

Application of the Film-Based Sociodrama Method to Improve Speaking Skills

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Abstract. Students require speaking to communicate and process information. However, their speaking skills are still low, as they are still, for example, unable to produce their arguments, ideas, or feelings communicatively. This study aims to determine the application of the film-based drama method in improving speaking skills of grade VI elementary school students in the Indonesian Language subject in Sekarjati 1 Public Elementary School. The subjects of this classroom action research (CAR) were 11 students from grade VI. Data were collected using observation and tests. The data analysis technique was descriptive quantitative. Results showed that the application of the film-based sociodrama can improve speaking skills of grade VI elementary school students in the Indonesian Language subject. The implementation of the classroom action research resulted in an increase of 73% from cycle I (27%) to cycle II (100%). The method can be a solution for teachers to improve students' speaking skills.

Keywords: Elementary School, Film Media, Indonesian Language, Speaking Ability, Sociodrama Method.

1. Introduction

The learning of Indonesian Language subject can develop student speaking skills and improve their achievement (Ibrahim & Mursyid, 2018). This is because one of the elements in the Indonesian language learning curriculum is the ability to speak (Darmuki et al., 2017). Speaking ability is the interactive ability to make meaning, also to receive and process information (Leong & Ahmadi, 2017). The ability to speak is essential because it is considered a fundamental ability and is one of the main functions of language, namely for communication, self-expression, and thinking (A. Gani et al., 2015; Ambarwati & Hayati, 2020).

The ability to speak is one part of the ability to communicate (Anas & Sapri, 2022; Syamsuardi et al., 2021). Communication skills are one of the skills needed in the 21st century (van Laar et al., 2017). Communication skills are needed to facilitate students in interacting and expressing thoughts orally and communicatively (Ibrahim & Mursyid, 2018). As a result, in this twenty-first-century learning period, students must acquire speaking abilities to promote communication skills. However, students' communication abilities, such as transmitting thoughts, concepts, and messages, remain low and non-communicative.

1.1. Problem Statement

The ability to speak Indonesian in elementary school students, including speaking, is still low (Firman et al., 2020). Based on the results of the 2018 Program for International Student Assessment (PISA), it was reported that Indonesia was ranked 71st out of 82 countries in terms of literacy skills of elementary school students (Firman et al., 2020). This is because students are not active during the learning process (Wediyantoro, 2016). In addition, students are not interested in learning to speak because the teacher still uses conventional methods (Fahmi et al., 2021).

In fact, the ability to speak will help students in making sentences to communicate with other people (M. Arinal Rahman & Hasimah Ja'afar, 2017). On the other hand, students who cannot speak are not confident in conveying ideas, feelings, mindsets, and encouragements, and in influencing people with their words (Apriyanto & Syakur, 2022; Zuhriyah et al., 2018).

From observations on learning Indonesian language in grade VI of Sekarjati 1 Public Elementary School, Karanganyar District, it was revealed that the students' speaking skills evaluation results were lower than expected in a task to orally convey the results of comparing the expected information with information obtained after reading nonfiction texts. It was also found that most students tended to be silent when asked to express their opinions in front of the class because they were embarrassed. Low speaking ability can be seen in the learning process. This was obtained from the fact that in the learning outcomes of 11 students, when they were instructed to do the aforementioned task, only 3 children (27%) were confident and could convey their ideas correctly. The students' low speaking skills was due to the teacher still taught with conventional methods and the minimal use of media so the honing of students' speaking skills was not optimal.

Students who are unable to communicate or speak may struggle to explain themselves even in simple discussions (Tridinanti, 2018). Second, a lack of speaking practice might cause students to lose enthusiasm to practice speaking, resulting in low speaking skill ratings (Mandasari & Aminatun, 2020). This is also caused by worried students and a lack of knowledge acquired from reading (Widowati & Kurniasih, 2018).

Therefore, based on the problems previously described, it is important to find out how to improve students' speaking skills in learning Indonesian language. The ability to speak is very important because it is one of the skills to achieve professional success (Gleason & Leandro, 2023). In addition, the ability to speak is the main productive skill material for communicating effectively (Saed et al., 2021).

