, and motivation in completing this thesis. Furthermore, the author thanks Dr. Ummi Khaerati Syam. S.Pd., M.Pd. as chair of the English Department who have provided assistance and guidance as well as suggestions in the preparation of this thesis, and to all lecturers and staff of the English Language Education Department who have directed and guided the writer during the teaching and learning process and up to the stage of completing this thesis.

Furthermore, the researcher also expressed her sincere thanks to my parents Roslia who gave birth to me with great struggle, the late Sani, who I used to call grandmother. They are two great women who managed to raise and educate me well

and managed to rise from giving up. Thank God, now I can be at this stage, completing scientific papers as the last statement before my grandmother actually left. As well as to my father, Kolil Jamil, thank you for always giving attention and support so that this thesis can be completed.

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May Allah SWT always bestow mercy and repay the kindness of all those who have helped in writing the thesis. The writer realizes that this thesis is still far from being perfect, therefore constructive criticism and suggestions from reading are highly expected. The writer hopes that this thesis can provide benefits to many parties.

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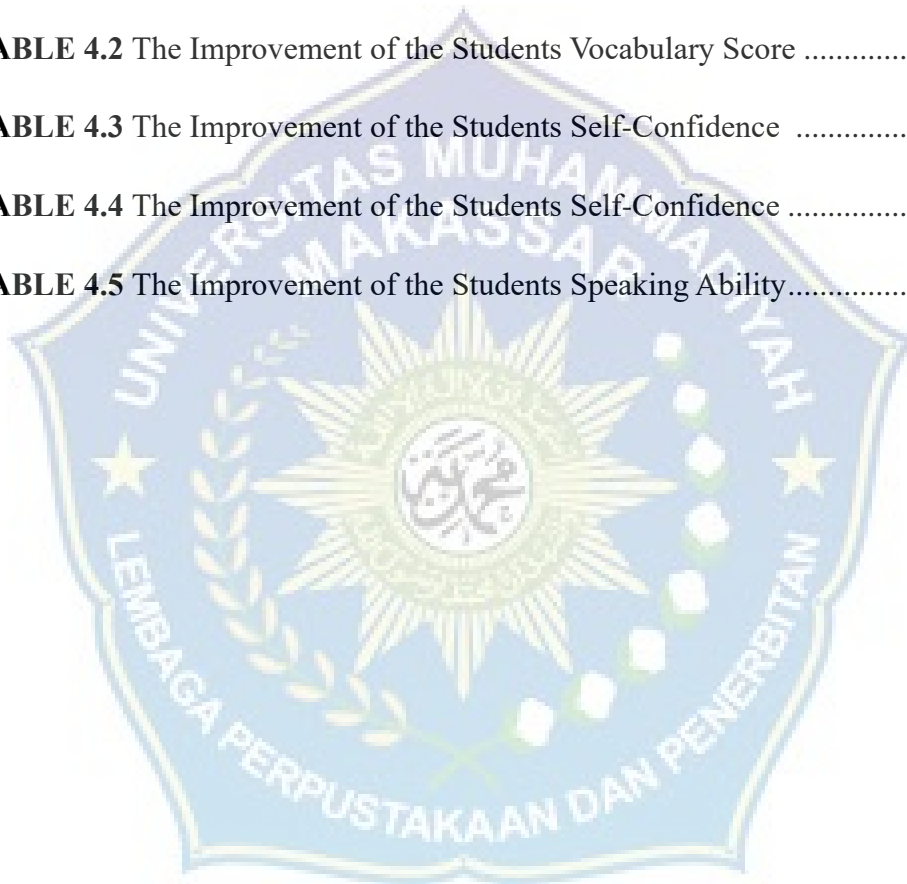
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# CHAPTER I

## INTRODUCTION

### A. Background

Language is an arbitrary sound symbol system used by members of social groups to work together, communicate, and identify themselves. The main function of language is as a means of communication between humans. Kridalaksana and Kentjono (in Chaer, 2014: 32) Talking about the nature of language Anderson (in Tarigan, 2015: 2-3) suggests there are eight basic principles, namely: language is a system, language is vowels (speech sounds), language is composed of arbitrary symbols).

English has long been the most widely spoken language in the world and the most crucial foreign language in developing nations where English is not the primary language of communication. In these nations, it is crucial to find effective learning methods for enhancing speaking, listening, reading, and writing skills. Every person has a unique manner of training or learning, one of which is by engaging in sociodrama. Students' language abilities, including their ability to use English in a way that conveys the right message and is understandable to listeners, are closely tied to their academic success. Students can communicate with one another through their proficiency in the English language, and it is hoped that in the future they will be able to communicate internationally (Abdurrahman, 2014).

The terms socio and drama combine to form seosiodrama. Drama's main

goal is to amuse. Drama developed a larger definition over time. Drama serves as a platform for the dissemination of ideas and goals, as well as an entertaining and educational medium. (putra, 2012). The sociodrama approach to teaching English aims to help students grasp how English words are pronounced, take responsibility for what they say, be able to communicate, and be inspired to consider word pronunciation. In order to improve students' English proficiency, engaging and enjoyable learning activities are planned; as a result, the sociodrama method is used. As a result, a captivating tale is planned for the pupils to act out. This program seeks to strengthen students' friendships and boost their English-speaking abilities.

By developing their speaking abilities, students will be able to articulate their ideas and emotions in a way that makes sense given the scenario and context. According to Sikula (2017: 145) "Communication is the process of transferring information, understanding, and understanding from someone, a place, or something to something, place or other person". In daily life, talking and listening occupy more than half of the time. One of the things that most individuals do in social situations is talk. Due to the opportunity to play roles and narrate stories about social topics like love, politics, and social inequality, sociodrama can help students develop their speaking abilities in an entertaining way (Irwanto; 2017, 1–18).

From the statement of the English teacher at school said, the problem found

at SMP Negeri 3 Bulukumba is that in class VIII there are still many students who have difficulty speaking English. Some of the common problems students face when learning English are lazy to speak, poor vocabulary mastery, uncomfortable classroom settings, fear of making mistakes, limited learning environment and many more. From this problem, the researcher is interested in examining aspects of vocabulary and student self-confidence. In the learning process in class students lack confidence in speaking in class. They don't want to speak in front of people, so their understanding of vocabulary is also lacking. regarding the description of the problem, I try to overcome or solve the problem by using sociodrama as a good method of learning English in class VIII which can provide opportunities for students to practice freely. With this sociodrama research method it encourages students to develop their confidence to speak and train students' vocabulary.

Sociodrama is a role-playing simulation learning approach used to teach understanding, appreciation, and instill the capacity to assess social circumstances and problems and develop the capacity to solve these problems. The sociodrama approach invites students to act out specific roles in a drama in certain scenarios with motion and language as the teacher provides stories from social life. Sociodrama derives from the words socio, which means "society," and "drame," which refers to the situations that individuals face or the events that they encounter, as well as their character and behavior, as well as their interactions with others. This

is how sociodrama is defined. Sanjaya claims that sociodrama is a teaching strategy that aids in problem-solving (Sanjaya,2013: 147) "Sociodrama is a learning method that plays a part in resolving issues pertaining to social phenomena, issues involving human relations, such as juvenile delinquency, drugs, and authoritarian portrayals of families." The use of sociodrama to demonstrate social problems among pupils is emphasized.

Based on the English teacher statement at SMP Negeri 3 Bulukumba stating that from the existing problems and the problems described above the researcher believes that students need interesting teaching strategies to practice speaking habits, especially those that can encourage them to actively participate in speaking classes and improve vocabulary and self-confidence for their speaking ability. Therefore, the researcher is interested in conducting experimental research entitled: **"THE USE OF SOCIO-DRAMA METHOD TO IMPROVE THE STUDENTS' SPEAKING ABILITY AT EIGHT GRADE STUDENTS OF SMP NEGERI 3 BULUKUMBA"**.

## **B. Problem Statement**

The researcher developed the following research question in light of the background described above: "Does the use of socio drama method improve the students' speaking ability related to the vocabulary and self- confidence in eighth graders of SMP Negeri 3 Bulukumba?"

### C. Objective of the Research

The purpose of this study is to find out how the sociodrama method improves students' speaking skills related to aspects of vocabulary and self-confidence in eighth grade students of SMP Negeri 3 Bulukumba.

### D. Significant of the Research

#### 1. For students

Research Advantages The findings of this study are anticipated to provide the following uses and benefits of research, based on the above-described research objectives:

- a. To improve speaking skills through the Sociodrama Method.
- b. To improve students' understanding of reading texts, stories and scripts (characters, figures).
- c. To improve students' ability to have the courage to express opinions in public (public)
- d. To improve students' vocabulary comprehension and students' pronunciation through the sociodrama method

#### 2. For teachers

- a. As a teacher reference to improve speaking skills through the sociodrama method.
- b. Gaining new knowledge or presenting lesson material with

conversations of.

3. Or more students through the sociodrama method to improve students' speaking skills.

4. In schools,

a. The sociodrama method can help students learn and develop their skills pupils speaking.

b. Give students access to instructor resources to enhance their learning activities.

5. For scientists

This study is anticipated to add knowledge and intellectual gems linked to the sociodrama method's application. Researchers need to involve teachers in sociodrama exercises more frequently to help students' speaking abilities.

#### **E. Scope of Research**

The scope of this research is a design of experimental treatment completed out the sociodrama method which to use the impact improve students' speaking ability in the aspects studied are vocabulary and self-confidence in eight grade students of SMP Negeri 3 Bulukumba.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **1. Previous Related Research Findings**

The subject of this inquiry has been studied by a number of researchers. The following researchers are briefly quoted:

The subject of this inquiry has been studied by a number of researchers. The following researchers are briefly quoted: The socio drama method for improving students' speaking skills and perception of socio drama techniques at SMP Negeri 1 Darul Imarah, (Nurzaita, 2020) claims that students who participate in the socio drama method show their desire and willingness to communicate. Socio drama practice is an ideal instrument for achieving this as it engages the learner's intellectual and emotional environment and works to create an atmosphere that is meaningful, enjoyable, and stress free.

Depending on past research, the authors conclude that the sociodrama method is a learning approach in which students actively participate in playing particular roles or performing their individual roles according to the characters being performed depending on the teacher's guidance. Therefore the learning method is through a certain process which prioritizing an implementation process such as demonstrating how to behave in social relations, so that in applying this method it is necessary to have a creative attitude that must be possessed by a

teacher. (Aida, 2020).

Through the sociodrama method, this study sought to enhance students' English-speaking abilities. This has been discussed in prior studies at SMP National Makassar. a strategy used in research that is theoretical. Data collection is done via quantifiable data collected through surveys, questionnaires, and interviews. Inferential analysis, a technique that employs a specific formula and the outcomes of the computations will serve as the basis for generating conclusions, is the data analysis approach employed in this study.

According to the study's findings, the theoretical application of the sociodrama technique in this study can serve as a model for other educational settings, particularly those that employ it for teaching and learning in classrooms. English proficiency among kids has already increased.

Based on the findings of the research previously described, it can be said that using the sociodrama method in class VIII MTS 1 Kindang's material on introducing oneself to others has helped students become more proficient in speaking English and recognize the simple present, personal pronouns, objective pronouns, possessive adjectives, and possessive pronouns. This is demonstrated by a rise in pupils' classical skills, or an increase of 24 people.

The sociodrama method was used in class III MTS 1 Kindang to teach the material about introducing oneself to others. This method was successful in

improving student attitudes, as evidenced by an increase in their courage to speak in front of the class in English, their willingness to ask and answer questions, the emergence of cooperation that led to the occurrence of cohesiveness in the class, and their courage to admit their mistakes.

According to Yusuf (2011), academic adjustment is the capacity to respond correctly to the conditions, relationships, and reality of school. Then, according to Willis (Susilowati, 2013), social adjustment is the capacity of an individual to live in and get along with his surroundings. Hurlock (2003) goes on to say that a person's success in adjusting to others in general and to groups in particular is determined by how well they adjust at school. People who can adapt well to both the school environment and life outside of it will typically be able to learn skills in a classroom setting, such as how to work together to learn how to communicate with friends, build diplomatic relationships with others, both friends and strangers, and how to help others. This will change how other people act toward the person will be better-looking.

In their thesis *Interactive Drama as a Teaching Strategy to Improve Students' competency in Speaking*, Listanto, Hamzah, Machmoed, and Arafah (2010) came to the conclusion that interactive drama text kinds are warranted to raise students' competency in speaking and also increase students' understanding a want to speak.

The results of using Socio drama method to teach speaking are as follows. The aforementioned assertion leads to the conclusion that theater tactics have a positive impact on pupils' speech skills. It does enhance interactivity and teamwork among students. Although students collaborate in groups, they are all given the same opportunities to fully engage in the educational process. Students are pleased while learning because of this.

The results of using Socio drama method to teach speaking are as follows. The aforementioned assertion leads to the conclusion that theater tactics have a positive impact on pupils' speech skills. It does enhance interactivity and teamwork among students. Although students collaborate in groups, they are all given the same opportunities to fully engage in the educational process. Students are pleased while learning because of this.

## **2. Theoretical Background**

### **1. The concept of Speaking**

The ability to pronounce articulation sounds or words to communicate, state, and convey thoughts, ideas, and feelings is defined as speaking (Tarigan, 2008:14). Speaking can be defined as a system of signs that can be heard (audible) and seen (visible) that employs a number of human body muscles for the aims and objectives of concepts or ideas that are integrated. Speaking is a type of human behavior that incorporates physical, psychological, neurological, semantic, and linguistic elements.

According to Mulgrave (through Tarigan, 2008: 16), speaking is a technique for transmitting ideas that are organized and developed to meet the demands of the listener or listeners. Speaking is an instrument that very immediately exposes to the listeners if the speaker understands the subject matter and the listeners; whether he is calm or adaptive when communicating his views; and whether he is alert and eager.

As a result, it can be said that speaking has the meaning of communicating ideas, emotions, or feelings through speech or spoken language. Speaking is significant while teaching a language since it is the primary method of interpersonal communication. A person with effective speaking abilities may communicate thoughts and opinions, take part in conversations, and comprehend information given to them by others. Additionally, effective speaking abilities can boost self-confidence and make it easier for someone to interact socially.

## **2. Speaking Ability**

A person's ability to communicate effectively reflects both his intelligence and his community's respect. All occupations demand people to be able to speak in public and provide effective presentations, especially in the current environment of competition.

There have been a number of previous research on public speaking and schooling. Public speaking itself is a significant topic in teaching at the secondary

school level, according to study by Rivera (2011). This study has shown that students' formal preparation for public speaking practice has a significant impact on the standard of their graduation.

These researchers' findings indicate that students' performance in class is significantly impacted by the adoption of specific public speaking techniques. Clark and Jones (2001) analyze the use of traditional and online media to educate public speaking from the viewpoint of new media technology. Several of these studies result in the void of public speaking training in a classroom setting. Therefore, a study that serves as a reference is needed to show where public speaking originated in the framework of schooling. The present gap will be filled by this research.

As a result, the researcher wants to examine the idea of public speaking from the communicator's perspective as well as from the audience in the context of education. Why is studying public speaking vital in the teaching context? First, because an educator, a teacher, or an instructor is the source of inspiration for a public speaker. Second, conducting research on public speaking in an academic atmosphere is a good idea. From a pedagogical viewpoint, the researcher will cover two key components of public speaking, namely the audience and speakers, in this literature study.

### 3. Definition of Vocabulary

As defined by the dictionary, A vocabulary is a set of words belonging to one individual, one organization, one language, or both. The collection of all the words a person knows or is likely to use to form new sentences is referred to as their vocabulary. According to Wardani (2015), vocabulary is a crucial part of language because it exists in all language abilities, including listening, speaking, reading, and writing. A language's vocabulary, according to this definition, is made up of all the phrases that are generally known or utilized by the general audience.

#### a.) Types of vocabularies

##### 1. Active Vocabularies

A set of terms known and used in everyday speech and writing is known as an active vocabulary.

##### 2. Passive Vocabulary.

Although we may be familiar with them, passive vocabulary words are not frequently utilized in everyday conversation.

##### 3. Expressive vocabulary

Expressive vocabulary, or the words we use in speaking and writing to convey ideas, is the language we utilize.

Passive vocabulary terms are rarely usually used in regular discourse, despite the fact that we may be familiar with them.

