

IMPROVING SOCIAL SKILL THROUGH SOSIODRAMA TECHNIQUE FOR JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

The research is based on a social skill for junior high school students which are fairly low. The study aim is to improve the social skill through sociodrama technique. The research uses action research carried out in three cycles using the model of Kemmis and Taggart. Each cycle consists of four stages, namely planning, action, observation and reflection. The research is carried out in three cycles. Each cycle consists of three treatments. The subjects in this research are junior high school students in Yogyakarta. The type of action uses sociodrama technique. Data collection method of this study uses scale and observation. The instrument of this research uses social skill scale and observation guideline. Data analysis in this research used is quantitative and qualitative data analysis. The research result shows that sociodrama can improve the social skill. Pre action was performed by spreading the scale of the data, acquired the social skill of the students were still low. In the first cycle which consists of three actions, 13% students have high social skill. In the second cycle which consists of three actions, the result improves up to 43% students have high social skill but they have not reached the target. In the third cycle which consists of three actions, the result improves up to 80% students already have high social skill and reached the target. These results are also strengthened by the observation to the subjects. The observation shows increasing social skill from pre test that is showed the students are able to express opinion out loud, can manage emotion well, able to interact with all friends, and can behave assertively.

Keywords: Sociodrama, Social Skill, Action Research.

INTRODUCTION

Human cannot live alone and as their progress, they always have relationship with another person, parents, adults, children or adolescents. One phase of human development is adolescence. Adolescence is a period full of conflicts and a time where curiosity is about everything, including how to make good interpersonal relationship to be accepted by the social environment. Adolescent as a student has a school as the social environment. Interaction of students or teenagers at school is often found problems caused by the influence of existed social and cultural situation. Adolescents/ teenagers want to appear and show who really he/ she is, but often what appears is behavior deviating from the values, norms of decency, and manners in the society. The problems are caused by the lack of adolescents' (students') ability to interact socially well. As condition in Yogyakarta, where the application of students' social skill is not optimal. As skill related to interact with others, communication skill, self-adjustment skill seems still low. Data on the observation results conducted by researchers showing there is a low interaction between one student to another. The students tend to be quiet and shy, rarely talked with classmate. There are students having a gang, students are afraid to express opinion to another friend or the teachers when learning process is in progress. Students have low ability and skill in social relationship with others. Definitely, it will hinder the development of the students' social life in the school environment. As a study conducted by Gottman (1977), which states students who are not

skilled in social life will be rejected socially and the rejection will occur every time and even into adulthood (Painter, 2006: 19). Having good and effective relationship is very important to the students in trying to improve social skill with others. In order to socialize and to be accepted in a group, individual must have a good skill. One of the skills needed by students is social skill. Therefore, to achieve good interpersonal relationship is necessary to have a good social skill also. Social skill is the basis for individual to adapt and interact to others, so it is very important to students have it individually. Through education, individual can adapt to the social environment as well as become useful members of society, so the educators must be able to develop and equip individual to have skill to be able to socialize well. In other words, an individual must have good social skill. Social skill should be taught as early as possible in order to train students to interact well in the family, school, and the society because to obtain it requires a process. A good social skill requires environmental sensitivity to be accepted in the society because the consciousness to accept others in our lives, we will be able to convey the intent and desire that we want. Educating social skill is needed in the next life. Therefore, in order to achieve social skill, it requires cooperation from family, school, and society. As told by Johns (2012: 2) that a skilled person socially is able to manage his/her social environment by understanding and responding to social situation effectively.

The low social skill problem above is often experienced by students. Teacher of Guidance and Counseling has been providing services to improve the social skill of students, in the form of individual counseling and group counseling to students. But those efforts have not success optimally. Students do not have good social skill. Services provided by guidance and counseling teachers have not been able to finish the problem of students' social skill so the students have not got high social skill. The phenomenon has inspired researchers to conduct action research in the form of appropriate guidance and counseling service to help students who have low social skill. The forms of service can also be applied in providing service to students who do not have high social skill. An understanding of the background of the students' low social skill, it can be used to formulate an effective treatment effort. It is effective because before planning help, the researchers have to get to know the students first who will be helped, that has certain characteristics so it will be the right target. The helping effort is also adapted to the cause of problem experienced by students. Thus, students can be helped to improve their social skill. Guidance and counseling is a program provided by school to help optimizing students' progress. The effort to help students who have low social skill, the technique is by using sociodrama technique. According to Nancy (2004: 45) one of the actions to improve social skill is through role play or sociodrama. As research conducted by Maurine Eckloff (2006) which shows that sociodrama can improve the students' communication and knowledge. Through sociodrama in group counseling, students can explore their feeling, get knowledge about attitude, value and perception, develop the skill and attitude to solve problem, explore the main problem which play through a variety of ways.