This classroom action research evaluated the development of elementary school students' speaking skills using the sociodrama approach based on film media. The sociodrama approach was used to improve speaking skills because students could gain confidence and courage while honing their speaking and problem-solving skills (Suarni et al., 2022). Furthermore, to improve motivation and learning results, this research use films as a medium while employing the sociodrama approach (Siadari, 2019).

1.2. Related Research

Previous research on topics to improve speaking skills includes the use of interactive-dialogue media to improve speaking skills (Atmazaki et al., 2021), the use of social media as mobile learning for constructive communication based on spoken chat (Maulina et al., 2023), the use of quartet cards to improve German speaking skills (Azizah et al., 2017), the use of the Student Team Achievement Division (STAD) learning model to improve speaking skills (Wahyuni & Utami, 2021), and using Cue Cards media to improve students' English-speaking skills (Ariati & Syahril, 2016).

However, the media and methods used in the research were not for elementary school students but for junior and senior high schools. This is not appropriate because of the level of development of elementary school students is to think concretely. In addition, the majority of the media and methods above were used to improve the ability to speak foreign languages instead of Indonesian language.

Therefore, this research aims to improve students' speaking skills in learning Indonesian by developing a film-based sociodrama method. In the sociodrama learning method, the teacher provides opportunities for students to find solutions to problems that occur in situations of social interaction by dramatizing these problems through drama which includes cognitive, affective, and psychomotor aspects (Nehe, 2019). The sociodrama method allows students to play a role in communicating and assist in expressing thoughts and feelings according to the conditions of the students (Rahmiati & Abdul Samad, 2022). Therefore, the sociodrama method can improve students' speaking skills (Suarni et al., 2022). The development of the sociodrama method in this research was based on film media because it was able to improve students' speaking skills (Ahmad et al., 2021). This is because film media can facilitate students' in understanding an ideal visual context and provoke the use of communicative and creative language (Asep & Inayah, 2019).

The approaches and media employed in learning to increase primary school students' speaking skills are the research's uniqueness and strength. The film-based sociodrama learning method was employed in this research. This strategy based on film learning media has never been employed in previous studies. This study makes use of digital technology, namely film technology.

1.3. Research Objectives

This study aims to determine the application of the film-based sociodrama method in improving speaking skills of grade VI elementary school students in the Indonesian language subject.

2. Theoretical Framework

2.1. Speaking Ability

People who are good speaking ability are better at communicating information, thoughts, and opinions. Furthermore, effective communication skills can help strengthen connections with classmates, parents, and instructors (Herbein et al., 2018). The ability to speak is defined as a fundamental ability that needs to be possessed to learn a language (Ambarwati & Hayati, 2020). Speaking skills include the ability to express ideas, feelings, and thoughts in the form of monologues or dialogues to carry out conversations or communicate with other people (Manurung, 2015). Speaking is a productive talent that must be mastered, as evidenced by the ability to convey thoughts and feelings verbally precisely, and effectively (Bawanti & Arifani, 2021).

Individuals who have qualified or good speaking skills will show skills in sound projection, vocal variations, expressions, eye contact, and appropriate gestures (A. Gani et al., 2015). Indicators of speaking ability are accuracy of speech, fluency, expression/gestures, intonation, courage, or confidence (Halidu & Minti, 2020). Factors that influence speaking ability are knowledge of the topic mastered, listening ability, students' motivation to speak, teacher feedback during speaking activities, confidence or self-confidence, pressure to work well, and time for preparation (Afebri et al., 2019). This speaking ability is very important as a basis for communication skills in the 21st century (Pinatih, 2021). Speaking abilities are vital in attempts to produce future generations that are intellectual, creative, critical, and cultured (Kuraesin et al., 2020).

2.2. Sociodrama Method

The term sociodrama (role-play) is derived from the terms socio and drama. Socio refers to social activities, while drama refers to performance (Mubarok et al., 2023). The sociodrama method focuses on training to find solutions to problems related to human relations and helps students express thoughts, seek values and feelings, and provide opportunities to practice new behaviors (Nehe, 2019). This method can create student activity and student personality so that students remain confident and courageous in practicing speaking and problem-solving skills (Suarni et al., 2022). The characteristic of the sociodrama method is that the teacher allows students to carry out a certain role, as contained in the social life of society (Rosy, 2017).