#### 4. Receptive vocabulary

The vocabulary we comprehend while reading and listening, or all the vocabulary we process when receiving information, is referred to as receptive vocabulary.

teachers cannot provide.

Dalton and Dana (2011) also mention 10 ways to use technology to build vocabulary:

1. Visually represent and learn the relationship of words in the text.
2. Take a Digital Vocabulary Field Trip
3. Combine fun and learning with online vocabulary games
4. Ask students to express the vocabulary
5. Use an online word reference tool that doubles as a teaching aid.
6. Supports reading and word learning with timely vocabulary reference support.
7. A language translator tool will help you learn English in no time.
8. Read digital texts to increase reading
9. Increase reading by listening to digital text as text  
speech tools and audio
10. Combine vocabulary learning with social participation.



#### 4. Self confidence

According to Lauster (2002:4), confidence is an attitude or feeling confident in one's own abilities so that the person is not overly concerned about his actions, feels free to do as he pleases and is responsible for his actions, is warm and polite in his interactions with others, has encouragement for achievers, and is able to identify his or her strengths and weaknesses.

##### A. Characteristics of Self Confidence

There are two different kinds of confidence, as described by Gael and Rifki, 2008:15:

- a. Individuals who want to make an influence on the outer world about something they personally hold dear must be able to do so by developing their talents in the following four areas:

1. Communication.

Communication skills are a good basis for the formation of self-confidence. Respecting other people's conversations, daring to speak in public, knowing when to change the subject, and proficient in discussions are part of the communication skills that can be exercised if the individual has self-confidence.

2. Firmness.

In order to develop the habits of communicating our objectives and

desires, defending our rights, and preventing the emergence of aggressive and constructive behavior inside ourselves, we also need to behave with a solid attitude.

### 3. Self Appearance

A self-assured person always takes care of his appearance, including the way he dresses, accessorizes, and lives his life, without being constrained by the need to constantly satisfy others.

### 4. Feeling Control

We all need to be able to control our emotions since doing so will help us develop a strength that will be beneficial to ourselves and others.

#### b. Inner Self Confidence

Inner self-confidence is the kind of self-confidence that makes someone feel and think that their personality is in good form. The following are the four qualities Lindenfield identified as being present in a person with a healthy sense of self-confidence:

##### 1. Self Love

People that love and respect themselves also love and respect others.

They will constantly keep their own health in mind and make an effort to fairly address their wants. These people grow confident since they are also experts in particular disciplines, which allows them to feel

proud of the advantages they have.

2. Self-awareness People that are inner confidence are very self-aware. To ensure that any actions made do not injure others, they are always self-reflective.

3. Positive Objectives

Confident people are always aware of their life's mission. This is due to the fact that they have well-defined motives and ideas behind their activities and the outcomes they hope to achieve.

People that are confident are typically terrific company. One of the causes is that they are accustomed to looking on the bright side of things and actively seek out positive outcomes and experiences.

### **3. The process of forming self-confidence**

The process of forming self-confidence according to Hakim (2002:6). The formation of a good personality in accordance with the development process that gives birth to certain advantages.

### **4. Factors Forming Self-Confidence**

Among other things, the following are some of the elements that shape children's self-confidence:

1. Parenting style

Parenting and early socialization aspects are fundamental building blocks for

developing self-confidence. The child will accept the attitude of the parents in accordance with his current viewpoint. Children who have parents that are kind, caring, accepting, affectionate, and who have a true emotional attachment to them will lack confidence. Children will believe that their parents value them and think highly of them.

## 2. School

The teacher serves as their students' primary role model while they are in school. Students' grasp of the concepts about themselves is significantly influenced by the behavior and personality of their teachers.

According to Hakim (2002: 122), a variety of activities can help pupils develop their self-confidence in the classroom:

- a. Developing the confidence to ask
- b. The importance of the instructor or educator who actively asks students
- c. Foster debate and conversation
- d. Answering inquiries in front of the group
- e. Participating in sports competition activities while competing to learn
- f. Practicing public speaking
- g. Engaging in after-school activities
- h. Consistently exercising restraint
- i. Encourage positive associations with others

### 3. Friends of the same age

After the family, the peer group is the second most important social setting. where people frequently congregate and communicate their thoughts and feelings to others. During social interactions, whether a person is liked by their peers or not has a significant impact on how confident they become.

### 4. Public

We must conduct ourselves in accordance with the established standards and principles as members of society. Through parents, school acquaintances, and classmates, the continuation of the application of these values to the next generation is communicated. After the family, the peer group is the second most important social setting. These conventions form a part of each person's aspirations in the places where they are accustomed to hanging out and expressing their emotions. Our ability to fit in and be accepted by society will have a greater impact on how smoothly our self-esteem grows. In addition, how society views us affects how our sense of confidence and self-worth develops.

#### 1. The benefits of having self-confidence

Being confident in oneself is important since it can make people feel less anxious, particularly in social circumstances. Having self-assurance is important because it can make people feel less anxious, particularly in social circumstances.

When we have confidence, we can benefit from a number of things, such as: can benefit in several ways, including:

a) Unafraid of overcoming obstacles

Confidence can help us always think positively and maintain our composure when presented with challenges since it makes us feel capable and confident that we can overcome these problems.

b) Accept imperfections

When we are confident in ourselves, we can accept the imperfections we have while making the most of our strengths. These benefits can support us in achieving our goals.

c) Improve your quality of life

2. Some ways to increase self-confidence:

a) Develop an optimistic outlook

b) Embrace a positive environment

c) Recognize your advantages and disadvantages

d) Evaluate yourself honestly.

e) Lead a healthy lifestyle.

### 3. Definition Of Sociodrama

Definition Sociodrama is a way to learn how to solve roles problems related to social phenomena, problems related to relationships such as juvenile

delinquency, drugs, authoritarian family images, etc. Sociodrama is used to instill an understanding and awareness of social problems and to develop in students the skills to solve them. by ( Marno, 2012).

The social drama a Mehtod that allows you to express yourself freely verbally, expressing various types of depressive emotions in a dramatic setting. This method is a way of cultivating the imagination and appreciation of the students and mastering the learning material by playing them as living characters or inanimate objects. By (Khoiru and Ahmadi, 2011). This game is usually played with possibly multiple people to what is being played. Sociodrama or the word socio is a method in society, and while drama is groups leadership, or role-playing method in some way dramatically change behavior in social relationships. Sociodrama is the dramatization of the problems that can arise in our interactions with other people, the level of conflict experienced in social interaction.

Lauster (at Hendriana, 2012:93) Confidence is an attitude or sense of confidence in one's own abilities that allows a party to be less concerned about his actions and more free to do what he enjoys and is responsible for. says there is. His behavior is warm and courteous in his dealings with others, able to accept and respect others, willing to excel, and aware of their strengths and weaknesses.

According to (Hakim, 2005) Have proportional confidence, always do something calmly, have sufficient potential and ability, neutralize the tension that

arises in various situations, be able to adapt and communicate in various situations, and be sufficiently Qualities of people with good mental and intellectual capacity Have the physical abilities to support their physical appearance, have sufficient intelligence, and have a life experience that makes them mentally strong and resilient to the challenges of life.

Waryo (2001:54) states that social drama is a form of dramatization of events of daily life in society. Additionally, Waruyo said simulation and role-playing can be classified as social dramas. Sudyana (2005:84-85) states that social drama and role-playing techniques are synonymous and often used interchangeably. Basically, sociodrama dramatizes behavior related to social issues. Based on this description, we see that social drama is the avenue to give students that opportunity.

Dramatically express attitudes, actions, or evaluations of everyday events that occur in society. In other words, sociodrama techniques refer to methods of presenting subjects by demonstrating and demonstrating or dramatizing patterns of behavior in social relationships.

Intended use of social drama by Ahmad and Supriyono (2004: 123) are:

1. Describe how one or more people deal with social situations.
2. How can you explain how social problems can be solved?



3. Cultivate and develop a critical attitude towards behavior

This should or should not be taken only in certain social situations.

4. Provide experience and/or evaluation of specific situations.

5. Provide opportunities to see social conditions from different perspectives position.

Based on the above explanations by Ahmad and Supriyono, it is possible to: For this reason, sociodrama learning is aimed at stimulating students' critical attitudes towards their reactions to social situations, so that students see and explore social situations from different perspectives, We can conclude that we are expected to get the chance to find a solution. social problem. In this way, the application of social drama learning can increase students' self-confidence.

**4. Advantages and disadvantages of the sociodrama method**

a) Advantages of the sociodrama method According to Arif (2002:

180) Claim this excess Sociodrama techniques include:

- 1) Teach children drama and drills courage.
- 2) This method attracts more children's attention and improves the classroom atmosphere be more active.
- 3) Even children can casually experience the event draw conclusions from your own experience.
- 4) Students are regularly trained to organize their ideas. According to

Hamdani (2011:268) Show this excess Sociodrama method include:

- 1) Students are more interested in class.
- 2) They easily understand these social issues while doing their part.
- 3) Playing someone else's role allows you to define your own position  
You yourself like other characters.
- 4) Grow by sensing other people's feelings mutual concern.

b) Disadvantages of the sociodrama method

On the shortcomings of Aliyev's social drama method

(2002:180), which means:

- 1) The social situation formed by a specific work remains a situation in which emotional qualities are lacking according to the actual social situation.
- 2) It is difficult to choose a child with a really bright personality. Solve a problem.
- 3) Differences in customs, lifestyles and lifestyles in society It becomes difficult to use this method.
- 4) This method is quite time consuming
- 5) Children who miss their turn become passive.

Usman (2002:52) Discussed The disadvantages of the sociodrama method are:

- 1) Spend a lot of time or hours teaching.

2) Careful and thorough preparation is required.

3) Students may object to playing different roles

Given for psychological reasons such as embarrassment, roleplay What is given is not suitable for his interests and so on.

### **5. Sociodrama Learning Method and Language Teaching**

The teaching approach can be seen as a strategy employed by teachers to build rapport with pupils while they are studying. As a result, the teaching approach is a tool for developing the learning process. When using certain teaching techniques, it is possible to foster relationships between teachers and students as well as interactions between other students who are participating in the same learning process.

The sociodrama method refers to how to demonstrate and dramatize social interactional behavior in order to communicate academic subject. So sociodrama is an effective teaching strategy.

When giving a definition of the techniques used to teach the sociodrama method, Engkoswara said: "A drama without a screenplay that will be played by a group of people. Typically, the problem is presented for no more than four or five minutes before the students explain it. The term "sociodrama" refers to dramatizing social issues as the primary subject matter..

The goals of the sociodrama approach, according to Nasih et al (2013: 80), are as follows:

- 1) To help students understand and respect other people's emotions.
- 2) To develop the ability to delegate responsibility.
- 3) To develop the ability to make decisions on the spot in group settings.
- 4) To get the class thinking and problem-solving.

Daradjat (2014: 301) state that the approach Sociodrama serves the following purposes:

1. To ensure that pupils have the necessary social skills.  
In the future, dealing with social situations on a daily basis won't be awkward.
2. Get rid of any unnecessary sentiments of guilt and inadequacy. After that, he is taught by his own companions to be brave and take on a role. This is due to the fact that some students actually refuse to speak in front of the class or do anything else because they have been told to move to the front of the class.
3. Gain knowledge and practice expressing one's thoughts in front of one's own friends or others.
4. Develop the ability to respect and accept the viewpoints of others.

The socio drama method of teaching languages can provide students with a variety of opportunities, notably to enhance their motivation, self-confidence, speaking ability, and problem-solving abilities. Similar findings to those of Stinson and Freebody's research of EFL students in Singapore (2004:7) showed that

participation in an English socio drama program increased students' confidence in speaking English, and the majority of them reported a wish to continue engaging in such programs continue participating in the socio drama program.

## **6. The Sociodrama Method in the Classroom**

Sociodrama is used to improve the sentence pronunciation of class VIII pupils at SMP Negeri 3 Bulukumba. This study employs a class action research design. Before beginning lessons, the teacher gives the students instructions to follow in their separate groups. The instructor then introduces content utilizing the sociodrama technique. The sociodrama approach can be used in English lessons because, in addition to its primary goal of teaching pupils to recite phrases, it can also help students develop their attention spans, patience, and persistence. Additionally, it develops pupils' critical thinking skills, vocabulary, and spoken pronunciation.

## **7. Steps in Applying the Sociodrama Method**

The following steps are suggested by Arief (2002: 181) for using the sociodrama method:

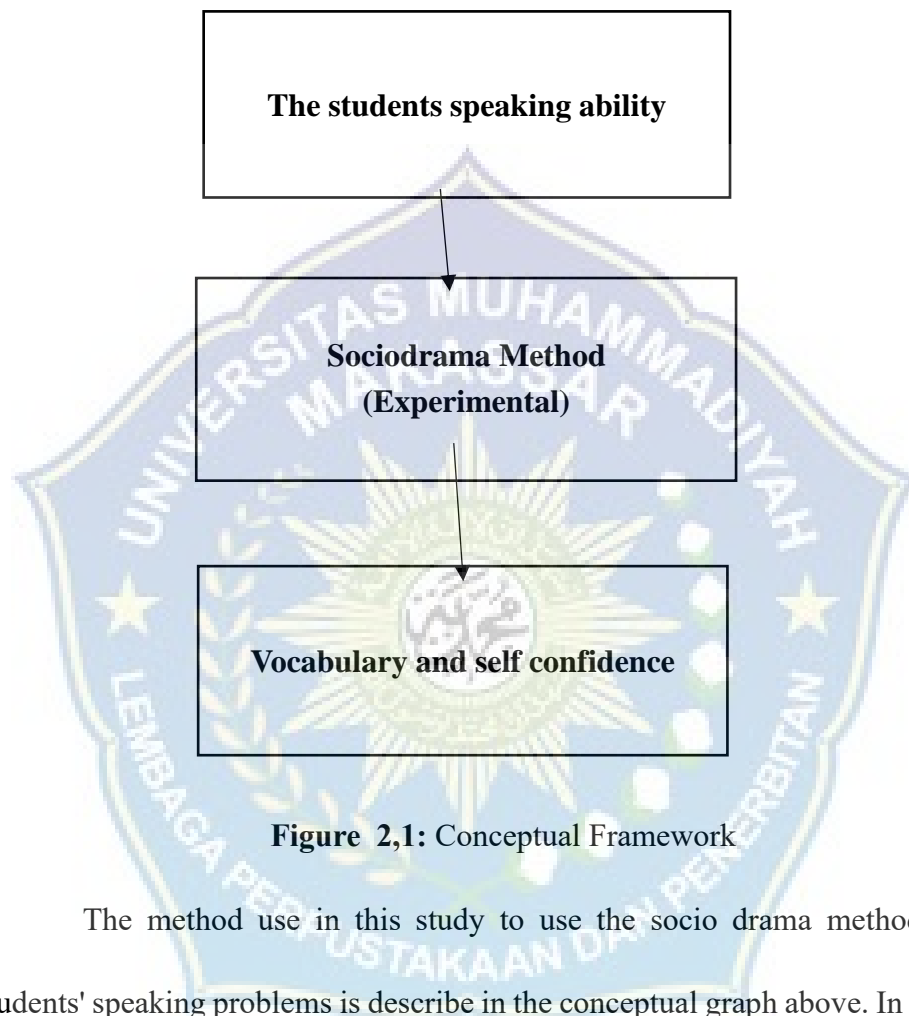
- a. Identifying the issue at hand.
- b. Pick out the actor or actors.
- c. A situational play or display.
- d. After the demonstration reaches its climax, end it.
- e. Examine and talk about role-playing.
- f. Perform an assessment.

Steps in applying the sociodrama approach are as follows, according to Shaleh (2005:201-202):

- a. The sociodrama method was used to convey these techniques/methods to the class for the first time, and it was done so simply and organically
- .b. The problem scenario that is being acted out is outlined in a way that can grab students' attention and in accordance with their developmental level.the event can take place as expected.
- c. The teacher explains the entire event that will be performed, allowing students to create scenes or prepare their minds.
- d. It is better to teach sociodrama yourself if it is being done for the first time. Select pupils who can effectively role-play the activity.
- e. The teacher gives pupils who don't participate in the dramatization event the role of listener or observer.
- f. The instructor offers advice on a suitable first line or opening statement that students can use to begin acting out their parts, ensuring that the entire event proceeds as planned.
- g. The teacher breaks up the sociodrama when things are at their most intense, and everyone in the class participates in the general discussion that follows.
- h. After the conversation, it may be feasible to ask one or more of the students who performed earlier to reprise their roles if it is deemed inappropriate or to check the correctness of the behavior that was displayed.

