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A Drama Textbook with Sociodrama Method: Research and Development in Linguistic Education Study Program in Central Java

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Abstrak

Penelitian ini bertujuan untuk menentukan: (1) kualitas buku teks drama yang digunakan di Prodi Pendidikan Bahasa PTS Jawa Tengah; (2) bagaimana pengembangan buku teks drama dengan metode sosiodrama; (3) keefektifan buku teks drama dengan metode sosiodrama yang telah dikembangkan dengan metode sosiodrama. Penelitian ini menggunakan rancangan penelitian dan pengembangan atau *Research and Development*. Dimulai dengan penelitian pendahuluan untuk analisis kebutuhan yang diselenggarakan di enam FKIP PTS : yang semuanya mengajarkan mata kuliah drama. Disusul dengan eksplorasi studi pustaka. Dihasilkan draft awal yang selanjutnya dikembangkan menjadi buku teks. Pengembangan draf awal menjadi buku teks melalui pengujian oleh ahli (expert judgment), ujicoba terbatas, dan ujicoba luas. Ketiga ujicoba tersebut disertai perbaikan. Ujicoba terbatas dianalisis secara kualitatif. Ujicoba luas dialisis dengan Uji-t dan menghasilkan t-hitung = 17,85 > t-tabel 14,19 dalam t.s.0,01. Uji keefektifan buku teks dengan Anava Satu Jalan, untuk perbandingan Unisri dengan Univet, Unwidha, dan UMK menunjukkan bahwa nilai F-hitung > F-tabel, yaitu 235,06; 207,30; dan 36,56. Jadi, buku teks tersebut efektif dibandingkan dengan tiga buku teks lain yang digunakan di tiga Prodi Pendidikan Bahasa lain. Disimpulkan bahwa: (1) buku teks drama yang digunakan di Prodi Pendidikan Bahasa di PTS Jawa Tengah kurang memenuhi syarat; (2) pengembangan draf awal menjadi buku teks melalui 3 tahap, yaitu: uji pakar, ujicoba terbatas, dan ujicoba luas semuanya disusul dengan perbaikan; (3) dibandingkan dengan buku teks yang digunakan di tiga PTS, ternyata buku teks dengan metode sosiodrama efektif.

Kata kunci: *Research and Development, Buku Teks, Drama, Metode Sosiodrama*

Abstract

This research was aimed to determine: (1) the quality of drama textbook which is used in Study Program of Language Education in Private Universities in Central Java; (2) how the development of drama textbook with sociodrama method; (3) the effectiveness of drama textbook with sociodrama method which have been developed by sociodrama. This research used Research and Development. It was started by preliminary research for need analysis which is carried out in six Faculties of Teacher Training and Education in Private Universities: the six Faculties of Teacher Training and Education taught drama in the class. Then, it was followed by library study exploration. It was produced preliminary draft or prototype of drama textbook which was later on developed to become a drama textbook. The Development of prototype became a textbook through the expert judgment, preliminary field testing and main field testing. The three of testing was followed by revision. The preliminary field testing was analyzed qualitatively. The main field testing was analyzed by T-test and produced t-obtained = 17,85 > t-table 14,19 in t.s.0,01. The effectiveness test of textbook was analyzed by One Way Anava, for comparison of Unisri with Univet, Unwidha, and UMK indicated that the value of F-obtained > F-table, that was 235,06; 207,30; and 36,56. So, the textbook was effective compared to the three other textbooks which were used in three Study Program of Language Education. It could be concluded that: (1) drama textbooks which was used in Study Program of Language Education in Private Universities in Central Java was less up to standard; (2) the development of preliminary draft or prototype became a drama textbook through 3 phases, are: expert judgment, preliminary field testing, and main field testing altogether which was followed by product revision; (3) If it was compared to the textbook which is used in three Private Universities, in fact a drama textbook with sociodrama method was more effective.

Keywords: *Research and Development, Textbook, Drama, Sociodrama Method*

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Introduction

In a word, it can be told that drama means the artistry branch of be in the form of dialogue which can be performed (Harymawan, 1988:5). If we only study drama script, then the study of drama can be enrolled in the parts of linguistic and literature study, but the dialogue in it is only a script which is not alive and living, in consequence completely, drama must be accompanied by performing. Performing a drama is including in the art of acting or art of theater (Harymawan: 6).