Students benefit from sociodrama by comprehending their role in life's difficulties, gaining possibilities for character development, learning to speak properly and correctly, and learning to think swiftly, appropriately, and correctly (Utami, 2023). The sociodrama method is a way to increase self-confidence in the communication process as well as efficiently and effectively teach communicative skills (Gani & Zulaikhah, 2022).

The steps of the sociodrama method are (1) determining social problems to be discussed that attract students' attention; (2) telling the class about the contents of the problem in the context of the story; (3) selecting students who can or want to play the roles in front of the class and determining social problems that interest students to be discussed first; (4) explaining to the audience the roles in the sociodrama; (5) allowing actors to negotiate for a few minutes before playing their roles; (6) ending the sociodrama when the conversation situation reaches tension;

(7) ending the sociodrama with class discussions to jointly solve the problem in the sociodrama; and (8) assessing the results of the sociodrama for further consideration (Tandi, 2018).

2.3. Film Media

A film is an audiovisual communication medium that combines audio, video, and visuals to amuse its audience (Wijayanti & Fajar, 2021). A film contains a series of images projected onto a screen at a certain speed to create a continuous sequence of levels to describe normal-looking movements (Siadari, 2019). A film as learning media is useful in motivating students in conversations as well as practicing language conversation skills (Musdalifah & Satriani, 2021). Film learning media can shape the learning process to be more enjoyable and focused, and able to increase the enthusiasm of students in the learning process. The selection of film as a learning media takes into account the teacher's understanding of film, the availability of film material for students, and the affordability of classroom resources (Hidayat et al., 2021). The usage of diverse media in the learning process, such as films, can develop students' active attitudes and stimulate them to study (Puspitarini & Hanif, 2019). The film is a natural communication medium that may be utilized in the classroom since it offers information and answers questions, assists students in understanding the content to be studied, and ensures that the material is properly accepted by students (Winarto et al., 2020).

3. Method

3.1. Research Design

This research uses qualitative approach. The research design is classroom action research (CAR). This Classroom Action Research uses the Kemmis and McTaggart model designs (Kurniawati et al., 2023). Researchers carrying out this research collaborated with a class teacher and a colleague. The Kemmis and McTaggart design components that the researchers use include planning, implementation or action, observation, and reflection. The details for the research flow are as follows:

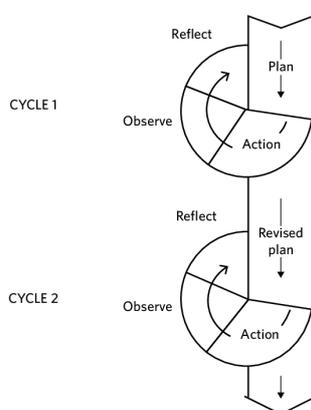


Figure 1. Research Design

3.2. Participant

The subjects of this study were 11 grade VI students of Sekarjati 1 Public Elementary School, Karanganyar District, Ngawi Regency, consisting of 9 male students and 2 female students. Most of these students came from the lower middle-class economy with the parent's livelihood mostly as traders overseas and so the students lived with their grandparents. Grade VI students at Sekarjati 1 Public Elementary School could have the potential to make brilliant achievements if they were encouraged to have a high learning enthusiasm and were presented with learning designs that could facilitate them to focus and be active in the learning process. This provided a challenge to explore more about the causes and to find alternative solutions in the learning process to produce quality graduates. Purposive sampling was utilized in this research. This was because the research subjects were chosen. After all, they

possessed the characteristics or research objectives that the researchers had formulated, namely students having problems with speaking skills and teachers being able to collaborate in the research using the sociodrama method based on film media.