- i. Teachers and students jointly evaluate the play that has been performed and draw findings as decisions emerging from the discussion.

## 5. Conceptual Frameworks



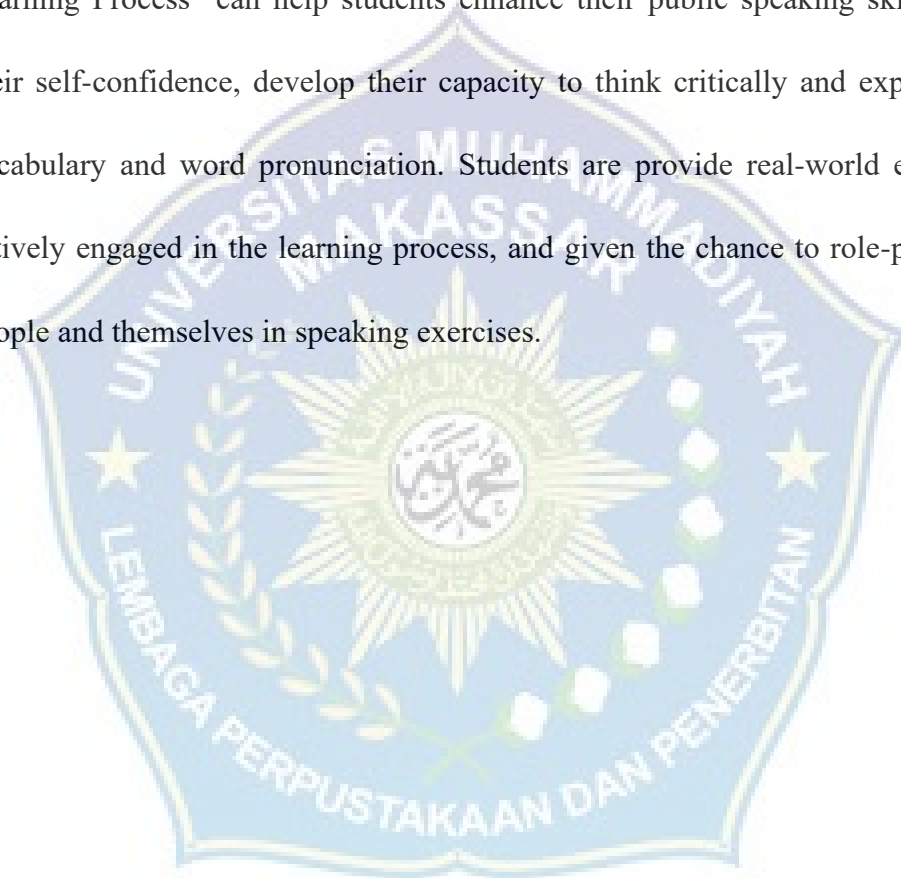
**Figure 2,1:** Conceptual Framework

The method use in this study to use the socio drama method to help students' speaking problems is describe in the conceptual graph above. In this study planning, action, observation and reflection are part of the classroom action research process.

Students were inspired to participate in language activities, especially speaking in the aspect of increasing students' vocabulary and self confidence when the sociodrama method is use to teach them to speak. In addition to a better

classroom environment, students would find it easier to generate ideas.

Utilizing language is one way for people to relate to one another, can be attained through speaking or conversing. Based on this reality, a framework for rational problem-solving may be created. According to this theory, the "Sociodrama Learning Process" can help students enhance their public speaking skills, grow their self-confidence, develop their capacity to think critically and expand their vocabulary and word pronunciation. Students are provided real-world examples, actively engaged in the learning process, and given the chance to role-play other people and themselves in speaking exercises.





## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research used experimental research methodology. The purpose of this research is to use socio drama in class to find out how to improve students' vocabulary and self-confidence. This chapter provided a precise explanation of research methodology including research design, subject of research, data collection, and experimental research. Fraenkel and Wallen (2009) state that experiment means trying, searching, and confirming. Creawll (2012) states that the notion of experimental research methods is used when the researcher wants to know the causal effect between the independent and dependent variables. This means that researchers must be able to control all variables that will affect outcomes unless the independent variable (treatment) has been determined.

The researcher utilizes an experimental research design to carry out this research. When the writer wished to identify possible caused and effect relationships between independent and dependent variables, an experimental study design would be used. Experiment designs are classified into three types: pre-experiment, true experiment, and quasi-experiment. The authors employ a pre-experimental strategy in their investigation. Field research conducted using the pre-experimental design. A pre-experiment is a research approach that applies "one group pre-test, treatment and post-test" in its research. There only be one group of students as the treatment group. Before and after therapy, participants were tested.. The pre-test and post-test results would then be compared to see if there was a substantial improvement.

Thus, the researcher had get the data needed in one of the VIII B classed, at SMP Negeri 3 Bulukumba. Was be chosen as research location because it offers good opportunities for es experimental. The researchers chose the school setting for their research subjects because they found limitations in students' problem-solving skills and enthusiasm for speaking well in a variety of contexts.

The ability of students to speak more fluently is expected to increased with the application of the right methodology. On that basis, scholars were interested in conducting research at the institution using a socio-drama approach. It is expected that by using the sociodrama method, SMP Negeri 3 Bulukumba students would be better able to speak in terms of vocabulary mastery and their self-confidence would increased when learning English in class.

## **B. Brief Description of Research Location**

### **1. The School**

This research was carried out for two weeks, from July 25 to August 3, 2023, at SMP Negeri 3 Bulukumba, which is situated in Bulukumba Ujung Bulu, South Sulawesi. Six classrooms, two canteens, a library, a ceremonial field, a room for the teacher, a room for counseling, four restrooms, and the principal's office were all present in this school.

### **2. The Teachers**

The most crucial element in the teaching and learning process is the teacher since they not only impart knowledge to pupils, but also help them develop

their values and personalities. Currently, there are 18 teachers working at the public high school 3 Bulukumba, whose principal is Muhammad Yusuf.

### **3. The Students**

For the 2022-2023 school year, there are 145 students at SMP Negeri 3 Bulukumba, 84 boys and 61 girls. For the first year, two classes each, for the second year, and two classes for the third year. The authors only used one class as a sample for research objects in their study. Thirty pupils make up class VII-B, which is the one chosen.

### **4. Population and Sample**

According to Creswell (2008), "population is a groups of individuals who had the same characteristics". The population of this study were all students of class VIII at SMP Negeri 3 Bulukumba, which consist of two classes; Class VIII A had 30 students and class VIII B has 30 students.

The sample was the research subject or part of the population to be studied. To determine the sample of this studied was class VIII B. The author chose class VIII B, because according to the author there were 30 students who met the requirements to be the sample of this studied in class VIII B. The requirements were asfollows: first, 30 students had nearly identical basic skills; second, they were highly motivation to studied English but lack mastery of the topic due to a lack of passion and excitement.

## 5. Probability Sampling

Sampling procedure that takes into account the rules of probability (probability), so that the bias and sampling error of this sampling can be determined based on the selected sample. Only a small portion of the units in the population will be studied in a sample survey. Therefore the results of sampling can only be used to estimate the population value (parameter). The definition of probability sampling according to Sugiyono (2014). According to Sugiyono, probability sampling is a sampling technique that provides equal opportunities for each element or member of the population to be selected as a sample.

Simple Random Sampling (Simple Random Sampling), ie if every unit in the population is given an equal chance of being selected in this study. This method is a fairly easy method and is commonly used in populations that contain relatively homogeneous unit characteristics.

### C. Instrument of Research

The research instrument used a speaking ability test during the lesson using the sociodrama method. The researcher then evaluated in terms of the students' vocabulary which was still limited to the part of the speaking ability test. Like wisdom with student self-confidence. Therefore, the researcher was interested in seeing the results of the students' speaking ability test and their level of confidence when learning English. The Students were asked to participate in sociodrama activities with their group members for this research tool. Through the sociodrama method, this test measures how much a student's vocabulary and self-confidence had

increased.

The researcher evaluate students' scores based on the following speaking components to measure students' speaking ability through sociodrama:

Pre-test and post-test are the two test categories:

- a) The pre-test would be carried out before the action and would be carried out at the first meeting. Researchers would asked students to read the sociodrama script directly.
- b) The post test would be carried out after the action and would be carried out at the last meeting. The researcher asked the students to present the drama without looking at the script. And researchers would record the show. By doing this the researcher would assessed that the students' vocabulary skills and confidence can increased or not increased.
- c) Identification of research variables

The research variable is the object of research or what was of concern to a research. In this study the variables used are as follows.

#### 1. Independent Variables

The independent variable was the variable that influences or causes the change or the emergence of the dependent variable. In this research, the independent variable is the Socio drama method

#### 2. Dependent Variable

The dependent variable is the variable that was affected or was the result, because of the independent variables (Sugiyono, 2016: 39). In this research, the dependent variable will the result of improving students' speaking.

The independent variable in this studied was the socio drama learning

method. The socio drama learning method was an experimental learning activity in class as a challenging activity in which the learning context takes place which was an integral part of the learning process.

While the dependent variable in this research was the result of learning to improve students' speaking in aspects of vocabulary and self-confidence. The results of improving students' speaking learning were the abilities possessed by students which included aspects of vocabulary and self-confidence towards learning English which students were able to apply in everyday life.

### 1. Speaking Test (Vocabulary)

Student speaking test would be carried out to find out the improvement in student vocabulary.

**Table 31.** Score indicator given to students vocabulary as it relates to speaking abilities:

| Classification | Score | Criteria                                                                                                                                    |
|----------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Excellent      | 7     | The verbiage use is all easily understandable and understandable.                                                                           |
| Very good      | 6     | The majority of the terminology use is accurate, and there were only a few vocabulary and spelling mistakes.                                |
| Good           | 5     | While the spelling of the message was mostly comprehensible, there are some errors in the usage of the language that is basically correct.  |
| Fairly good    | 4     | There are some vocabulary errors when speaking but students are still trying to remember or justify the vocabulary that would be mentioned. |
| Fair           | 3     | There are numerous grammatical or lexical issues, spelling mistakes, and certain messages that are challenging to grasp.                    |
| Poor           | 2     | The majority of the vocabulary and spelling errors make it                                                                                  |

|           |   |                                                                                                                                                                                        |
|-----------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           |   | impossible to understand the language or dialogue                                                                                                                                      |
| Very poor | 1 | There was very little language utilize, some of the phrases use are incorrect and difficult to understand, and there are too many silences, which prevent dialogue from being develop. |

(Harmawati, 2017).

## 2. Speaking Test (Self confidence)

This speaking test will be carried out to measure student self confidence.

**Table 3.2** Score indicator given to students self-confidence as it relates to speaking abilities:

| Classification | Score | Criteria                                                                                                                                                                                                                                         |
|----------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Excellent      | 7     | Students are happy to appear in front of the class with confidence in carrying out conversations or starting chats and telling stories well                                                                                                      |
| Very good      | 6     | The act of daring to appear in front of the class even though they feel a little shy but the students still try to open the conversation to talk and tell stories even though they were a little stammer                                         |
| Good           | 5     | Students do not dare to come forward in front of the class on their own but students are still trying to appear when the teacher or coach calls students to appear in front of the class to talk or tell stories relate to the material provided |
| Fairly good    | 4     | There a are some vacabulary erros when speaking but students are still trying to remember or justify the vocabulary that woul be mentione.                                                                                                       |
| Fair           | 3     | It is difficult for students to appear in front of the class because they are shy and hesitant to had a conversation or speak because they used a foreign language                                                                               |
| Poor           | 2     | Students do not dare to appear in front of the class because they feel insecure about their ability to feel foreign and uncomfortable when performing speaking activities in front of the class.                                                 |
| Very poor      | 1     | Students refuse invitations to appear in front of the class to talk or has conversations with their group mates, afraid of making mistakes, difficult to communicate with and more silent.                                                       |

(Harmawati, 2017).

Following the scoring of each item, the results from the students' responses were convert into the students' final scores using the formula below:

$$\text{Score} = \frac{\text{pupils are right}}{\text{amount of items overall}} \times 100 \text{ (Marson and Harmawati, 2017)}$$

#### **D. Data collection**

These steps were use to acquire data:

- 1) The researcher splits the class into two to three groups and provided each group with the script. that the researcher request that each group of pupils examine their text individually. While other students from another group and the researcher verified their vocabulary, the researcher requeste he students to read their script.
- 2) While other groups watch the performances of other groups, the researcher instructd the group to rehearse their screenplay for the sociodrama. The group performing the sociodrama play receives input from the observing group.
- 3) A performance speaking test was provided to each group to showcase them. While the researcher capture the students' performances, sociodrma play was performed. This examination was used to gauge students' post-treatment speaking proficiency in terms of vocabulary and srlf confidence.
- 4) The sociodrama approach was used by the researcher to examine the students' English speaking test results.

#### **E. Data Analysis**

The following steps were used to examine the test-relate data:



1. Using the following formula, determine the mean score of the students' achievement:

$$\bar{X} = \frac{\sum x}{N}$$

**where:**

$\bar{x}$  = Implies score

$\sum X$  = The overall score was

$N$  = Number of students overall (**Gay, 2012: 338**)

2. The researcher used the following calculation to determined how well the students' speaking abilities were developing:

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

**where:**

$P$  = percentage of pupils who pass

$X_1$  = first average score

$X_2$  = second average score (**Marson and Harmawati, 2017**).

**Table 3.3** The results of the speaking test in the section on vocabulary and students self-confidence and score results of the pupils are divide into the following seven levels:

| No | Score  | Categories  |
|----|--------|-------------|
| 1. | 96-100 | Excellent   |
| 2. | 86-95  | Very good   |
| 3. | 76-85  | Good        |
| 4. | 66-75  | Faurly good |
| 5. | 56-65  | Fair        |
| 6. | 36-55  | Poor        |
| 7. | 00-35  | Very poor   |

(**Ratnasari, 2016 and Harmawati,, 2017**).

**CHAPTER IV**  
**FINDINGS AND DISCUSSION**

**A. The Improvement the Students Vocabulary**

This section focuses on how the socio drama method improved students' vocabulary and speaking skills. Students' results on the pre-test, treatment and post-test from the research done in class VIII-B at SMP Negeri 3 Bulukumba. The following table makes the improvement in students vocabulary scores crystal evident

**Table 4.1** The Improvement of the Students' Speaking Score in Term of Vocabulary

| No | Indicators | Mean Score |             |              |           | Improvement |              |           |
|----|------------|------------|-------------|--------------|-----------|-------------|--------------|-----------|
|    |            | Pre-test   | Treatment I | Treatment II | Post-test | Treatment I | Treatment II | Post-Test |
| 1  | Vocabulary | 57         | 66,33       | 84,03        | 93,47     | 16,36%      | 26,68%       | 11,23%    |

4.1 The Sociodrama method improved students' speaking ability in terms of vocabulary, as seen in ability The table above shows the average value (Mean) and the development of student scores in each meeting from meeting 1 to meeting 4. In the pre-test, pupils' average score was 57. Pre-testing took place during the first meeting. The sociodrama method was applied in the second test, namely in the first treatment of the second meeting, and the students' average score improved. That number, 66,33 is higher than the result from the pretest. However, based on the minimum completeness criterion (KKM) for English subjects, this deviation from the predicted aim is not very noteworthy. At SMP Negeri 3 Bulukumba, the English

KKM is 77. Therefore, the researcher continued to carry out treatment II and post-test in this study. The students' average score in treatment II was 84.03 and in the post-test the students' average score was 93.47. That's pretty good from the expected target.

The value of student improvement between the pre-test to the post-test was the largest from treatment I to treatment II. The average score of the increase in students from pre-test to treatment I was 16.36% while treatment II was 26.68% and the pre-test to post-test scores increased by 11.23%. This shows that the students' speaking accuracy in terms of vocabulary increases by applying the Sisi drama method.

The following table details the student's score progression across the three assessments.