LITERATURE REVIEW

Each individual is required to be able to interact well with other individuals so social needs can be fulfilled. The fulfillment of a good relationship with others requires a special skill, it is social skill. Supported by the opinion of Lee (2015: 561), social skill plays a very important role in enhancing collaboration and cooperation among individuals and in conflict solution. Each individual in the society should be able to interact and adapt well to others. In the school, the students are also part of society that is required to have relationship with others, a

good and effective communication and adjustment to other learners. It is agreeing with Santrock's opinion (2003: 31), which states that adolescence is a time of transition development between childhood and adulthood that includes biological, cognitive and social changes. The learner's or adolescents' interaction in school is often found problems caused by the influence of existed social and cultural situations. Adolescents/ teenagers want to appear and show who he/she really is, but often that appears are behaviors that deviate from the values, norms of decency, and manners. The problem is caused by the low of ability of adolescents (students) to interact socially well. As condition in Madrasah Tsanawiyah (MTs) Sunan Pandanaran, where the application of students' social skill is not optimal. For example: skill to relate or interact with others, communication skill, self-adjustment skill seems still low. It is based on the observation result, conducted by researchers on 3 to 10 September 2015 in Madrasah Tsanawiyah (MTs) Sunan Pandanaran showing low interaction between one student to others. The students tended to be quiet and shy, rarely talked with classmate. There were students having a gang, students were afraid to express opinion to another friend or the teachers when learning process was in progress.

When doing observation, researchers found students were alone and did not seem to have a friend. Students tended to be shy and low to communicate with friends. Students did not have close friends that could be invited to play, interact and joke together. There were also students joining a gang who always go out with friends in just one group, they did not want to mingle with friends who were not member of the group. In the classroom learning activities, students were not active enough and the learning was focusing on the teacher only. Students looked lazy in the classroom. According to teacher of Guidance and Counseling (BK), VIII F students had low social skills. Behavior that appeared in the classroom was the students tended to be passive during school hours, silent, lack of cooperation in group and less interaction with their friends. The difficulties and barriers experienced by students are generally caused by several factors, including external and internal factors. External factors are caused by environment, family, response from others, and behavior accepted by students towards others. Meanwhile, internal factor is from students him/herself such as lack of communication, feeling insecure, shy and lack of confidence.

Students have low ability and skill in social relationships with others. Definitely, it will hinder the development of the students' social life in the school environment. As a research conducted by Gottman (1977), which states students who are not skilled in social life will be rejected socially and the rejection will occur every time and even into adulthood (Painter, 2006: 19). Having good and effective relationship is very important to the students in trying to improve social skill with others. In order to socialize and to be accepted the group, individual must have skills. One of the skills needed by students is social skill. Therefore, to achieve good interpersonal relationship is necessary to have a good social skill also. Social skill is the basis for individual to adapt and interact to others, so it is very important to students have it individually. Through education, individual can adapt to the social environment and become useful members of society, so the educators must be able to develop and give individual to have skill to be able to socialize well. In other words, an individual must have good social skill. Related to the above explanation, it can be said that the sociodrama technique can improve students' social skill. Sociodrama is a dramatization of the problems that arise in interaction with others, including conflicts that are often experienced in social interaction. By having a good social skill, students can adjust by themselves in their family, society, and school. The goal of this research is to improve social skill through sociodrama technique of junior high school students. In 1954, Lavalli, Alice. Levine, Mary had research on *Social and Guidance Needs of Mentally Handi-Capped Adolescents as*

Revealed through Sociodramas. The result shows the sociodrama technique to identify, guide and to discover mental disabilities personal and social adolescent problems in Michigan. Furthermore, Maurine Eckloff (2006) shows sociodramas can improve communication. The topic of Eckloff's research is *Using Sociodrama to Improve Communication and Understanding*. The result shows sociodrama can improve communication and understanding between individuals in social life. In 2007, Mario Cossa also investigated about *Using Sociodrama in the Investigation of Bullying and Harassing Behavior and in Teaching Civility in Educational Communities*. The research explores the use sociodrama to educate society to investigate and deal with bullying behavior. Furthermore, Deanna Pecaski McLennan and Kara Smith in 2007 conducted research *Promoting Positive Behaviours Using Sociodrama*. The research result reveals sociodrama can increase positive behavior of individuals, such increasing the commitment to learn, solving social problems, improving respect to friends and teachers. Individuals are free to express themselves through sociodrama. Deanna Pecaski McLennan in 2008 also did research with title *Kinder-caring: Exploring the Use and Effects of Sociodrama in a Kindergarten Classroom*. The result shows children can play sociodrama well so through sociodrama, children can more freely interact and create a warm relationship with his/her friends.