In lecturing of drama, first the lecturer explains about theory and history of drama, structural of drama script, stage manager, theory of acting, supply of staging or performing, artistic element of staging, and structural of stage (Harymawan: 9). The things must be comprehended for entering the discussion of theoretical and performing the drama. In the stage manager and acting are as possible given training of drama practice, so later on when the students must perform their performance, they will be ready to handle it.

Overview of Benefit of Teaching Drama and Drama Textbook

The benefit of teaching drama can be expressed in two kinds, they are theoretical benefit and practical benefit. Theoretical benefit are: (1) to add knowledge about target language in foreign language study; (2) to add knowledge about the background of culture from other country which has target language in foreign language study; (3) to comprehend the linguistic pattern in target language in a certain range of time as according to the age of written script; (4) to add the sensitivity of aesthetic feeling in the dialogue; (5) to train the understanding to others character, either in physical, psychical, or sociology. If a drama script which is studied by the students and supported by the depth of the theory which is owned by students, then the benefit of teaching drama will be able to be reached (Warnadi, 1982: 15).

Practical benefit from teaching drama is: (1) fluent oral speaking in the language which is studied by the students through the drama; (2) rapidly comprehend, deepen, and are able to play the part of figure character contained in drama script; (3) in daily life, the ability of comprehending and feeling to others' character are important ability as the condition in deification of someone; (4) students are accustomed working in team and their success is determined together in the one team (Wardani, 1982:17).

In study programs of Linguistic Education in Private Universities in Central Java, the drama lecturers do not have a drama handbook for teaching learning drama regarded as representative yet. Therefore, the existence of textbook is considerably important. The textbook can give enrichment of subject matter which ought to be given in lecturing drama in study program of English Education. In consequence, textbook represents one of important element for teaching learning drama in study program of English Education.

Through preliminary observation, it can be seen that the drama lecturers said that they would not disregard the performing of drama although that thing is difficult to perform. From that statement, it is implicitly seen that if there is an available drama textbook, then staging or performing guide of drama must be included. Without any performing drama, the drama fascination will not seem to. The line of dialogue is difficult to be digested by students' memory.

Mien A. Rifai (2010:1-2010:1) expresses that textbook in the form of structured moderation umbrellas presentation corps in harmonious with the path in phases, complete, and strike. The overall picture of subject matter will be studied by students and they will get all of the materials.

In sociodrama, the students are given practice to solve the problem (problem solving), like the one expressed by Torrance *"objective of sociodrama is to find and test alternative eye drops ophthalmic solution in group social conflict dramatic by methods"* (in Pohrte 2010: 5). The next, he also expresses that sociodrama is the best approach in problem solving by using creative group. Role-playing does not have considerably high dramatic unsure, therefore it is more matched by role play method. Practice acting is not too prioritized.

This research internal issue are: (1) how drama textbook quality which is used in study program of Language Education in Private Universities in Central Java? (2) how is the development of textbook with sociodrama method? and (3) how is the effectiveness of drama textbook with the sociodrama method ?

Research Method

This research type is Research and Development with the steps of: (1) need analysis; (2) library studies, exploration, and compilation of preliminary draft or prototype; (3) expert judgment, preliminary field testing, and main field testing; and (4) textbook effectiveness testing (experimentation).

The research is performed in Private Universities in Central Java which has study program of Language Education, are: Unisri Surakarta, Univet Bantara Nusantara Sukoharjo, Unnwidha Klaten, Univeritas Muhammadiyah Purworejo, Universitas Kristen Satyawacana Salatiga, and University Muria Kudus. The Private Universities is locations where the need analysis of drama textbook is conducted. The library study and exploration are conducted in Jogjakarta, Semarang, and Surakarta. From library study and exploration then it is produced preliminary draft (prototype) of textbook which is offered to stakeholders in Focus Group Discussion (FGD) and they receive it.

A preliminary draft or prototype is validated and improved through the correction from expert judgment, preliminary field testing in University of Slamet Riyadi Surakarta and it is followed by product revision, and main field testing in Univet Bantara Nusantara Sukoharjo and Unwidha Klaten are also followed by product revision. After product revision from main field testing, preliminary draft or prototype has been improved and becomes a drama textbook. Data which is obtained from preliminary field testing is analyzed by comparative descriptive qualitative analysis between pretest and posttest. Meanwhile, data from main field testing is analyzed with T-test non-independent. Meanwhile, a textbook which has been tested then tested its effectiveness with experimentation with Unisri as treatment class and Univet, Unwidha, and UMK as control classes uses textbooks which they use. From the test result, it can be specified the effectiveness of the textbook.