3.3. Data Collection

Data collection techniques used in this research were observation and tests. Observations were carried out to find out about the implementation of the film-based sociodrama method in learning Indonesian language. Tests were used to measure students' speaking ability. The instrument indicators for speaking ability in this research were adapted from Halidu and Minti (2020), which consisted of speech accuracy, fluency, expression/gestures, intonation, courage, and self-confidence.

3.4. Data Analysis

The data analysis used in this research was descriptive quantitative. Descriptive quantitative analysis is used to process data from respondents, such as scores or ratings (Andriyani & Suniasih, 2021). Descriptive statistics can be used to process data related to summing, averaging, finding a midpoint, looking for percentages, and presenting data that is interesting, easy to read, and follows the flow of thought (graphs, tables, charts). Quantitative data analysis in this research was done on observation results and test results. Observations were carried out to see the activities of the teachers and students in the classroom. Data analysis was carried out at the end of each cycle to find out whether there was an increase or not after the action was taken.

3.5. Validity and Reliability

The validity of the instrument used in this research was tested using content validity by consulting the instrument with six experts and then testing it on students from other schools. After that, the items were analyzed. The instrument declared valid as the validity value of each item was more than the table value, which was greater than 0.79. The result of the instrument's reliability was $0.82 > 0.6$, indicating that the instrument was reliable.

3.6. Procedure

The procedures or stages of this research were as follows: (1) conducting a preliminary research by looking for problems that occurred and the teacher's needs to solve these problems, (2) finding and planning solutions to these problems, (3) formulating research objectives, (4) creating research instruments, (5) collecting data, (6) analyzing the data, and (7) reflecting and drawing conclusions from the research.

4. Findings

This research was conducted on sixth-grade students of Sekarjati 1 Public Elementary School for three weeks consisting of two cycles. In the research, two colleagues assisted by acting as observers and discussion partners during the reflection stage. This was done because the researcher at that time was a teacher in grade VI at the school. Thus, to maintain the objectivity of the research results, two colleagues, teachers of grade IV and V participated in the research. The classroom action research was considered successful if at least 80% of students had a speaking skill score that exceeded the value of the minimum completeness criteria. The minimum completeness criteria value set was 70.

4.1. First Cycle

Planning

The researchers and their colleagues developed an improvement plan to find solutions to the difficulties of grade VI students at Sekarjati 1 Public Elementary School in terms of speaking. The team agreed to use the film media-based sociodrama method to improve the speaking skills of grade VI students in learning Indonesian language at Sekarjati 1 Public Elementary School.

In the action planning stage, to find solutions to existing problems, research instruments were made in the form of learning designs consisting of lesson plans, film media, student worksheets, test questions, and observation sheets.

Action

The implementation of learning activities in cycle I lasted for two lesson hours, starting from 09.30 to 10.40. All 11 grade VI students attended. The basic competencies taught were speaking skills, Indonesian language lesson content from thematic learning grade VI, theme 8, and sub-theme 3, namely basic competence 4.8. Conveying the results of comparing expected information with information obtained after reading non-fiction text orally, in writing, and visually. The indicator of competence achievement was that the students were able to orally convey the results of comparing the expected information with the information obtained correctly after reading non-fiction texts. The competence focused on learning objectives that by reading non-fiction texts students can convey the results of comparing the expected information with information obtained orally correctly.

The learning activities began with the teacher providing a stimulus to arouse students' curiosity by asking several questions related to the topic to be discussed. After the question-and-answer activity was over, the lesson continued with the teacher asking the students to read a conversational text contained in the book about participation in helping the "Posyandu" (Integrated health service posts). At this stage, the students were asked to read silently. After the students have finished reading the text, the teacher played a short film. Next, they were asked to retell the text of the conversation about participation in helping the "Posyandu" activities in front of the class in turns without bringing the reading text.

Observing

During the observation, the researcher found problems in learning Indonesian language in grade VI students, especially in speaking skills. Most students had difficulty expressing their opinions correctly. This could be seen from the way they expressed their opinions shyly and they seemed to lack confidence. In addition, they had difficulty expressing the contents of what they had read orally because they were not used to speaking in public and they lacked knowledge of the concept of correct public speaking. Therefore, they were afraid of making mistakes which resulted in their low interest in learning to practice speaking skills.