**Table 4.2** The Classification of the Students' Score in Vocabulary

| No    | Classification | Score  | The Students' Score in Vocabulary |       |             |       |              |       |           |       |
|-------|----------------|--------|-----------------------------------|-------|-------------|-------|--------------|-------|-----------|-------|
|       |                |        | Pre-Test                          |       | Treatment I |       | Treatment II |       | Pots-Test |       |
|       |                |        | F                                 | %     | F           | %     | F            | %     | F         | %     |
| 1     | Very Poor      | 00-35  | 0                                 | 0     | 0           | 0     | 0            | 0     | 0         | 0     |
| 2     | Poor           | 36-55  | 16                                | 53,33 | 0           | 0     | 0            | 0     | 0         | 0     |
| 3     | Fair           | 56-65  | 14                                | 46,66 | 10          | 33,33 | 0            | 0     | 0         | 0     |
| 4     | Fairly Good    | 66-75  | 0                                 | 0     | 20          | 66,66 | 3            | 10    | 0         | 0     |
| 5     | Good           | 76-85  | 0                                 | 0     | 0           | 0     | 14           | 46,66 | 6         | 20    |
| 6     | Very Good      | 86-95  | 0                                 | 0     | 0           | 0     | 13           | 43,33 | 10        | 33,33 |
| 7     | Excellent      | 96-100 | 0                                 | 0     | 0           | 0     | 0            | 0     | 14        | 46,66 |
| Total |                |        | 30                                | 100   | 30          | 100   | 30           | 100   | 30        | 100   |

Table 4.2 shows the classification of students' scores on Vocabulary. In the way of grading scores before the test, they only got "poor" and "good". The table

above shows the average value (Mean) and the development of student scores in each meeting from meeting 1 to meeting 4. On the pre-test 16 or 53.33% of students rated poor, 14 or 46.66% students rated fair. In the course of treatment, there were students who were rated "Good". On treatment the are 10 or 33.33% of the students getting the fair and 20 or 66.66% getting the fairly Good. In treatment II, 14 or 46.66% achieved "Good" and 13 or 43.33% achieved "Very Good". While on the post-test, 10 or 33.33% of the students scored "Very Good", 14 or 46.66% scored "Excellent". on the following test scores from "poor" to "excellent". The classification of students' scores after the test is the best compared to the scores of the pre-test and intervention I and intervention II. It can be seen that the were students who scored "excellent" in the previous test and treatment, while in the latter test, there were students who scored "excellent".

**Table 4.3** The Improvement of the Students' Self-conference

| 1. No | Indicators      | Mean Score |             |              |           | Improvement |              |           |
|-------|-----------------|------------|-------------|--------------|-----------|-------------|--------------|-----------|
|       |                 | Pre-Test   | Treatment I | Treatment II | Post-Test | Treatment I | Treatment II | Post-Test |
| 1     | Self Confidence | 56,5       | 64,8        | 83,47        | 92,63     | 14,69%      | 28,81%       | 10,97%    |

Table 4.3 shows the score for improving students' speaking in terms of self-confidence through the Sociodrama method. This section discusses student success in speaking self-confidence using the Sociodrama method. This achievement is achieved through pre-testing, processing and post-testing in the research process. The table above shows the average value (Mean) and the development of student scores in each meeting from meeting 1 to meeting 4.

student scores during the pre- and post-test treatment of students in grades VIII-B SMP Negeri 3 Bulukumba.

The table above shows the average value (Mean) and the development of student scores in each meeting from meeting 1 to meeting 4. The average score of students in the pre-test was 56.5 in the first meeting and the average score in treatment I was 64.8 then the third meeting in treatment II, 83.47 The average score of students in the post-test was greater than the average score of students from the pre-test and treatment I and treatment II. Mean while, in the post-test, the average score of students was 92.63 which could be increased. While in treatment I the average student score was 14.69% then in treatment II the student's average score was 28.81% and in the post-test results the students were 10.97% classified as "Good". That is the result of the largest average score from the pre-test, treatment to the post-test.

**Table 4.4** The Classification of the Students' Speaking in Self-confidence

| No    | Classification | Score  | The Students' Score in Self Confidence |       |             |       |              |       |           |       |
|-------|----------------|--------|----------------------------------------|-------|-------------|-------|--------------|-------|-----------|-------|
|       |                |        | Pre-test                               |       | Treatment I |       | Treatment II |       | Post-test |       |
|       |                |        | F                                      | %     | F           | %     | F            | %     | F         | %     |
| 1     | Very Poor      | 00-35  | 0                                      | 0     | 0           | 0     | 0            | 0     | 0         | 0     |
| 2     | Poor           | 36-55  | 17                                     | 56,66 | 0           | 0     | 0            | 0     | 0         | 0     |
| 3     | Fair           | 56-65  | 13                                     | 43,33 | 13          | 43,33 | 0            | 0     | 0         | 0     |
| 4     | Fairly Good    | 66-75  | 0                                      | 0     | 17          | 56,66 | 4            | 13,33 | 0         | 0     |
| 5     | Good           | 76-85  | 0                                      | 0     | 0           | 0     | 15           | 50    | 7         | 23,33 |
| 6     | Very Good      | 86-95  | 0                                      | 0     | 0           | 0     | 11           | 36,66 | 9         | 30    |
| 7     | Excellent      | 96-100 | 0                                      | 0     | 0           | 0     | 0            | 0     | 14        | 46,66 |
| Total |                |        | 30                                     | 100   | 30          | 100   | 30           | 100   | 30        | 100   |

Table 4.4 shows the classification of students' scores in self-confidence. In the

classification of Pre-test scores, students only get "poor" and "fair" scores. 17 or 56.66% of students scored "poor", 13 or 43.33% of students scored "Fair". On treatment I 13 or 43,33% of students scored "fair" There were 17 or 56.66% of students scored "fairly good" and in treatment II there were students who got the score "Fairly good" which was 4 or 13.33% then there were students who got the score "good" there were 15 or 50% then there were students who got the score "Very good" there were 11 or 36.66% then the student post-test who got a "Good" score was 7 or 23.33% here were students who got "very good" was 9 or 30 and there were students who got "Excellent" was 14 or 46.66%. From these results it can be concluded that the achievement of students in speaking ability in terms of self-confidence from pre-test to treatment, from post-tests ranged from "Poor" to "Excellent" scores. Classification of student scores on the poor pre-test than treatment I and treatment II. It can be seen that there were no students who scored "Excellent" in the pre-test and treatment while in the post-test there were students who scored "Excellent".

**Table 4.5** The Improvement of the Students' Speaking Ability in Terms of Self-confidence and Vocabulary

| No | Indicators      | The Student Ability |           |           | Improvement% |           |           |
|----|-----------------|---------------------|-----------|-----------|--------------|-----------|-----------|
|    |                 | Pre-test            | Treatment | Post-test | Pre-test     | Treatment | Post-test |
| 1  | Self Confidence | 56,5                | 83,47     | 92,63     | 14,69        | 28,81     | 10,97     |
| 2  | Vocabulary      | 57                  | 84,03     | 93,47     | 16,36        | 26,68     | 11,23     |
|    | Mean Score      | 56,75               | 83,75     | 93,05     | 15,52        | 27,74     | 11,1      |

Table 4.5 shows students' speaking skills in terms of the accuracy of applying sociodrama. In the Pre-test assessment students get an average score of 56,75. In the treatment test, students obtained an average score of 83,75 after applying the socio drama method. The average student score is greater than the pre-test average score. Likewise in the post-test students obtained an average value of 93,05. That is the largest average score of the pre-test and treatment average scores. This shows that students' speaking ability in terms of self-confidence and vocabulary improved with the socio drama method.

**Chart 4.1** Speech Improvement Score of the Students' Speaking Ability in terms of Self- confidence nd Vocabulary

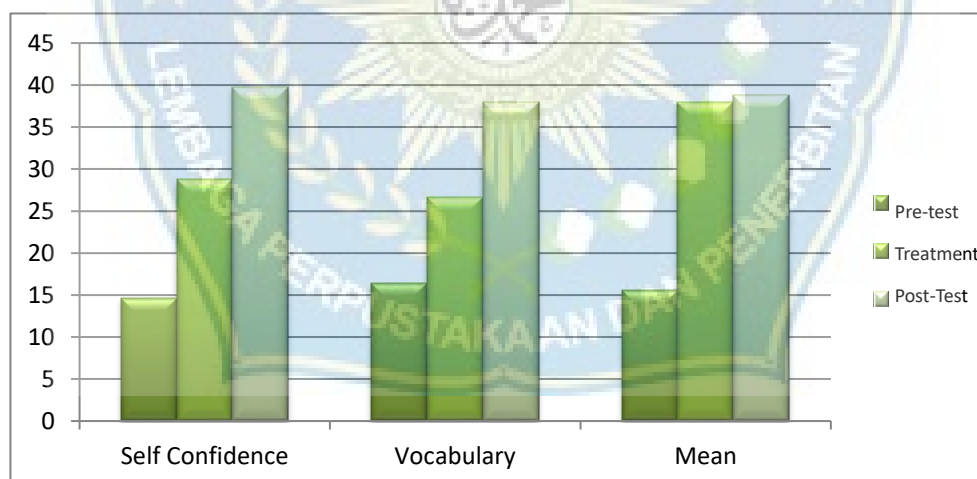


Figure 4.1 From the graph above it can be concluded that there is an increase in every lesson given. The percentage increase in value is illustrated by the value that continues to rise before and after learning. ability to speak is related to self-confidence and vocabulary from pre-test to treatment I, treatment III and

post-test. Student scores in the pre-test to treatment increased by 15.52%, increased scores from pre-test to post-test by 27.74% and increased scores from treatment to post-test by 11.1%. This shows that the Sociodrama method can improve students' speaking skills in terms of self-confidence and vocabulary.

## **B. Data Collecting Procedure**

In conducting this experimental research, the authors taught students for 4 meetings, namely the first meeting for the pre-test, the second meeting for treatment I, the third meeting for treatment II and the last meeting for the post-test. The time allocation for each meeting is 80 minutes. The author teaches twice a week on Tuesdays and Thursdays. There were several process in applying the socio drama method which are explained as follows:

### **1. The first meeting**

At the first meeting, the researcher entered the class and greeted the students and told the purpose of the researcher that the thesis research activity was the final assignment for students in the final semester. After that, the researcher explained to the students that the writer wanted to do research by teaching speaking through the socio drama method. The students were very enthusiastic to hear it. Furthermore, the researchers invited the students to ask anything to them, and some of them asked questions such as "Is college easy? Is it difficult to major in teaching English? And others. After the researcher started the lesson by explaining the sociodrama



method and explaining the activities to be carried out, the researcher divided the students into 7 groups. Each group has four members and two groups have five members. The researcher gave each student one drama script. The drama script is the same for each group. Before students do sociodrama in front of the class, the researcher first trains students to read the script together first. And allow them to see the text. After 15 minutes they studied it. This is because when one group practices their drama script, the researcher and other groups will become observers who observe students' mistakes in the vocabulary that is issued when doing Sociodrama in front of the class. Then the researcher also began to observe students' self-confidence when doing sociodrama in front of the class. And it is assessed as a pre-test. While the students were doing it, the writer let them see the script, because the students still found it difficult to understand and memorize it. The first group came to the front of the class, then they started talking. The vocabulary is also not good, they read very fast and in a hurry but there are two people who try to memorize and understand the contents of the sociodrama script even though they are still not optimal and they are still shy. The second group came to the front of the class, some had bad vocabulary, and also about their self-confidence. There are students who are still shy with other students and are shy about going to researchers to watch them do sociodrama. Next, the third group, they were so confident to present it, and there were 3 people whose vocabulary was

pretty good and understood the script they were playing. After that, the fourth group appeared in front of the class, 3 people had very big voices, and there were 2 people who also had small voices. His vocabulary is quite good and his level of confidence is also quite good. Then the fifth group, two students who were also still shy about coming forward did sociodrama in front of the class but the researcher and other group mates tried to persuade them then they started reading the script seriously 3 of their group friends tried to memorize and remember the vocabulary to be issued. Their vocabulary and self-confidence are quite good even though 2 people are still shy but still trying to do sociodrama in front of the class. The group of six turned around, they didn't take it seriously, and mostly laughed and their vocabulary or confidence was not very good. Then groups 7 or the last group was quite good even though 1 person was also still shy when appearing in front of the class but their vocabulary and self-confidence were quite good. After all the students performed, the researcher concluded that the students' self-confidence and vocabulary were not good, and still bad, there were lots of wrong vocabulary, when speaking and their confidence was still lacking they read scripts quickly and could not memorize the contents of drama scripts. Therefore, researchers need a lot of energy to teach them how to read and memorize vocabulary well, and teach them to be confident in presenting sociodrama in front of the class. The material used is a sociodrama script. The students learn to speak through the sociodrama of conversation in front

of the class. And then the researcher listened and watched them and assessed their self-confidence and vocabulary.

## 2. The second meeting

The author comes to class at 11.20 , and starts class by reading a prayer and then checking the attendance list. Before the first treatment of the sociodrama method was carried out, the researcher first gave ice breaking to the students so that the class atmosphere was not rigid and more comfortable to welcome sociodrama activities in class. Ice breaking that is done is singing. Researchers and students sing together using English. After that the researcher asked the students to issue sociodrama scripts that had been distributed in the first meeting. the researcher asks them to sit in groups that have the same role in the sociodrama, for example they have a team with the same role as the "Elisabeth" or "Jones" group. Then, the researcher invited them to study together, and invited them to ask anything about sociodrama that they did not understand. Some of them asked anything, such as the meaning of vocabulary, and how to pronounce it and so on. The researcher controlled each group, and assisted them when students asked the researcher. After discussing their own character or role in the group, the researcher asked them to sit in the first group to provide information about their own character to other friends. For example, each student knows the character and role of each after discussing it, then students tell their character to other friends in other groups to make it easier to

understand each other. And all the students do it all, they talk to each other. Then, one by one the students spoke and discussed with their group mates about their respective characters and roles. The researcher asked students to be able to understand and memorize the vocabulary of sociodrama scripts. After that the researcher asked each group to prepare themselves to practice in front of the class. After all the groups finished practicing in front of the class, the researcher again asked each student what the text contained according to their respective roles and each student tried to memorize the drama text according to their respective roles to increase student vocabulary, the researcher observed that self-confidence when did sociodrama in front of the class and vocabulary increased slightly and was quite good on the second day of treatment I. Some students who previously or on the first day were still shy about presenting their sociodrama on the second day had improved quite a bit and some students dared to appear without persuasion from the researcher or their group mates.

### 3. The third meeting

The researcher entered the class at 11.20 am. Then the researcher greeted the students and prayed and then took the student's name sheet. Then before the third treatment of the sociodrama method was carried out, the researcher gave ice breaking to the students first, then the researcher continued to carry out the sociodrama method and discussed sociodrama again with the students. The

researcher asked to reissue the manuscript that had been previously distributed. There were some students who reasoned that they forgot to bring their scripts and there were also students who reasoned that their drama scripts were lost, then the researcher distributed the scripts back to students who did not bring their drama scripts. After that the researcher asked the students to sit in their respective groups. After that, one by one the groups came to the front of the class to practice their sociodrama, then the other groups paid attention and observed the students' vocabulary, then the researcher observed and paid attention to students' self-confidence when practicing sociodrama in front of the class. From the third meeting of the 11th treatment, the students looked enthusiastic in doing sociodrama with their group mates. They started to get serious about playing their respective roles and were able to memorize and remember the vocabulary that would be issued according to the contents of the sociodrama script. When the group that was doing sociodrama in class and started talking, other groups paid attention and listened to the vocabulary spoken by the group that was doing sociodrama in class, then the researcher and other groups corrected again when there were incorrect or inappropriate vocabulary in the drama script. In the second treatment, in the third meeting, students' vocabulary and confidence increased more than the previous pre-test. After all the groups had practiced their sociodrama, before the researcher closed the lesson at the third meeting the researcher announced that

students who could memorize vocabulary and understand the contents of the drama text would receive prizes, the researcher divided them from first to fourth place. after that the writer closed the lesson by praying.