Number of sample in treatment class is 40 students, while in control class, there are three classes which consists of 40 students. The way of class specification and sample uses multi stage random sampling. Before conducting an examination with One Way Anava, first it is conducted an examination of analysis requirements that is normality test and Homogeneity Variant test. Normality test result and homogeneity variant show that the data compared is normal distribution and the sample has variant homogeneous. (Sudjana, 1986; M.Nazir, 1989; Sugiyono, 2010; Budiyono, 2012). The formula of One Way Anava that is used to compare two groups is:

$$JK_{Tot} = (\sum X^2) - \frac{(\sum X)^2}{N}$$

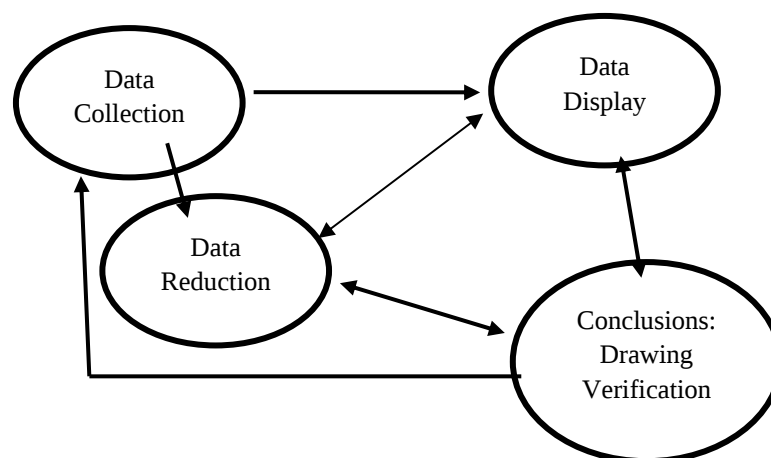
$$JK_{Ant} = \frac{(\sum x_1)^2}{n_1} + \frac{(\sum x_2)^2}{n_2} - \frac{(\sum X)^2}{N}$$

And the formula of One Way Anava that is used to determine the effectiveness is:

$$F_h = \frac{MK_{Ant}}{MK_{Dal}}$$

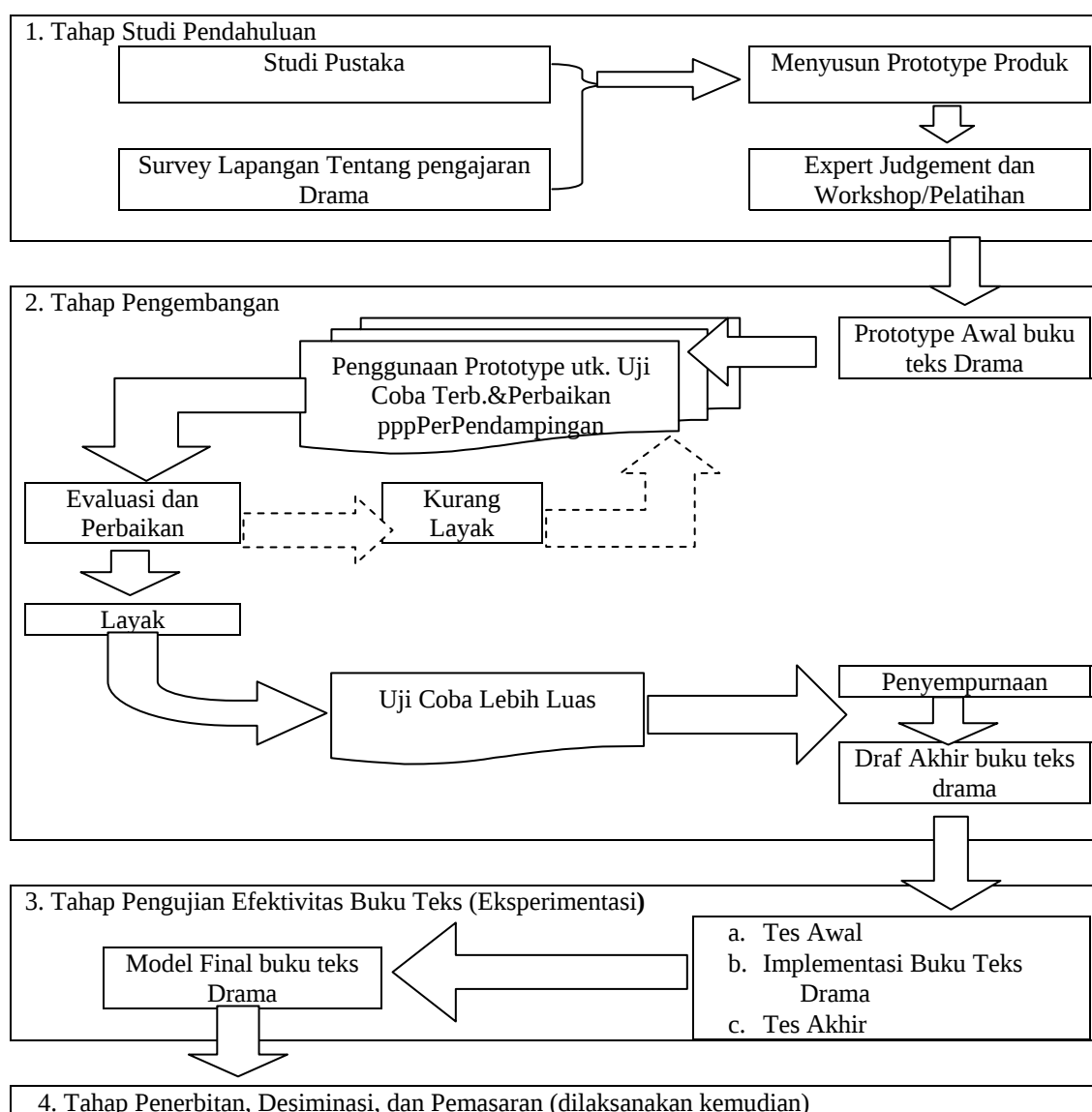
(Sugiyono, 2009:201)