Meanwhile, students who were sitting looked reluctant to listen to their classmates conveying their ideas in front of the class. Because they were bored, they tended to be busy with their seatmates and it was common for them to shout at their friends who seem embarrassed to express their opinions.

At the end of the lesson, to find out the initial conditions of the grade VI students at Sekarjati 1 Public Elementary School, an evaluation was carried out. Based on the results of observations at the final evaluation, it was found that the class average was 60 with the highest score being 80 and the lowest score being 40. The scores for each student in cycle I is presented in the following table:

Table 2. Student Scores in Cycle I

Number	Name	Value
1	ANA	40
2	AP	60
3	AS	60
4	ADO	70
5	JP	70
6	KF	60
7	PL	50
8	RAW	60
9	SIS	80

10	TAA	50
11	IHM	60
Amount		660
Average		60
Max Value		80
Min Value		40

Based on Table 2 above, from the oral tests conducted in cycle I, it was found that the class average score was 60. The highest score was 80, and the lowest score was 40. Furthermore, the level of students' speaking ability is shown in Table 3:

Table 3. Percentage of Students' Speaking Ability in Initial Conditions

Number	Value	Student Frequency	Percentage	Category
1	90-100	-	-	Very capable
2	80	1	9,1 %	Capable
3	70	2	18,2 %	Quite capable
4	<70	8	72,7 %	Incapable
Amount		11	100 %	

Based on Table 3 above, it can be seen that only 1 student (9.1%) is categorized as capable, 2 students (18.2%) are categorized as quite capable, and as many as 8 students (72.7%) are still incapable. This shows that only 3 students fulfilled the speaking skills criteria, while 8 students did not fulfil them. From the results of observing the students' speaking abilities in this initial test, the level of completeness was obtained and it is described in the following diagram:

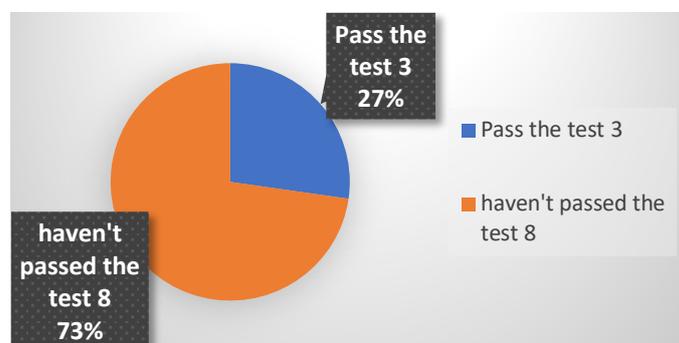


Figure 1. Learning Completeness of Students in Cycle I

Figure 1 shows that in the evaluation results of cycle I, there were only 3 students, or 27.3% of the total students who scored above the minimum score or could already be categorized as having completed the lesson, while there were still 8 students or 72.7% of the total students who got scores below the minimum score so they had not completed the lesson.

From the implementation of cycle I as described above, several important findings were to be analyzed and observed. First, when the students were asked by the teacher to read non-fiction texts silently, they tended to ignore and even be busy with their classmates. Second, when they were asked to come to the front of the class to orally express their opinions based on information obtained after reading non-fiction texts, they tended to be shy and lack courage because they were afraid of making mistakes. Some students had difficulty expressing their opinions about the information obtained after reading non-fiction texts using Indonesian because, in their daily lives, they communicate using Javanese. Based on the scores that lead to the assumption that most students get scores below the minimum score, students' learning outcomes, especially the speaking skills of grade VI students at Sekarjati 1 Public Elementary School, had not been completed, and needed improvement.

Reflection

Based on the results of the observations above, the supporting elements of the learning process were fulfilled. These elements were the amount of time allocated that was sufficient to teach speaking skills, namely two lesson hours (2 X 35 minutes). In addition, all students attended and each brought their textbook. However, several things must be corrected so that the learning in cycle II could obtain satisfactory results. Efforts to improve learning in cycle II were as follows:

1. After the teacher asked the students to read nonfiction texts in the form of conversations, students were also asked to practice role-playing alternately in front of the class.
2. Before the teacher asked the students to practice role-playing in front of the class, the students were asked to understand the role in the short film shown by the teacher in the Power Point slide show properly.