#### 4. The last meeting

The writer enters the class at 7.30 and then checks the attendance list or returns students' attendance. after that continue the ice breaking as usual before learning the sociodrama method begins. Furthermore, discussing sociodrama again and discussing the prizes that the researchers promised earlier in the third meeting. The researcher said that students who were able to play and master the script of the researcher's sociodrama would give prizes in the first to fourth place. When discussing the prizes to be given the students looked very happy and pleased. Several students asked about the prizes to be given. The questions are like "what's the gift brother? Are you serious about giving gifts? and so on. After discussing the prize, the researcher asked the students to issue their drama script again, then practice understanding and memorizing their sociodrama script again. After that, the researcher asked to prepare themselves and their respective groups to present their sociodrama in front of the class. The researcher observed each student during the sociodrama practice with their group mates, they were very serious about understanding and memorizing the contents of the sociodrama text, finally they were no longer shy about asking the researcher, asking for vocabulary that was

difficult to understand, as well as the pronunciation of each vocabulary when students did not understand enough to dare to ask to researchers. The students were so serious in practicing sociodrama with their group. After the writer's practice students asked them "who wants to come forward first in front of the class to present their sociodrama? They were competing to raise their hands, they were so interested and felt confident doing the sociodrama method. They competed to appear first in front of the class, finally the researcher chose the first group that was most enthusiastic to present their sociodrama. The first group came to the front of the class, then they started talking, started doing sociodrama, their vocabulary and confidence were better than before, even very good. they are able to memorize and understand the contents of their sociodramatic texts well. And students are confident to speak in front of their friends as well as in front of researchers. Next, the researcher asked the second group of researchers to choose the appropriate order and perform in front of the class, their vocabulary was better than before, their self-confidence was also greatly increased than before, students were confident to present sociodrama in front of their friends and in front of the researcher. The third group advanced in front of the class, they were serious when they brought it, and their vocabulary or self-confidence was good. the fourth group came to the front of the class, their voices were on average very large, their vocabulary and self-confidence also increased. The group of five came to the front of their class,

they were also very serious but some of their friends were still laughing but their vocabulary was quite good and the other friends were very good. Group six, they were serious when they brought it, but one person still had vocabulary that he almost forgot but tried to remember again and finally succeeded his vocabulary and confidence was very good Then group seven was quite better than before After all the groups finished performing, the writer told them students who are still wrong in mentioning their vocabulary but the vocabulary has been memorized. When finished, the writer announces the names that get the first to fourth place. The writer calls the names of the first to fourth winners and they advance in front of the class. Then the authors handed over prizes to students who won first to fourth place. The prizes given by the author to students are a book and a pen. After distributing the prizes, the students smiled gratefully and the students gave their last words such as "I hope you can finish your thesis until the thesis exam and let you graduate quickly." Then the students smiled. Then students return to their seats. After the activity the researcher asked the students to take a group photo as research documentation for the last meeting. After that the writer closed the last meeting by greeting and thanking the students a lot and then reading a prayer together. From the first meeting to the last meeting, every time the sociodrama test was carried out in front of the class, namely the pre-test, treatment and post-test, the researcher gave a score according to the ability of each student. And the results of the scores



collected from the first meeting, namely the pre-test to the last meeting, namely the post-test, are the data collection procedures. The material used in this study is the material of expression, namely through the sociodrama method in the form of drama text. Students learn sociodrama and practice student speaking in class and can improve or increase students' vocabulary and self-confidence. Then the writer listens, pays attention or observes and evaluates students' vocabulary and self-confidence.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research findings in preparing the discussion in the previous chapter, the following conclusions are: The researcher used the socio drama method to improved students' vocabulary and self-confidence in speaking. In teaching using the socio drama method, the researcher divided students into seven groups and gave them socio drama scripts.

However, to correct some of the students' mistakes in pronouncing vocabulary, the After students have studied their sosio drama script well about the characters and their roles and memorized the vocabulary, students are asked to practice their drama in front of the class with confidence.

The use of the socio drama method improves students' speaking skills related to vocabulary and self-confidence in eighth graders of SMP Negeri 3 Bulukumba. This is evidenced by the student learning outcomes in the post-test which are higher than the pre-test. The average value of students' vocabulary in the pre-test was 57, and the average value of students' self-confidence in the pre-test was 56.5. At the first pre-test meeting, the students did not memorize the vocabulary in their socio-drama script.

Whereas in the post-test the average score of students in terms of Vocabulary in the post-test was 93.47 and in terms of self-confidence post-test was 92.63. There was an 11.23% increase in students' average vocabulary scores from the pre-test to the post-test. As well as increasing student learning outcomes in terms of self-confidence in the post-test from the pre-test by 10.97%. The students were able to memorize vocabulary well and confidently appeared to perform socio drama in front of the class

#### **B. Suggestion**

Based on the research conclusions, the researcher gave the following parties:

1. For teachers, especially at SMP Negeri 3 Bulukumba School, it is suggested to other teachers to use the sociodrama method in teaching speaking as an effective way to improve students' speaking skills in terms of vocabulary and students' confidence in English.
2. For researchers, this study focuses on increasing students' vocabulary and self-confidence. The researcher hopes that this thesis or the results of this research can be useful for readers, teachers, students or anyone who reads this thesis. And it is easier to get information and more to know that using the sociodrama method is effective.

3. In the process of learning English, teachers or students are expected to be able to use various interesting learning methods so that it is easier to increase student learning interest.



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**Appendices 1****RENCANA PELAKSANAAN PEMBELAJARAN****aa(RPP)**

Sekolah : SMP Negeri 3 Bulukumba  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/ Ganjil  
Materi Pokok : Sociodrama (materi uangkapan)  
Alokasi Waktu : 2x40 menit  
Aspek/Skill : Speaking (vocabulary and self confidence)

**A. Standar Kompetensi**

Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan dengan kosa kata yang baik dan percaya diri untuk berinteraksi dengan lingkungan sekitar.

**B. Kompetensi dasar**

Mengungkapkan makna dalam percakapan transaksional (to get thing done) dan interpersonal (socialize) pendek sederhana dengan menggunakan ragam bahasa lisan dengan kosa kata yang baik dan percaya diri untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, memberi dan mengingkari, menolak pendapat dan menawarkan/menerima/menolak sesuatu.

### C. Indikator Pembelajaran

#### Kognitif

##### a. Proses

2. Mengungkapkan teks lisan dengan kosa kata yang baik dan percaya diri
3. Mengungkapkan teks lisan dengan intonasi yang baik dan akurat
4. Mengungkapkan teks lisan dengan baik dan akurat

##### b. Produk

Memerankan teks drama menggunakan bahasa lisan dengan Kosa kata yang baik dan intonasi yang akurat dan percaya diri.

##### c. Psikomotorik

Mengidentifikasi peran dan karakter dalam teks drama

##### d. Afektif

1. Rasa hormat dan perhatian
2. Disipin pada saat mengikuti pembelajaran
3. Bertanggung jawab pada apa yang dikerjakan
4. Memperhatikan dengan baik pada saat guru menjelaskan pelajaran
5. Memberikan pertanyaan ketika tidak mengerti soal materi yang sedang dipelajari
6. Bekerja sama dengan siswa lainnya/dengan anggota kelompok

#### **D. Tujuan Pembelajaran**

##### ***Pertemuan Pertama:***

Persiapan. Guru mempersiapkan masalah situasi hubungan sosial yang akan di peragakan atau memilih tema cerita, dan menjelaskan mengenai peranan-peranan yang akan di mainkan siswa. Kemudian Penentuan kelompok pelaku atau pemeran. Para pelaku memainkan peranan sesuai dengan imajinasi atau daya tanggap masing-masing siswa.

##### ***Pertemuan Kedua***

Dilanjutkan dengan diskusi yang di pimpin oleh guru. Diskusi berkisar pada tingkah laku para pemeran dalam hubungannya dengan tema cerita. Kemudian siswa akan melakukan metode drama dengan keompok masing-masing, sehingga terhadirlah suatu pembicaraan berupa tanggapan, pendapat dan beberapa kesimpulan.

##### ***Pertemuan Ketiga***

Dilanjutkan dengan diskusi kembali. Siswa mealakukan latihan bersama teman sekelompoknya dan mempraktikkan dramanya didepan kelas.

##### ***Pertemuan Keempa***

Ulangan permainan. Saran-saran atau kesimpulan-kesimpulan yang diperoleh dari hasil diskusi.

**D. Materi Pembelajaran:**

1. Teks drama: Environmental Health Concern (Kepedulian kesehatan lingkungan)
2. Nurdin, and six friends are teenagers who are very concerned with environmental health conditions. One day, Nurdin and friends gather in a place and they discuss about the behavior of people who do not have a love of environmental health with littering carelessly.
3. (Nurdin, dan enam temannya merupakan remaja yang sangat peduli dengan kondisi kesehatan lingkungannya. Pada suatu hari, Nurdin dan teman-temannya berkumpul disebuah tempat dan mereka membahas tentang perilaku masyarakat yang tidak memiliki kecintaan terhadap kesehatan lingkungan dengan membuang sampah secara tidak beraturan.)
4. Seeing this discourse, Nurdin and his friends were very worried that one day the village would be problematic because of the behavior of rural residents who do not pay attention to hygiene. (Melihat wacana ini, Nurdin dan enam sahabatnya merasa sangat khawatir suatu hari nanti desanya akan menjadi desa yang bermasalah lantaran perilaku warganya yang tidak memperhatikan kebersihan.)

### **E. Scripts dialog drama**

1. **Nurdin:** If people do not have awareness , and throw trash out of place , it seems no longer our village will be flooded. (Jika masyarakat tidak memiliki kesadaran, dan membuang sampah pada tempatnya, sepertinya desa kita tidak akan banjir lagi.)
2. **Jono:** Yes , it's true . The public must have the awareness that it is very important to maintain the cleanliness of the village in order to avoid harmful things. (Ya itu benar. Masyarakat harus memiliki kesadaran bahwa sangat penting menjaga kebersihan desa agar terhindar dari hal-hal yang merugikan.)
3. **Norman:** It is difficult to be aware of the citizens . You know that we are citizens of this village is quite primitive and the mindset is still very alarming. (Sulit untuk menyadari warga. Tahukah Anda bahwa kami warga desa ini cukup primitif dan pola pikirnya masih sangat memprihatinkan.)
4. **Musa:** Yes, that was the condition . If only they were sensitive to their environment , they certainly would not littering. (Ya, itu adalah kondisinya. Kalau saja mereka peka terhadap lingkungannya, mereka pasti tidak akan membuang sampah sembarangan.)

5. **Joni:** So, what do you think there is the best solution to address this condition ? What should we do to make our kampong residents are more concerned with the health of the environment ? (: Jadi, apa menurut kamu ada solusi terbaik untuk mengatasi kondisi ini? Apa yang harus kita lakukan agar warga kampong kita lebih peduli dengan kesehatan lingkungan?)
6. **Luki:** Anyway, you do not have to care about the environment too . However we will not be able to make this village clean , because people are difficult to set. (Lagi pula, Anda tidak harus peduli dengan lingkungan juga. Namun kami tidak akan bisa membuat desa ini bersih, karena orangnya sulit diatur.)
7. **Indri:** You should not think like that Luki . However we have a responsibility to maintain the cleanliness of our villages , and for that we must be willing to sweat a little , be it by making people conscious , put up signs , or in other ways. (Seharusnya kau tidak berpikir seperti itu Luki. Bagaimanapun kita memiliki tanggung jawab untuk menjaga kebersihan desa kita, dan untuk itu kita harus rela mengeluarkan sedikit keringat, baik dengan menyadarkan masyarakat, memasang rambu-rambu, atau dengan cara lain.)

8. **Nurdin:** I agree with your ideas . Should we begin to build awareness of this issue in order not to continue. (Saya setuju dengan ide-ide Anda. Sebaiknya kita mulai membangun kesadaran akan masalah ini agar tidak berlanjut.)
9. **Jono:** I also very much agree , but the problem is where do we start ? Do we have to give sanction to residents who do not comply with the rules? (Saya juga sangat setuju, tapi masalahnya dari mana kita mulai? Apakah kita harus memberikan sanksi kepada warga yang tidak mematuhi aturan?)
10. **Norman:** In my opinion , we should make the agenda of such a meeting or dialogue with , and we told the residents that they should be concerned with the health of the environment , and do not throw garbage at will. (Menurut saya, kita harus membuat agenda pertemuan atau dialog seperti itu, dan kita sampaikan kepada warga agar peduli dengan kesehatan lingkungan, dan tidak membuang sampah sembarangan).
11. **Musa:** Good , I agree with that idea . Should we invite people to come together , and we love a little insight about the importance of keeping the environment clean .

12. (Bagus, saya setuju dengan pendapat itu. Sebaiknya kita mengajak masyarakat untuk berkumpul, dan kita kasih sedikit wawasan tentang pentingnya menjaga kebersihan lingkungan.)
13. **Joni:** Okey , if so do you when the time is right for us to make the scheduled meeting ? (Okey, kalau begitu apakah Anda kapan waktu yang tepat bagi kita untuk membuat jadwal pertemuan?)
14. **Luki:** If I can , I think should be soon. But , try to schedule meetings when they were no vacant time so that all are invited to attend. (Jika saya bisa, saya pikir harus segera. Tapi, usahakan untuk menjadwalkan rapat saat ada waktu luang agar semua diundang untuk hadir)
15. **Indri:** Yes , I strongly agree . Should we create a meeting agenda as soon as possible , and we will arrange any events that will be discussed at the meeting. (Ya, saya sangat setuju. Sebaiknya kami membuat agenda rapat secepatnya, dan kami akan mengatur acara apa saja yang akan dibahas dalam rapat tersebut).
16. **Nurdin:** Okay , tonight I will meet the village chief to notify the agenda before us , and after that I will let you know guys . (Oke, malam ini saya akan menemui kepala desa untuk memberitahukan agenda sebelum kita, dan setelah itu saya akan memberi tahu kalian)



17. **Nurdin friends:** Okay , we'll be waiting to hear from you . If you've met with the father of the head of the village , please let us know as soon as possible . (Oke, kami akan menunggu kabar dari Anda. Jika sudah bertemu dengan bapak kepala desa, tolong beritahu kami secepatnya.)

Best Friends Forever

(Sahabat Selamanya)

Scene: School canteen

(Latar: kantin sekolah)

Characters: Veronica; a black haired rich girl is sitting next to Elizabeth; a smart blonde girl, Jones; a nerd is sitting next to Archie; a captain of school football team

The four are enjoying their ice teacat their favorite booth in the school canteen

(Karakter: Veronica; seorang gadis kaya berambut hitam duduk di sebelah Elizabeth; gadis pirang yang cerdas, Jones; seorang kutu buku sedang duduk di sebelah Archie; seorang kapten tim football sekolah

Keempatnya sedang menikmati es teh di stan favorit mereka di kantin sekolah)

Elizabeth: I wonder what will we do after we graduate, are we still going to hang out like this? (Drinks her milkshake while eyeing at her friends)

(Elizabeth: Aku ingin tahu apa yang akan kita lakukan setelah kita lulus,

apakah kita masih akan nongkrong seperti ini? (Meminum es teh -nya sambil menatap teman-temannya)

Jones: Of course. I will visit every weekend. What about you Archie?

(Jones: Tentu saja. Aku akan berkunjung setiap akhir pekan. Bagaimana denganmu Archie?)

Archie: I will try... I will move to out of town after graduating.

(Archie: Aku akan mencoba... Aku akan pindah ke luar kota setelah lulus.)

Veronica: (Exhales) Alright, I guess everyone has their own plan. I do too, I'm moving to my father village after graduating. But we will video-call everyday, right Elizabeth?

(Veronica: (Menghembuskan napas) Baiklah, aku rasa setiap orang memiliki rencana mereka sendiri. Aku juga, aku akan pindah ke kampung ayah setelah lulus. Tapi kita akan melakukan video call setiap hari, kan Elizabeth?)

Elizabeth: (Smiles) Sure, we're all best friends forever, aren't we?

(Elizabeth: (Senyum) Tentu, kita semua adalah sahabat selamanya, bukan?)

Veronica: We are. (Hugs Elizabeth tightly).