The data analysis that is used in this research is also Quantitative and qualitative data. The step of interactive data analysis is:



Pic. 1 Data Analysis Technique (Miles & Huberman, 1984:10)

There is a procedure of research in R n D which is used in the research, that is:



Result of the Research and Discussion

Result of research indicates that the lecturers in private universities in study program of language education need complete drama textbook very much and it can fulfill the requirements of knowledge and has staging guidance of drama. After conducting a survey, it can be found that textbook situation for teaching learning drama in class is not adequate and the lecturers together agree if there is a good textbook. In consequence, then there is compiled preliminary draft or prototype of drama textbook which is compiled with sociodrama method which all at once gives staging guidance of drama. The preliminary draft or prototype is developed through three phases, those are expert judgment, preliminary field testing, and main field testing. The phases complete and improve the preliminary draft or prototype and it is received by stakeholders.

The effectiveness testing of prototype which has become a textbook is done by experiment and in fact the result of the textbook is effective. In consequence, the textbook is published and disseminated and overspread for book consumers.

Drama without any staging is losing its spirit. Drama script is in the form of dialogue which if it is only read then it has no soul. Attitude and the actor's emotion will not seem to. Therefore, teaching learning drama is not only about drama theory but also staging or performing drama. In preliminary study, the drama lecturers in private universities express that there are many resistances and difficulty

for performing drama that is procurement of drama script and practice to perform it. Both constraints can be overcome with sociodrama method and acting theory along with stage manager.

Through sociodrama, students are guided to create drama script themselves. Conflict and the development of act are pointed through social conflict in the drama. Character of the figures can be discussed and formulated by students. The length and the short of drama script can be adapted to available time allocation. Students can play drama in a state of intact and not merely cuttings.

Through performing drama, the practicing of four language skills namely: writing, reading, listening, and speaking can be done after staging or performing. Listening practice, speaking, and reading is done when the practice time and acting practice, while writing practice is done when they write drama script and review after performing drama. Thing which is faced by students is natural and alive something in front of it.

Conclusion

It can be concluded that teaching learning drama is unable to enthused students because drama books in study program of Language education in private universities is not completed or if there are less complete and lose looks. Fascination among others with performing drama is also uncommitted because of the limitation of the instructors. A textbook which is compiled with sociodrama method and tested in fact it is enough effective. The book beside complete, powered draw, give motivation, also give guidance for performing drama through sociodrama method. A textbook which has been developed is more effective than the existing books. The book has been published with number of ISBN and in a state of disseminated to candidates of book consumers, both for drama lecturers and students.

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