Based on the results of the reflection above, the actions taken in the second cycle of learning, the students were asked to read the text of the conversation contained in the student's book about participation in helping "Posyandu" silently. Then, the teacher showed a short film using a projector. After the teacher showed the film, the students had to correctly understand the role in the film so that they could understand the speech that would be conveyed. Next, the students were asked to practice role-playing alternately in front of the class and they were asked to come forward one by one to retell the text of the conversation about participating in helping the Posyandu activities orally using their style.

4.2. Second Cycle

Planning

In the planning stage of cycle II, the researcher compiled a learning tool based on the results of the reflection in cycle I. In cycle II, the researcher corrected the deficiencies in cycle I by making and preparing lesson plans, film media, worksheets, speaking ability evaluation questions, and observation sheets to be used in cycle II.

Action

Implementation of learning activities in cycle II lasted for two lesson hours of lessons in the third week of the entire research time. The learning activities were attended by all 11 grade VI students. In learning cycle II, the student were taught the basic competence of speaking skills in Indonesian language content from thematic learning grade VI, theme 8, subtheme 3, namely KD 4.8 conveying the results of comparing the expected information with information obtained after reading nonfiction texts orally, in writing, and visually with indicators of competence attainment in conveying the results of comparing the expected information with the information obtained after reading non-fiction texts correctly focusing on learning objectives that by reading non-fiction texts students can convey the results of comparing the expected information with information obtained orally correctly.

In this second cycle of research, the teacher applied improvements to the learning design that has been equipped with the use of the sociodrama model using film media. The learning activity began with the teacher providing a stimulus to arouse students' curiosity by providing several questions that are related to the topics to be discussed as well as the results of their acquisition of scores in cycle I. After the question-and-answer activities were completed, the learning continued with the teacher asking students to read a conversational text contained in student books about participation in helping Posyandu. At this stage, students were asked to read silently. After that the teacher showed a short film on the LCD projector and the students were asked to pay close attention. Furthermore, the students were asked to practice role-playing alternately according to the character of the character determined by the teacher with full courage according to the correct intonation referring to the example that was shown by the teacher on the projector. After all students finished practicing their role-playing, they were asked to look again at the contents of the reading text in the student's book and underline the important parts that had to be remembered. After that, the students were

asked to come to the front of the class to retell the text of the conversation about participating in helping the Posyandu in turns without bringing the text.

Observing

During the observation, the researcher found significant progress in the Indonesian language learning problems for sixth-grade students in speaking skills. Most students who initially had difficulty expressing their opinions then had the courage and what they conveyed was by the content of the reading. This can be seen from the way they conveyed their opinions. They were no longer shy and more confident. What they conveyed was following the contents of what they had read before. This indicates that their interest in learning to practice speaking skills had increased. Meanwhile, students who were sitting wanted to listen to their classmates performing in front of the class enthusiastically. Students felt happy with the learning situation so they felt that this learning was really meaningful.

Table 4. Scores in Cycle II

No	Nama	Nilai
1	ANA	70
2	AP	70
3	AS	70
4	ADO	70
5	JP	80
6	KF	70
7	PL	70
8	RAW	80
9	SIS	90
10	TAA	70
11	IHM	70
Amount		810
Average		74
Max Value		90
Min Value		70

Based on the test results in cycle II in Table 4, an average score of 74 was obtained with the highest score of 90 and the lowest score of 70. This shows that each student has passed the minimum score and all of the students passed.