(Veronica: Tentu saja. (Memeluk Elizabeth erat-erat)

### **E. Materi pokok**

Socio drama (materi unagkapan/speaking)

### **F. METODE PEMBELAJARAN**

- PPP (pre teaching, *Presentation, Practice and Closing*)

- Tanya jawab dan diskusi kelompok

### G. MEDIA PEMBELAJARAN

1. Buku teks yang relevan
2. Teks atau naskah drama

### H. LANGKAH-LANGKAH PEMBELAJARAN

| Kegiatan     | Deskripsi Kegiatan                                                                                                                                                                                                                                                                                |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pre-teaching | Guru memberikan pertanyaan tentang materi yang akan dipelajari <ol style="list-style-type: none"> <li>1. Do you know Socio drama?</li> <li>2. Have you ever watch or play for it?</li> <li>3. Anyone can tell me about drama?</li> </ol>                                                          |
| Presentation | <ol style="list-style-type: none"> <li>1. Siswa membaca dan mempelajari teks drama dalam kelompoknya masing-masing</li> <li>2. Siswa mendiskusikan teks drama bersama teman kelompoknya mengenai karakter dan perannya masing-masing</li> </ol>                                                   |
| Practice     | <ol style="list-style-type: none"> <li>1. Siswa bersama teman kelompoknya masing-masing mempraktekkan teks dramanya di depan kelas</li> <li>2. Siswa/kelompok lain bersama guru mengoreksi kosa kata dan kepercayaan diri siswa/kelompok yang tampil di depan kelas memainkan dramanya</li> </ol> |
| Closing      | <ol style="list-style-type: none"> <li>1. Guru menanyakan kesulitan siswa selama pembelajaran berlangsung</li> <li>2. Siswa dan guru bersama-sama mereview pembelajaran</li> <li>3. Guru menutup pembelajaran</li> </ol>                                                                          |

## I. Penilaian hasil belajar

Teknik : Performance drama script

Bentuk : students' performance

Instrument : Speaking test

## 2. Penilaian

Peneliti mengumpulkan data menggunakan test dan observasi heeet

### 1. Vocabulary

Score indicator given to students vocabulary as it relates to speaking abilities:

| Classification | Score  | Criteria                                                                                                                                                                               |
|----------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Excellent      | 96-100 | The verbiage use is all easily understandable and understandable.                                                                                                                      |
| Very good      | 86-95  | The majority of the terminology use is accurate, and there are only a few vocabulary and spelling mistakes.                                                                            |
| Good           | 76-85  | While the spelling of the message is mostly comprehensible, there are some errors in the usage of the language that is basically correct.                                              |
| Fairly good    | 66-75  | There are some vocabulary errors when speaking but students are still trying to remember or justify the vocabulary that will be mentione.                                              |
| Fair           | 56-65  | There are numerous grammatical or lexical issues, spelling mistakes, and certain messages that are challenging to grasp.                                                               |
| Poor           | 36-55  | The majority of the vocabulary and spelling errors make it impossible to understand the language or dialogue                                                                           |
| Very poor      | 00-35  | There is very little language utilize, some of the phrases used are incorrect and difficult to understand, and there are too many silences, which prevent dialogue from being develop. |

(HARMAWATI, 2017)

## 2. Self confidence

Score indicator given to students self-confidence as it relates to speaking abilities:

| Classification | Score  | Criteria                                                                                                                                                                                                                                        |
|----------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Excellent      | 96-100 | Students are happy to appear in front of the class with confidence in carrying out conversations or starting chats and telling stories well                                                                                                     |
| Very good      | 86-95  | The act of daring to appear in front of the class even though they feel a little shy but the students still try to open the conversation to talk and tell stories even though they are a little stammer                                         |
| Good           | 76-85  | Students do not dare to come forward in front of the class on their own but students are still trying to appear when the teacher or coach calls students to appear in front of the class to talk or tell stories relate to the material provide |
| Fairly good    | 66-75  | Students try to appear in front of the class but are a little shy to speak when doing socio drama with their group mates                                                                                                                        |
| Fair           | 65-65  | It is difficult for students to appear in front of the class because they are shy and hesitant to have a conversation or speak because they use a foreign language                                                                              |
| Poor           | 36-55  | Students do not dare to appear in front of the class because they feel insecure about their ability to feel foreign and uncomfortable when performing speaking activities in front of the class.                                                |
| Very poor      | 00-35  | Students refuse invitations to appear in front of the class to talk or have conversations with their group mates, afraid of making mistakes, difficult to communicate with and more silent.                                                     |

(HARMAWATI, 2017)

### Appendices 3

#### SPSS

#### Data Processing Appendix

##### 1. Statistik Deskriptif

#### Descriptive Statistics

|                    | N   | Minimum | Maximum | Sum  | Mean  | Std. Deviation |
|--------------------|-----|---------|---------|------|-------|----------------|
| Self Confidence    | 120 | 50      | 98      | 9025 | 75,21 | 15,768         |
| Vocabulary         | 120 | 50      | 98      | 9025 | 75,21 | 15,768         |
| Valid N (listwise) | 120 |         |         |      |       |                |

The table above is the whole between self confidence and vocabulary seen from the minimum, maximum, and average (Mean) values

#### Descriptive Statistics

|                    | N  | Minimum | Maximum | Sum  | Mean  | Std. Deviation |
|--------------------|----|---------|---------|------|-------|----------------|
| Pre-test           | 30 | 50      | 65      | 1695 | 56,50 | 7,560          |
| Treatment I        | 30 | 50      | 72      | 1944 | 64,80 | 7,439          |
| Treatment II       | 30 | 75      | 90      | 2504 | 83,47 | 5,998          |
| Post-test          | 30 | 80      | 98      | 2779 | 92,63 | 5,904          |
| Valid N (listwise) | 30 |         |         |      |       |                |

Tabel diatas menunjukkan Rata-rata nilai (Mean) dari setiap pertemuan pembelajaran untuk kompetensi SELF CONFIDENCE.

#### Descriptive Statistics

|                    | N  | Minimum | Maximum | Sum  | Mean  | Std. Deviation |
|--------------------|----|---------|---------|------|-------|----------------|
| Pre-test           | 30 | 50      | 65      | 1710 | 57,00 | 7,611          |
| Treatment I        | 30 | 50      | 72      | 1990 | 66,33 | 6,769          |
| Treatment II       | 30 | 75      | 90      | 2521 | 84,03 | 6,156          |
| Post-test          | 30 | 80      | 98      | 2804 | 93,47 | 5,361          |
| Valid N (listwise) | 30 |         |         |      |       |                |

The table above shows the average value (mean) of each learning meeting for

VOCABULARY competencies

### Descriptives

|                                         |                                         | Statistic | Std. Error |
|-----------------------------------------|-----------------------------------------|-----------|------------|
| Pre-test                                | Mean                                    | 56,50     | 1,380      |
|                                         | 95% Confidence Interval for Lower Bound | 53,68     |            |
|                                         | Mean Upper Bound                        | 59,32     |            |
|                                         | 5% Trimmed Mean                         | 56,39     |            |
|                                         | Median                                  | 50,00     |            |
|                                         | Variance                                | 57,155    |            |
|                                         | Std. Deviation                          | 7,560     |            |
|                                         | Minimum                                 | 50        |            |
|                                         | Maximum                                 | 65        |            |
|                                         | Range                                   | 15        |            |
|                                         | Interquartile Range                     | 15        |            |
|                                         | Skewness                                | ,283      | ,427       |
|                                         | Kurtosis                                | -2,062    | ,833       |
|                                         | Treatment I                             | Mean      | 64,80      |
| 95% Confidence Interval for Lower Bound |                                         | 62,02     |            |
| Mean Upper Bound                        |                                         | 67,58     |            |
| 5% Trimmed Mean                         |                                         | 65,22     |            |
| Median                                  |                                         | 70,00     |            |
| Variance                                |                                         | 55,338    |            |
| Std. Deviation                          |                                         | 7,439     |            |
| Minimum                                 |                                         | 50        |            |
| Maximum                                 |                                         | 72        |            |
| Range                                   |                                         | 22        |            |
| Interquartile Range                     |                                         | 14        |            |
| Skewness                                |                                         | -,511     | ,427       |
| Kurtosis                                |                                         | -1,293    | ,833       |
| Treatment II                            |                                         | Mean      | 83,47      |
|                                         | 95% Confidence Interval for Lower Bound | 81,23     |            |

|           |                                         |             |        |       |
|-----------|-----------------------------------------|-------------|--------|-------|
|           | Mean                                    | Upper Bound | 85,71  |       |
|           | 5% Trimmed Mean                         |             | 83,57  |       |
|           | Median                                  |             | 82,00  |       |
|           | Variance                                |             | 35,982 |       |
|           | Std. Deviation                          |             | 5,998  |       |
|           | Minimum                                 |             | 75     |       |
|           | Maximum                                 |             | 90     |       |
|           | Range                                   |             | 15     |       |
|           | Interquartile Range                     |             | 14     |       |
|           | Skewness                                |             | -,133  | ,427  |
|           | Kurtosis                                |             | -1,539 | ,833  |
| Post-test | Mean                                    |             | 92,63  | 1,078 |
|           | 95% Confidence Interval for Lower Bound |             | 90,43  |       |
|           | Mean                                    | Upper Bound | 94,84  |       |
|           | 5% Trimmed Mean                         |             | 93,04  |       |
|           | Median                                  |             | 95,00  |       |
|           | Variance                                |             | 34,861 |       |
|           | Std. Deviation                          |             | 5,904  |       |
|           | Minimum                                 |             | 80     |       |
|           | Maximum                                 |             | 98     |       |
|           | Range                                   |             | 18     |       |
|           | Interquartile Range                     |             | 7      |       |
|           | Skewness                                |             | -1,195 | ,427  |
|           | Kurtosis                                |             | ,000   | ,833  |
| Pre-test  | Mean                                    |             | 57,00  | 1,390 |
|           | 95% Confidence Interval for Lower Bound |             | 54,16  |       |
|           | Mean                                    | Upper Bound | 59,84  |       |
|           | 5% Trimmed Mean                         |             | 56,94  |       |
|           | Median                                  |             | 50,00  |       |
|           | Variance                                |             | 57,931 |       |
|           | Std. Deviation                          |             | 7,611  |       |
|           | Minimum                                 |             | 50     |       |
|           | Maximum                                 |             | 65     |       |
|           | Range                                   |             | 15     |       |
|           | Interquartile Range                     |             | 15     |       |



|           |                                         |             |        |       |
|-----------|-----------------------------------------|-------------|--------|-------|
|           | Skewness                                |             | ,141   | ,427  |
|           | Kurtosis                                |             | -2,127 | ,833  |
| Treatment | Mean                                    |             | 66,33  | 1,236 |
| I         | 95% Confidence Interval for Lower Bound |             | 63,81  |       |
|           | Mean                                    | Upper Bound | 68,86  |       |
|           | 5% Trimmed Mean                         |             | 66,78  |       |
|           | Median                                  |             | 70,00  |       |
|           | Variance                                |             | 45,816 |       |
|           | Std. Deviation                          |             | 6,769  |       |
|           | Minimum                                 |             | 50     |       |
|           | Maximum                                 |             | 72     |       |
|           | Range                                   |             | 22     |       |
|           | Interquartile Range                     |             | 14     |       |
|           | Skewness                                |             | -,880  | ,427  |
|           | Kurtosis                                |             | -,794  | ,833  |
| Treatment | Mean                                    |             | 84,03  | 1,124 |
| II        | 95% Confidence Interval for Lower Bound |             | 81,73  |       |
|           | Mean                                    | Upper Bound | 86,33  |       |
|           | 5% Trimmed Mean                         |             | 84,20  |       |
|           | Median                                  |             | 82,00  |       |
|           | Variance                                |             | 37,895 |       |
|           | Std. Deviation                          |             | 6,156  |       |
|           | Minimum                                 |             | 75     |       |
|           | Maximum                                 |             | 90     |       |
|           | Range                                   |             | 15     |       |
|           | Interquartile Range                     |             | 14     |       |
|           | Skewness                                |             | -,300  | ,427  |
|           | Kurtosis                                |             | -1,604 | ,833  |
| Post-test | Mean                                    |             | 93,47  | ,979  |
|           | 95% Confidence Interval for Lower Bound |             | 91,46  |       |
|           | Mean                                    | Upper Bound | 95,47  |       |
|           | 5% Trimmed Mean                         |             | 93,96  |       |
|           | Median                                  |             | 95,00  |       |
|           | Variance                                |             | 28,740 |       |
|           | Std. Deviation                          |             | 5,361  |       |

|                     |        |      |
|---------------------|--------|------|
| Minimum             | 80     |      |
| Maximum             | 98     |      |
| Range               | 18     |      |
| Interquartile Range | 1      |      |
| Skewness            | -1,598 | ,427 |
| Kurtosis            | 1,227  | ,833 |

## 2. Data Normality Test

|                     | Tests of Normality              |    |       |              |    |      |
|---------------------|---------------------------------|----|-------|--------------|----|------|
|                     | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|                     | Statistic                       | df | Sig.  | Statistic    | Df | Sig. |
| Pre_Selfconfidence  | ,141                            | 30 | ,148  | ,944         | 30 | ,128 |
| Pre_Vocabulary      | ,149                            | 30 | ,100  | ,937         | 30 | ,084 |
| Post_Selfconfidence | ,103                            | 30 | ,200* | ,964         | 30 | ,401 |
| Post_Vocabulary     | ,162                            | 30 | ,051  | ,947         | 30 | ,155 |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

## Appendices 4

### Score summary:

#### 1. Self Confidence

Hasil skor siswa pada pertemuan pertama

| No | Nama                | Self Confidence 1 | Categories |
|----|---------------------|-------------------|------------|
| 1  | MUH. YUSUF TAQWA    | 50                | Poor       |
| 2  | MUH.YUSUF. M        | 50                | Poor       |
| 3  | MUTIA MULIA SARI    | 50                | Poor       |
| 4  | NABIL               | 50                | Poor       |
| 5  | NUR FADIYAH AWALIYA | 50                | Poor       |
| 6  | NUR KAIZYA          | 65                | Fair       |
| 7  | NUR REISYA IRFAH, S | 65                | Fair       |
| 8  | NUR SHANIRA         | 50                | Poor       |
| 9  | NURJANNAH           | 50                | Poor       |
| 10 | RAHMAYATUL USMAN    | 65                | Fair       |
| 11 | RESKY RAMDHANI      | 65                | Fair       |

|    |                         |    |      |
|----|-------------------------|----|------|
| 12 | RESTU ALAM PURNAMA      | 50 | Poor |
| 13 | SAFIRA DG ALUSU         | 50 | Poor |
| 14 | ST. HUMAIRAH TULJANNAH  | 65 | Fair |
| 15 | SUBHAN                  | 50 | Poor |
| 16 | SULISTIAWATI            | 65 | Fair |
| 17 | WAHYUDI                 | 65 | Fair |
| 18 | MUH. HASAN              | 65 | Fair |
| 19 | MUH. ALIF HIDAYATULLAH  | 50 | Poor |
| 20 | MUH. AMAR MAR'UF        | 65 | Fair |
| 21 | NUR FATIMAH ALZAHRA     | 50 | Poor |
| 22 | SAHRA                   | 50 | Poor |
| 23 | SASKIA ADIYA SARI       | 65 | Fair |
| 24 | AHAMD AINUN             | 50 | Poor |
| 25 | NURUL AULIA             | 50 | Poor |
| 26 | NURCAHAYA               | 50 | Poor |
| 27 | MUH. REZA RAMADHAN      | 65 | Fair |
| 28 | SERFIAN ARDI            | 65 | Fair |
| 29 | ULTAFRI DIRGAWAN MARFIN | 50 | Poor |
| 30 | MUH. FAHRAN             | 65 | Fair |

The results of the second meeting student scores

| No | Nama                | Self Confidence 2 | Categories  |
|----|---------------------|-------------------|-------------|
| 1  | MUH. YUSUF TAQWA    | 58                | Fair        |
| 2  | MUH. YUSUF. M       | 58                | Fair        |
| 3  | MUTIA MULIA SARI    | 70                | Fairly Good |
| 4  | NABIL               | 70                | Fairly Good |
| 5  | NUR FADIYAH AWALIYA | 58                | Fair        |
| 6  | NUR KAIZYA          | 70                | Fairly Good |
| 7  | NUR REISYA IRFAH, S | 70                | Fairly Good |
| 8  | NUR SHANIRA         | 58                | Fair        |
| 9  | NURJANNAH           | 70                | Fairly Good |
| 10 | RAHMAYATUL USMAN    | 58                | Fair        |

|    |                         |    |             |
|----|-------------------------|----|-------------|
| 11 | RESKY RAMDHANI          | 70 | Fairly Good |
| 12 | RESTU ALAM PURNAMA      | 58 | Fair        |
| 13 | SAFIRA DG ALUSU         | 72 | Fairly Good |
| 14 | ST. HUMAIRAH TULJANNAH  | 72 | Fairly Good |
| 15 | SUBHAN                  | 58 | Fair        |
| 16 | SULISTIAWATI            | 72 | Fairly Good |
| 17 | WAHYUDI                 | 72 | Fairly Good |
| 18 | MUH. HASAN              | 70 | Fairly Good |
| 19 | MUH. ALIF HIDAYATULLAH  | 58 | Fair        |
| 20 | MUH. AMAR MAR'UF        | 58 | Fair        |
| 21 | NUR FATIMAH ALZAHRA     | 50 | Fair        |
| 22 | SAHRA                   | 72 | Fairly Good |
| 23 | SASKIA ADIYA SARI       | 72 | Fairly Good |
| 24 | AHAMD AINUN             | 50 | Fair        |
| 25 | NURUL AULIA             | 58 | Fair        |
| 26 | NURCAHAYA               | 72 | Fairly Good |
| 27 | MUH. REZA RAMADHAN      | 70 | Fairly Good |
| 28 | SERFIAN ARDI            | 70 | Fairly Good |
| 29 | ULTAFRI DIRGAWAN MARFIN | 58 | Fair        |
| 30 | MUH. FAHRAN             | 72 | Fairly Good |