The results of the evaluation category of the speaking ability test are presented in Table 5 below:

Table 5. Percentage of Students' Speaking Ability in Cycle II

Number	Value	Student Frequency	Percentage	Category
1	90-100	1	9,1 %	Very capable
2	80	2	18,2 %	Capable
3	70	8	72,7 %	Quite capable
4	<70	-	-	Lacking capable
Amount		11	100 %	

Table 5 shows that there is 1 student (9.1%) who was categorized as very capable 2 students (18.2%) who were categorized as capable, and as many as 8 students (72.7%) were quite capable. This shows that students' speaking skills have improved because 100% of students have passed the minimum score. Therefore, the results of observing students' speaking abilities in cycle II can be categorized at the level of completeness which is illustrated in the following diagram:

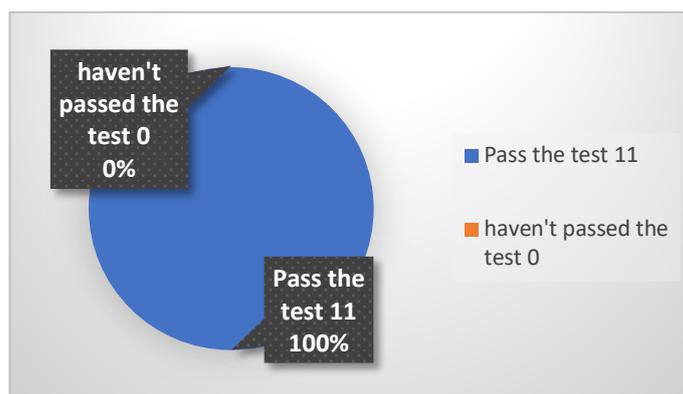


Figure 2. Learning Completeness of Students of Cycle II

Figure 2 shows that in the results of the evaluation of cycle II, all of the students (100%) had completed their studies. Therefore, according to the results of the observations above, aspects were found and were analyzed as a result of improvements from cycle II. First, when students were asked by the teacher to read non-fiction texts silently, they wanted to read it carefully. Second, when they were asked to come to the front of the class to express their opinions based on the information obtained after reading non-fiction texts, they were able to show their courage without being shy. Even in cycle II, some students had difficulty expressing their opinions from the information obtained after reading non-fiction texts orally using Indonesian because in their daily communication using Javanese. In cycle 2, they could distinguish when to use Indonesian and when to communicate using the Javanese language. Based on the acquisition of scores that lead to the assumption that all students have scored above the KKM, this means that the learning outcomes of students, especially the speaking skills of grade VI students at Sekarjati 1 Public Elementary School were completed.

Reflection

Based on the results of the analysis above, all supporting elements of the learning process had been fulfilled and were running as they should, from the ideal amount of time allocation and the level of attendance of students. The improvement of learning in cycle II obtained satisfactory results. Efforts to improve learning in cycle II starting from the application of learning designs that used the sociodrama method and the use of film media could help improve student learning outcomes, especially speaking skills.

Based on the results of the research, improving the speaking ability of grade VI elementary school students using the film media-based sociodrama method required two cycles so that students could obtain scores exceeding the minimum completeness criteria score.

5. Discussion

Based on the results of the research above, the scores acquired in the first cycle were still low. The results of the evaluation showed that there were only 3 students or 27.3% who scored above the minimum score or had completed the lesson, while there were 8 students, or 72.7% who scored below the minimum score so they did not complete the lesson. This was because, based on the results of observations and reflections, there were deficiencies, namely the lack of teacher management in managing students. When students were asked by the teacher to read non-fiction texts, they ignored it and did unnecessary things that made the class disorganized. This is in line with previous opinions saying that the quality of the teacher's classroom management influences the behavior and relationships of the students and the teachers (Fauth et al., 2019). Behaviors in managing to teach that are explicitly able to resolve students' misconceptions will be reflected in increased individual support in teacher classrooms with more constructivist beliefs and have an impact on teaching quality. In addition, class

management also influences student learning outcomes (Entriyani et al., 2021). This shows that classroom management carried out by the teacher affects students' speaking abilities. Therefore, teachers need to manage the class well.

Another problem was that the cause of the inability to speak was that the students had low self-confidence when using Indonesian language because every day they communicate using Javanese. This is in line with previous research which revealed that self-confidence is positively and significantly related to speaking ability (Hasan et al., 2020). Therefore, if a person's self-confidence is high, his speaking ability is high, and vice versa. In the implementation of cycle I, only 27% students passed. After making observations, the teacher then reflected to improve learning in cycle II by showing a short film on the topic of the material being discussed and the teacher asked students to read non-fiction texts in the form of conversations, then they were asked to practice role-playing alternately in front of the class.