The results of the third meeting student scores

| No | Nama                   | Self Confidence 3 | Categories  |
|----|------------------------|-------------------|-------------|
| 1  | MUH. YUSUF TAQWA       | 76                | Good        |
| 2  | MUH.YUSUF. M           | 76                | Good        |
| 3  | MUTIA MULIA SARI       | 82                | Good        |
| 4  | NABIL                  | 82                | Good        |
| 5  | NUR FADIYAH AWALIYA    | 75                | Fairly Good |
| 6  | NUR KAIZYA             | 82                | Good        |
| 7  | NUR REISYA IRFAH, S    | 90                | very good   |
| 8  | NUR SHANIRA            | 75                | Fairly Good |
| 9  | NURJANNAH              | 90                | very good   |
| 10 | RAHMAYATUL USMAN       | 82                | Good        |
| 11 | RESKY RAMDHANI         | 82                | Good        |
| 12 | RESTU ALAM PURNAMA     | 90                | very good   |
| 13 | SAFIRA DG ALUSU        | 90                | very good   |
| 14 | ST. HUMAIRAH TULJANNAH | 90                | very good   |
| 15 | SUBHAN                 | 90                | very good   |
| 16 | SULISTIAWATI           | 90                | very good   |
| 17 | WAHYUDI                | 90                | very good   |
| 18 | MUH. HASAN             | 76                | Good        |
| 19 | MUH. ALIF HIDAYATULLAH | 75                | Fairly Good |
| 20 | MUH. AMAR MAR'UF       | 82                | Good        |
| 21 | NUR FATIMAH ALZAHRA    | 76                | Good        |
| 22 | SAHRA                  | 82                | Good        |

|    |                         |    |             |
|----|-------------------------|----|-------------|
| 23 | SASKIA ADIYA SARI       | 82 | Good        |
| 24 | AHAMD AINUN             | 90 | very good   |
| 25 | NURUL AULIA             | 90 | very good   |
| 26 | NURCAHAYA               | 90 | very good   |
| 27 | MUH. REZA RAMADHAN      | 75 | Fairly Good |
| 28 | SERFIAN ARDI            | 82 | Good        |
| 29 | ULTAFRI DIRGAWAN MARFIN | 82 | Good        |
| 30 | MUH. FAHRAN             | 90 | very good   |

The score of the fourth meeting

| No | Nama                | Self Confidence 4 | Categories |
|----|---------------------|-------------------|------------|
| 1  | MUH. YUSUF TAQWA    | 80                | Good       |
| 2  | MUH. YUSUF. M       | 80                | Good       |
| 3  | MUTIA MULIA SARI    | 95                | very good  |
| 4  | NABIL               | 95                | very good  |
| 5  | NUR FADIYAH AWALIYA | 80                | Good       |
| 6  | NUR KAIZYA          | 96                | Excellent  |
| 7  | NUR REISYA IRFAH, S | 95                | very good  |
| 8  | NUR SHANIRA         | 95                | very good  |
| 9  | NURJANNAH           | 85                | Good       |
| 10 | RAHMAYATUL USMAN    | 96                | Excellent  |
| 11 | RESKY RAMDHANI      | 96                | Excellent  |
| 12 | RESTU ALAM PURNAMA  | 98                | Excellent  |
| 13 | SAFIRA DG ALUSU     | 95                | very good  |

|    |                         |    |           |
|----|-------------------------|----|-----------|
| 14 | ST. HUMAIRAH TULJANNAH  | 98 | Excellent |
| 15 | SUBHAN                  | 98 | Excellent |
| 16 | SULISTIAWATI            | 96 | Excellent |
| 17 | WAHYUDI                 | 98 | Excellent |
| 18 | MUH. HASAN              | 96 | Excellent |
| 19 | MUH. ALIF HIDAYATULLAH  | 90 | very good |
| 20 | MUH. AMAR MAR'UF        | 96 | Excellent |
| 21 | NUR FATIMAH ALZAHRA     | 98 | Excellent |
| 22 | SAHRA                   | 85 | Good      |
| 23 | SASKIA ADIYA SARI       | 90 | very good |
| 24 | AHAMD AINUN             | 85 | Good      |
| 25 | NURUL AULIA             | 96 | Excellent |
| 26 | NURCAHAYA               | 95 | very good |
| 27 | MUH. REZA RAMADHAN      | 96 | Excellent |
| 28 | SERFIAN ARDI            | 85 | Good      |
| 29 | ULTAFRI DIRGAWAN MARFIN | 95 | very good |
| 30 | MUH. FAHRAN             | 96 | Excellent |

## 2. Vocabulary

### The results of the first meeting student scores

| No | Nama             | Vocabulary 1 | Categories |
|----|------------------|--------------|------------|
| 1  | MUH. YUSUF TAQWA | 50           | Poor       |
| 2  | MUH. YUSUF. M    | 50           | Poor       |
| 3  | MUTIA MULIA SARI | 50           | Poor       |
| 4  | NABIL            | 50           | Poor       |

|    |                         |    |      |
|----|-------------------------|----|------|
| 5  | NUR FADIYAH AWALIYA     | 50 | Poor |
| 6  | NUR KAIZYA              | 65 | Fair |
| 7  | NUR REISYA IRFAH, S     | 65 | Fair |
| 8  | NUR SHANIRA             | 50 | Poor |
| 9  | NURJANNAH               | 50 | Poor |
| 10 | RAHMAYATUL USMAN        | 65 | Fair |
| 11 | RESKY RAMDHANI          | 65 | Fair |
| 12 | RESTU ALAM PURNAMA      | 50 | Poor |
| 13 | SAFIRA DG ALUSU         | 50 | Poor |
| 14 | ST. HUMAIRAH TULJANNAH  | 65 | Fair |
| 15 | SUBHAN                  | 50 | Poor |
| 16 | SULISTIAWATI            | 65 | Fair |
| 17 | WAHYUDI                 | 65 | Fair |
| 18 | MUH. HASAN              | 65 | Fair |
| 19 | MUH. ALIF HIDAYATULLAH  | 50 | Poor |
| 20 | MUH. AMAR MAR'UF        | 65 | Fair |
| 21 | NUR FATIMAH ALZAHRA     | 50 | Poor |
| 22 | SAHRA                   | 50 | Poor |
| 23 | SASKIA ADIYA SARI       | 65 | Fair |
| 24 | AHAMD AINUN             | 50 | Poor |
| 25 | NURUL AULIA             | 50 | Poor |
| 26 | NURCAHAYA               | 65 | Fair |
| 27 | MUH. REZA RAMADHAN      | 65 | Fair |
| 28 | SERFIAN ARDI            | 65 | Fair |
| 29 | ULTAFRI DIRGAWAN MARFIN | 50 | Poor |
| 30 | MUH. FAHRAN             | 65 | Fair |



**The results of the second meeting student scores**

| No | Nama                   | Vocabulary 2 | Categories  |
|----|------------------------|--------------|-------------|
| 1  | MUH. YUSUF TAQWA       | 58           | fair        |
| 2  | MUH.YUSUF. M           | 58           | fair        |
| 3  | MUTIA MULIA SARI       | 70           | Fairly Good |
| 4  | NABIL                  | 70           | Fairly Good |
| 5  | NUR FADIYAH AWALIYA    | 58           | fair        |
| 6  | NUR KAIZYA             | 70           | Fairly Good |
| 7  | NUR REISYA IRFAH, S    | 70           | Fairly Good |
| 8  | NUR SHANIRA            | 58           | fair        |
| 9  | NURJANNAH              | 70           | Fairly Good |
| 10 | RAHMAYATUL USMAN       | 58           | fair        |
| 11 | RESKY RAMDHANI         | 70           | Fairly Good |
| 12 | RESTU ALAM PURNAMA     | 58           | fair        |
| 13 | SAFIRA DG ALUSU        | 72           | Fairly Good |
| 14 | ST. HUMAIRAH TULJANNAH | 72           | Fairly Good |
| 15 | SUBHAN                 | 58           | fair        |
| 16 | SULISTIAWATI           | 72           | Fairly Good |
| 17 | WAHYUDI                | 72           | Fairly Good |
| 18 | MUH. HASAN             | 70           | Fairly Good |
| 19 | MUH. ALIF HIDAYATULLAH | 58           | fair        |
| 20 | MUH. AMAR MAR'UF       | 58           | fair        |
| 21 | NUR FATIMAH ALZAHRA    | 70           | Fairly Good |
| 22 | SAHRA                  | 72           | Fairly Good |
| 23 | SASKIA ADIYA SARI      | 72           | Fairly Good |

|    |                         |    |             |
|----|-------------------------|----|-------------|
| 24 | AHAMD AINUN             | 50 | fair        |
| 25 | NURUL AULIA             | 70 | Fairly Good |
| 26 | NURCAHAYA               | 72 | Fairly Good |
| 27 | MUH. REZA RAMADHAN      | 70 | Fairly Good |
| 28 | SERFIAN ARDI            | 70 | Fairly Good |
| 29 | ULTAFRI DIRGAWAN MARFIN | 72 | Fairly Good |
| 30 | MUH. FAHRAN             | 72 | Fairly Good |

**The results of the third meeting student scores**

| No | Nama                   | Vocabulary 3 | Categories  |
|----|------------------------|--------------|-------------|
| 1  | MUH. YUSUF TAQWA       | 76           | Good        |
| 2  | MUH. YUSUF. M          | 76           | Good        |
| 3  | MUTIA MULIA SARI       | 82           | Good        |
| 4  | NABIL                  | 82           | Good        |
| 5  | NUR FADIYAH AWALIYA    | 75           | Fairly Good |
| 6  | NUR KAIZYA             | 82           | Good        |
| 7  | NUR REISYA IRFAH, S    | 90           | very good   |
| 8  | NUR SHANIRA            | 75           | Fairly Good |
| 9  | NURJANNAH              | 90           | very good   |
| 10 | RAHMAYATUL USMAN       | 82           | Good        |
| 11 | RESKY RAMDHANI         | 82           | Good        |
| 12 | RESTU ALAM PURNAMA     | 90           | very good   |
| 13 | SAFIRA DG ALUSU        | 90           | very good   |
| 14 | ST. HUMAIRAH TULJANNAH | 90           | very good   |
| 15 | SUBHAN                 | 90           | very good   |

|    |                         |    |             |
|----|-------------------------|----|-------------|
| 16 | SULISTIAWATI            | 90 | very good   |
| 17 | WAHYUDI                 | 90 | very good   |
| 18 | MUH. HASAN              | 76 | Good        |
| 19 | MUH. ALIF HIDAYATULLAH  | 75 | Fairly Good |
| 20 | MUH. AMAR MAR'UF        | 82 | Good        |
| 21 | NUR FATIMAH ALZAHRA     | 76 | Good        |
| 22 | SAHRA                   | 82 | Good        |
| 23 | SASKIA ADIYA SARI       | 82 | Good        |
| 24 | AHAMD AINUN             | 90 | very good   |
| 25 | NURUL AULIA             | 90 | very good   |
| 26 | NURCAHAYA               | 90 | very good   |
| 27 | MUH. REZA RAMADHAN      | 76 | Good        |
| 28 | SERFIAN ARDI            | 90 | very good   |
| 29 | ULTAFRI DIRGAWAN MARFIN | 90 | very good   |
| 30 | MUH. FAHRAN             | 90 | very good   |

**The results of the fourth meeting student scores**

| No | Nama                | Vocabulary 4 | Categories |
|----|---------------------|--------------|------------|
| 1  | MUH. YUSUF TAQWA    | 80           | Good       |
| 2  | MUH. YUSUF. M       | 80           | Good       |
| 3  | MUTIA MULIA SARI    | 95           | very good  |
| 4  | NABIL               | 95           | very good  |
| 5  | NUR FADIYAH AWALIYA | 85           | Good       |
| 6  | NUR KAIZYA          | 96           | Excellent  |
| 7  | NUR REISYA IRFAH, S | 95           | very good  |

|    |                         |    |           |
|----|-------------------------|----|-----------|
| 8  | NUR SHANIRA             | 95 | very good |
| 9  | NURJANNAH               | 85 | Good      |
| 10 | RAHMAYATUL USMAN        | 96 | Excellent |
| 11 | RESKY RAMDHANI          | 96 | Excellent |
| 12 | RESTU ALAM PURNAMA      | 98 | Excellent |
| 13 | SAFIRA DG ALUSU         | 95 | very good |
| 14 | ST. HUMAIRAH TULJANNAH  | 98 | Excellent |
| 15 | SUBHAN                  | 98 | Excellent |
| 16 | SULISTIAWATI            | 96 | Excellent |
| 17 | WAHYUDI                 | 98 | Excellent |
| 18 | MUH. HASAN              | 96 | Excellent |
| 19 | MUH. ALIF HIDAYATULLAH  | 85 | Good      |
| 20 | MUH. AMAR MAR'UF        | 96 | Excellent |
| 21 | NUR FATIMAH ALZAHRA     | 98 | Excellent |
| 22 | SAHRA                   | 95 | very good |
| 23 | SASKIA ADIYA SARI       | 95 | very good |
| 24 | AHAMD AINUN             | 95 | very good |
| 25 | NURUL AULIA             | 96 | Excellent |
| 26 | NURCAHAYA               | 95 | very good |
| 27 | MUH. REZA RAMADHAN      | 96 | Excellent |
| 28 | SERFIAN ARDI            | 85 | Good      |
| 29 | ULTAFRI DIRGAWAN MARFIN | 95 | very good |
| 30 | MUH. FAHRAN             | 96 | Excellent |

## Appendices 5

### Diagnostic Test

#### 1. Self Confidence

##### Statistics

##### Self Confidence

|      |         |       |
|------|---------|-------|
| N    | Valid   | 120   |
|      | Missing | 0     |
| Mean |         | 75,21 |

| Self Confidence |       |           |         |               |                    |  |
|-----------------|-------|-----------|---------|---------------|--------------------|--|
|                 |       | Frequency | Percent | Valid Percent | Cumulative Percent |  |
| Valid           | 50    | 17        | 14,2    | 14,2          | 14,2               |  |
|                 | 58    | 9         | 7,5     | 7,5           | 21,7               |  |
|                 | 65    | 14        | 11,7    | 11,7          | 33,3               |  |
|                 | 70    | 11        | 9,2     | 9,2           | 42,5               |  |
|                 | 72    | 9         | 7,5     | 7,5           | 50,0               |  |
|                 | 75    | 3         | 2,5     | 2,5           | 52,5               |  |
|                 | 76    | 5         | 4,2     | 4,2           | 56,7               |  |
|                 | 80    | 2         | 1,7     | 1,7           | 58,3               |  |
|                 | 82    | 8         | 6,7     | 6,7           | 65,0               |  |
|                 | 85    | 4         | 3,3     | 3,3           | 68,3               |  |
|                 | 90    | 14        | 11,7    | 11,7          | 80,0               |  |
|                 | 95    | 10        | 8,3     | 8,3           | 88,3               |  |
|                 | 96    | 9         | 7,5     | 7,5           | 95,8               |  |
|                 | 98    | 5         | 4,2     | 4,2           | 100,0              |  |
|                 | Total |           | 120     | 100,0         | 100,0              |  |