In learning cycle II of the sociodrama method or role-playing based on film media, the material was delivered in a way which could allow students to practice in real terms by demonstrating conversations according to examples and correct concepts from the film media. This was said to be successful because, from the results of the evaluation, the students experienced a satisfactory development of speaking skills. Based on the results of the evaluation in cycle II, 100% students passed the minimum score. Therefore, this second cycle exceeded the percentage of success, which is 80%. Based on the implementation of classroom action research, the application of the sociodrama method based on film media can improve students' speaking skills. Following are the advantages of learning in cycle II in carrying out the film media-based drama method:

- a. The teacher applied the appropriate method to teach subject matter that required students to have speaking skills.
- b. The teacher presented learning media that was appropriate to provide real examples that had succeeded in making students better understand the procedures for obtaining maximum learning outcomes.
- c. The teacher provided opportunities for students to explore their potential by bringing it to real situations.

The results of this research is in line with previous research which revealed that the application of the sociodrama method can improve the speaking skills of fifth-grade elementary school students (Jupon & Hamid, 2022). This ability increase is in indicators of pronunciation accuracy (pronunciation, fluency in speaking, and courage to express opinions). In addition, the results of this research are also in line with research conducted by Gumilang (2019). Gumilang's research results revealed that the sociodrama method can improve students' interpersonal speaking skills. The thing that distinguishes this research from previous research is the type of research. This research used classroom action research in applying the film-based sociodrama method to improve speaking skills, while the research conducted by Gumilang used RnD research in developing a guidebook on the sociodrama method to improve communication skills. The application of film media in this research can also improve speaking skills as research conducted previously (Narasati, 2021). Films can improve speaking skills because they use technology that arouses students' curiosity and activeness. Another research that is almost the same in improving speaking skills is the use of YouTube videos (Wahyuni & Utami, 2021). The research both used videos or films to improve students' speaking skills.

Based on the results of the second cycle of the research, even though all student scores passed the minimum completeness criteria, there were 8 students whose category is quite capable. The hope is that all students speaking abilities will at least reach the capable category. Therefore, future research needs to optimize the factors that influence students' success in teaching speaking using the sociodrama method and film learning media, for example, class management, the type of drama chosen, and the type of film chosen in the learning media.

This research on sociodrama method based on film media used to develop the speaking abilities of grade VI students had a disadvantage in that its scope was still confined to one school. Furthermore, because each student at a school has unique characteristics, the findings of this study cannot be applied to other research schools.

More extensive study is needed to utilize the film media-based sociodrama method to improve speaking abilities. Furthermore, additional studies might be conducted to generate learning media that can increase students' speaking abilities.

The findings of this research had the potential to increase learning in primary schools, particularly in studying Indonesian to improve speaking abilities. Furthermore, the findings of this study may provide a solution to the problem of poor student capacities through the use of sociodrama based on film .

6. Conclusion

Based on the results and discussion of the research, it can be concluded that the application of the film-based sociodrama method can improve speaking skills in Indonesian language in grade VI elementary school students. The results of implementing classroom action research in cycle II from cycle I experienced an increase of 73%, from 27% which passed to 100%. The results of this research can contribute to improving students' speaking skills. Furthermore, the findings of this study may provide a solution to the problem of poor student capacities through the use of a sociodrama approach based on cinema learning medium.

Limitation

The limitation of this study is that the application of the film-based sociodrama method to measure the improvement of speaking skills was only carried out in one elementary school. Furthermore, because each student at a school has unique characteristics, the findings of this study cannot be applied to other research schools.

Recommendation

The results of this study indicate that even though the students' speaking skills have been completed in the minimum score, the category is still quite capable. Therefore, teachers need to frequently train and familiarize students' with speaking skills. In addition, teachers should develop learning in terms of models, media, and methods to improve students' speaking skills.

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Conflict of Interest

There are no conflicts of interest during this research and the article's publication

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