**PRE-TEST****Statistics**

Pre-test

|      |         |       |
|------|---------|-------|
| N    | Valid   | 30    |
|      | Missing | 90    |
| Mean |         | 57,00 |

|         |        | Pre-test  |         |               | Cumulative |
|---------|--------|-----------|---------|---------------|------------|
|         |        | Frequency | Percent | Valid Percent | Percent    |
| Valid   | 50     | 16        | 13,3    | 53,3          | 53,3       |
|         | 65     | 14        | 11,7    | 46,7          | 100,0      |
|         | Total  | 30        | 25,0    | 100,0         |            |
| Missing | System | 90        | 75,0    |               |            |
| Total   |        | 120       | 100,0   |               |            |

**Treatment I****Statistics**

Treatment I

|      |         |       |
|------|---------|-------|
| N    | Valid   | 30    |
|      | Missing | 90    |
| Mean |         | 66,33 |

|         |        | Treatment I |         |               | Cumulative |
|---------|--------|-------------|---------|---------------|------------|
|         |        | Frequency   | Percent | Valid Percent | Percent    |
| Valid   | 50     | 1           | ,8      | 3,3           | 3,3        |
|         | 58     | 9           | 7,5     | 30,0          | 33,3       |
|         | 70     | 11          | 9,2     | 36,7          | 70,0       |
|         | 72     | 9           | 7,5     | 30,0          | 100,0      |
|         | Total  | 30          | 25,0    | 100,0         |            |
| Missing | System | 90          | 75,0    |               |            |

|       |     |       |  |
|-------|-----|-------|--|
| Total | 120 | 100,0 |  |
|-------|-----|-------|--|

### Treatment II

#### Statistics

##### Treatment II

|      |         |       |
|------|---------|-------|
| N    | Valid   | 30    |
|      | Missing | 90    |
| Mean |         | 84,03 |

|         |        | Treatment II |         |               | Cumulative |
|---------|--------|--------------|---------|---------------|------------|
|         |        | Frequency    | Percent | Valid Percent | Percent    |
| Valid   | 75     | 3            | 2,5     | 10,0          | 10,0       |
|         | 76     | 5            | 4,2     | 16,7          | 26,7       |
|         | 82     | 8            | 6,7     | 26,7          | 53,3       |
|         | 90     | 14           | 11,7    | 46,7          | 100,0      |
|         | Total  | 30           | 25,0    | 100,0         |            |
| Missing | System | 90           | 75,0    |               |            |
| Total   |        | 120          | 100,0   |               |            |

### Post-test

#### Statistics

##### Post-test

|      |         |       |
|------|---------|-------|
| N    | Valid   | 30    |
|      | Missing | 90    |
| Mean |         | 93,47 |

|       |    | Post-test |         |               | Cumulative |
|-------|----|-----------|---------|---------------|------------|
|       |    | Frequency | Percent | Valid Percent | Percent    |
| Valid | 80 | 2         | 1,7     | 6,7           | 6,7        |

|         |        |     |       |       |       |
|---------|--------|-----|-------|-------|-------|
|         | 85     | 4   | 3,3   | 13,3  | 20,0  |
|         | 95     | 10  | 8,3   | 33,3  | 53,3  |
|         | 96     | 9   | 7,5   | 30,0  | 83,3  |
|         | 98     | 5   | 4,2   | 16,7  | 100,0 |
|         | Total  | 30  | 25,0  | 100,0 |       |
| Missing | System | 90  | 75,0  |       |       |
| Total   |        | 120 | 100,0 |       |       |

## 2. Vocabulary

### Statistics

Vocabulary

|      |         |       |
|------|---------|-------|
| N    | Valid   | 120   |
|      | Missing | 0     |
| Mean |         | 75,21 |

|       |       | Vocabulary |         |               | Cumulative |
|-------|-------|------------|---------|---------------|------------|
|       |       | Frequency  | Percent | Valid Percent | Percent    |
| Valid | 50    | 17         | 14,2    | 14,2          | 14,2       |
|       | 58    | 9          | 7,5     | 7,5           | 21,7       |
|       | 65    | 14         | 11,7    | 11,7          | 33,3       |
|       | 70    | 11         | 9,2     | 9,2           | 42,5       |
|       | 72    | 9          | 7,5     | 7,5           | 50,0       |
|       | 75    | 3          | 2,5     | 2,5           | 52,5       |
|       | 76    | 5          | 4,2     | 4,2           | 56,7       |
|       | 80    | 2          | 1,7     | 1,7           | 58,3       |
|       | 82    | 8          | 6,7     | 6,7           | 65,0       |
|       | 85    | 4          | 3,3     | 3,3           | 68,3       |
|       | 90    | 14         | 11,7    | 11,7          | 80,0       |
|       | 95    | 10         | 8,3     | 8,3           | 88,3       |
|       | 96    | 9          | 7,5     | 7,5           | 95,8       |
|       | 98    | 5          | 4,2     | 4,2           | 100,0      |
|       | Total |            | 120     | 100,0         | 100,0      |



**Pre-test****Statistics**

## Pre-test

|      |         |       |
|------|---------|-------|
| N    | Valid   | 30    |
|      | Missing | 90    |
| Mean |         | 56,50 |

|         |        | Pre-test  |         |               | Cumulative |
|---------|--------|-----------|---------|---------------|------------|
|         |        | Frequency | Percent | Valid Percent | Percent    |
| Valid   | 50     | 17        | 14,2    | 56,7          | 56,7       |
|         | 65     | 13        | 10,8    | 43,3          | 100,0      |
|         | Total  | 30        | 25,0    | 100,0         |            |
| Missing | System | 90        | 75,0    |               |            |
| Total   |        | 120       | 100,0   |               |            |

**Treatment I****Statistics**

## Treatment I

|      |         |       |
|------|---------|-------|
| N    | Valid   | 30    |
|      | Missing | 90    |
| Mean |         | 64,80 |

|         |        | Treatment I |         |               | Cumulative |
|---------|--------|-------------|---------|---------------|------------|
|         |        | Frequency   | Percent | Valid Percent | Percent    |
| Valid   | 50     | 2           | 1,7     | 6,7           | 6,7        |
|         | 58     | 11          | 9,2     | 36,7          | 43,3       |
|         | 70     | 9           | 7,5     | 30,0          | 73,3       |
|         | 72     | 8           | 6,7     | 26,7          | 100,0      |
|         | Total  | 30          | 25,0    | 100,0         |            |
| Missing | System | 90          | 75,0    |               |            |
| Total   |        | 120         | 100,0   |               |            |

**Treatment II****Statistics**

Treatment II

|      |         |       |
|------|---------|-------|
| N    | Valid   | 30    |
|      | Missing | 90    |
| Mean |         | 83,47 |

|         |        | Treatment II |         |               | Cumulative |
|---------|--------|--------------|---------|---------------|------------|
|         |        | Frequency    | Percent | Valid Percent | Percent    |
| Valid   | 75     | 4            | 3,3     | 13,3          | 13,3       |
|         | 76     | 4            | 3,3     | 13,3          | 26,7       |
|         | 82     | 10           | 8,3     | 33,3          | 60,0       |
|         | 90     | 12           | 10,0    | 40,0          | 100,0      |
|         | Total  | 30           | 25,0    | 100,0         |            |
| Missing | System | 90           | 75,0    |               |            |
| Total   |        | 120          | 100,0   |               |            |

**Post-test****Statistics**

Post-test

|      |         |       |
|------|---------|-------|
| N    | Valid   | 30    |
|      | Missing | 90    |
| Mean |         | 92,63 |

|       |    | Post-test |         |               | Cumulative |
|-------|----|-----------|---------|---------------|------------|
|       |    | Frequency | Percent | Valid Percent | Percent    |
| Valid | 80 | 3         | 2,5     | 10,0          | 10,0       |
|       | 85 | 4         | 3,3     | 13,3          | 23,3       |
|       | 90 | 2         | 1,7     | 6,7           | 30,0       |
|       | 95 | 7         | 5,8     | 23,3          | 53,3       |

|         |        |     |       |       |       |
|---------|--------|-----|-------|-------|-------|
|         | 96     | 9   | 7,5   | 30,0  | 83,3  |
|         | 98     | 5   | 4,2   | 16,7  | 100,0 |
|         | Total  | 30  | 25,0  | 100,0 |       |
| Missing | System | 90  | 75,0  |       |       |
| Total   |        | 120 | 100,0 |       |       |





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**SURAT KETERANGAN BEBAS PLAGIAT**

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Rismayani  
Nim : 105351110919  
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 12 Agustus 2023  
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,



# BAB I RISMAYANI

## 105351110919

*by Tahap Skripsi*



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Jl. Sultan Alauddin No. 259 Telp. 066972 Fax (0411) 865580 Makassar 90221 e-mail lp3m@unismuh.ac.id

Nomor : 2016/05/C.4-VIII/VII/1444/2023

03 Muharram 1445 H

Lamp : 1 (satu) Rangkap Proposal

21 July 2023 M

Hal : Permohonan Izin Penelitian

*Kepada Yth,*

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14258/FKIP/05/A.4-II/VII/1445/2023 tanggal 21 Juli 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : RISMAYANI

No. Stambul : 10535 11110919

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"THE USE OF SOCIO-DRAMA METHOD TO IMPROVE THE STUDENTS SPEAKING ABILITY AT EIGHT GRADE STUDENTS OF SMP NEGERI 3 BULUKUMBA"**

Yang akan dilaksanakan dari tanggal 26 Juli 2023 s/d 26 September 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



07-23



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Kontak: Nisa Alfarida No. 095 454 4000  
Email: nisaalfarida@unismk.ac.id  
Email: nisaalfarida@unismk.ac.id  
Email: nisaalfarida@unismk.ac.id  
Email: nisaalfarida@unismk.ac.id  
Email: nisaalfarida@unismk.ac.id

### KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa :

Rismayani

NIM :

10531110919

Judul Penelitian :

*The use of Socio-Drama Method to Improve the Students' Speaking Ability at Eight Grade Students of SMP Negeri 3 Bulukumba*

Tanggal Ujian Proposal :

11 Juli 2023

Tempat/Lokasi Penelitian :

SMP Negeri 3 Bulukumba

| No | Hari/tanggal           | Kegiatan Penelitian                                              | Nama Guru/terkait      | Paraf Guru/terkait |
|----|------------------------|------------------------------------------------------------------|------------------------|--------------------|
| 1  | Selasa, 24 Juli 2023   | Melakukan pre-test di kelas VII.6 menggunakan metode socio-drama | Mony Iyolah Alani, Spd | /                  |
| 2  | Kamis, 26 Juli 2023    | Melakukan treatment I di kelas VII.6                             | Mony Iyolah Alani, Spd | /                  |
| 3  | Selasa, 1 Agustus 2023 | Melakukan treatment II di kelas VII.6                            | Mony Iyolah Alani, Spd | /                  |
| 4  | Kamis, 3 Agustus 2023  | Melakukan post-test atau menggunakan lembar socio-drama          | Mony Iyolah Alani, Spd | /                  |





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| 6  |  |  |  |  |  |
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| 8  |  |  |  |  |  |
| 9  |  |  |  |  |  |
| 10 |  |  |  |  |  |



Ketika Program Studi  
Dr. Umka KHAMERATI SYAM, S.Pd., M.Pd  
NIM. 977 807

Bulukumba, 3 Agustus 2023  
Kepala UPT SPF SMP Negeri 3 Bulukumba

Drs. MUHAMMAD YUSUF, M.Pd  
NIP. 197006021999031006





PEMERINTAH KABUPATEN BULUKUMBA  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
UPT SATUAN PENDIDIKAN FORMAL  
SMP NEGERI 3 BULUKUMBA  
Alamat : Jl. WR. Supratman No. 1 Bulukumba



### SURAT KETERANGAN

Nomor : 412/075/SMPN3BLK/VIII/2023

Yang bertanda tangan di bawah ini Kepala UPT SPF SMP Negeri 3 Bulukumba, menerangkan bahwa :

Nama : RISMAYANI  
Tempat, Tgl lahir : Sapolohe, 5 Januari 1999  
NIM : 105351110919  
Prodi : Pendidikan Bahasa Inggris  
Jenjang : S1  
Institusi : Unismuh Makassar  
Alamat : Jl. Pasaraya Baru  
Judul Penelitian : The use of socio + drama method to improve the student's speaking ability at eight grade student's of Smp Negeri 3 Bulukumba

Yang bersangkutan telah mengadakan penelitian di UPT SPF SMP Negeri 3 Bulukumba terhitung mulai tanggal 24 Juli 2023 s/d 24 Agustus 2023.

Demikian Surat keterangan ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Bulukumba, 24 Agustus 2023

Kepala Sekolah,

Drs. MUHAMMAD YUSUF, M.Pd  
NIP 197006021999031006



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
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**LETTER OF ACCEPTANCE**

0807/BG-FKIP/LOA/B/VIII/1445/2023

Dear RISMAYANI

It is our pleasure to inform you that, after reviewing your paper:

THE USE OF SOCIO-DRAMA METHOD TO IMPROVE THE STUDENTS' SPEAKING ABILITY AT EIGHT GRADE STUDENTS OF SMP NEGERI 3 BULUKUMBA

The manuscript ID: 1043

Detail checklist:

| Checkpoint                                                                    | Yes | No |
|-------------------------------------------------------------------------------|-----|----|
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| the author has submitted the manuscript through the open journal system (OJS) | √   |    |
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Makassar, 15 August 2023 M  
28 Muharram 1445 H

**Head of English Education Department  
Faculty of Teacher Training and Education**

**Dr. Ummi Khaerati Syam, S.Pd., M.Pd.**  
NBM. 977 807



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Nomor : 14258/FKIP/A.4-II/VII/1445/2023  
Lampiran : 1 (Satu) Lembar  
Perihal : Pengantar Penelitian

Kepada Yang Terhormat  
**Ketua LP3M Unismuh Makassar**  
Di -  
Makassar

*Assalamu Alaikum Warahmatullahi Wabarakatuh*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Rismayani  
Stambuk : 1053511110919  
Program Studi : Pendidikan Bahasa Inggris  
Tempat/Tanggal Lahir : 105351110919 / 05-01-1999  
Alamat : Makassar, jalan alauddin 3 lorong 3 (perumahan green thon house)

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *The use of Socio-Drama Method to Improve the Students Speaking Ability at Eight Grade Students Of SMP Negeri 3 Bulukumba*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan*.

*Wassalamu Alaikum Warahmatullahi Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H  
21 Juli 2023 M

Dekan



  
Erwin Akib, M.Pd., Ph.D.  
NBM. 860 934

## SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini :

Nama : RISMAYANI  
Nomor Pokok Mahasiswa : 105351110919  
Perguruan Tinggi : UNIVERSITAS MUHAMMADIYAH MAKASSAR  
Alamat Domisili/Rumah : PASARAYA BARU  
Telepon/Hp/Email : 089600984766

Menyatakan dengan sesungguhnya bahwa setelah selesai melaksanakan penelitian (riset) di lingkungan LPT SPF SMPN 3 BULUKUMBA bersedia menyerahkan 1 (satu) eksemplar salinan hasil penelitian (riset) untuk keperluan dokumentasi di TEMPAT TERSEBUT. Hasil riset akan dikirimkan ke alamat sebagai berikut:

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**Appendices 6****DOCUMENTATION PICTURES 5**

*The students performed their Sociodrama*



*In the image below the students prepare to perform their Sociodrama*





*The picture above researcher explained sociodrama activities to students*



*The students performed their Sociodrama*

*The researcher helps students to reading sociodrama texts*



*Researchers and students took a group photo in the last meeting*



## CURRICULUM VITAE



Rismayani was born on January 5, 1999 in Bulukumba, South Sulawesi. She is the second daughter from her parents' marriage; Roslia and Kolil jamil. In 2008, she was enrolled as an elementary school student at SDN 3 Doajang and graduated in 2013. In the same year, she enrolled in a high school as a student at SMP Negeri 32 Bulukumba and graduated in 2015. Then continued his studies. at SMA Negeri 3 Bulukumba and graduated in 2018. In 2019, she continued to study English education at Muhammadiyah Makassar University. With the grace and mercy of Allah SWT, prayers and also support from she beloved family, all friends, the she was able to complete she studies at the University of Muhammadiyah Makassar with the title: "The use of Socio-Drama Method to Import the Students' Speaking Ability at Eight Grades Students of SMP Negeri 3 Bulukumba.