This is supported by the results of Rebecca Galeano research in 2011 with the title *Scaffolding Productive Language Skills through Sociodramatic Play*. The result shows sociodrama game can help in improving children's language skill. Deanna Pecaski McLennan in 2012 to did research with title *Using Sociodrama to Help Young Children Problem Solve*. The result of the research is sociodrama can help to explore, dig, and find solutions to social individuals' problems. In addition, sociodrama can also increase people cultural competence, as investigated by Crowe, Allison. Villalba, Jose 'A in 2012 with title *Multiculturalism Infusing into Human Service Education Using Sociodrama*. Furthermore, H Goldstein and C L Cisar in 2012 did research related to topic *Promoting sociodramassociodramatic interaction during play: teaching scripts to typical preschoolers and classmates with disabilities*. The result of this research is sociodrama can facilitate memorizing script disabilities child in school. Beside for education, sociodrama can also be used in business life, as a research conducted by Marcos Bidart-Novaes, Janette Brunstein, Antonio Carlos Gil, Joceli Drummond in 2014 with title *Sociodrama Creative Learning as a Strategy in Business Administration*. The study aims to provide cooperative education and business administration. From some researches above, there is no research linking sociodrama with social skill. Therefore, researchers are interested to investigate the improvement of social skill through techniques sociodrama.

METHODOLOGY

This research uses action research carried out in three cycles using the model of Kemmis and Taggart. Each cycle consists of four actions, namely planning, action, observation and reflection. The purpose of this research is to improve the social skill for junior high school students through sociodrama technique. The subjects of the research are junior high school students. This research is conducted in Yogyakarta. The Selection of this place is based on the consideration of observation that the junior high school students had low social skill. The time of the research is in August to October 2016. The method of data collection in this research is observation and social skill scale. The data results were analyzed using qualitative data analysis and quantitative data analysis. Qualitative data analysis technique was used to analyze the data in the form of observation. While quantitative data analysis technique was

used to analyze the data in the form of a scale to determine the improvement students' social skill.

RESULTS

List of initial research subjects and the pre-test results can be seen in the following table:

Table 1: The result of pre test social skill

| No | Name | Pre test Score | Category |
|----|------|----------------|----------|
| 1 | AK | 100 | Low |
| 2 | IS | 106 | Low |
| 3 | KA | 111 | Low |
| 4 | KM | 161 | Medium |
| 5 | SM | 99 | Low |
| 6 | AV | 106 | Low |
| 7 | AS | 105 | Low |
| 8 | NI | 110 | Low |
| 9 | SI | 103 | Low |
| 10 | BE | 101 | Low |
| 11 | AS | 111 | Low |
| 12 | UT | 167 | Medium |
| 13 | AD | 109 | Low |
| 14 | AL | 139 | Medium |
| 15 | BI | 110 | Low |
| 16 | CK | 98 | Low |
| 17 | JK | 108 | Low |
| 18 | EA | 145 | Medium |
| 19 | LA | 108 | Low |
| 20 | AD | 110 | Low |
| 21 | FA | 105 | Low |
| 22 | RA | 144 | Medium |
| 23 | AF | 109 | Low |
| 24 | HM | 124 | Medium |
| 25 | SS | 107 | Low |
| 26 | IW | 106 | Low |
| 27 | SW | 145 | Medium |
| 28 | YA | 129 | Medium |
| 29 | AW | 105 | Low |
| 30 | ST | 110 | Low |

Then the post test results of 30 students after the first cycle can be seen in table 2 below:

Table 2: The result of post test i social skill

| No | Name | Post test I Score | Category |
|----|------|-------------------|----------|
| 1 | AK | 122 | Medium |
| 2 | IS | 130 | Medium |
| 3 | KA | 175 | High |
| 4 | KM | 171 | High |
| 5 | SM | 120 | Medium |
| 6 | AV | 116 | Medium |
| 7 | AS | 115 | Medium |
| 8 | NI | 136 | Medium |
| 9 | SI | 127 | Medium |
| 10 | BE | 130 | Medium |
| 11 | AS | 115 | Medium |
| 12 | UT | 173 | High |
| 13 | AD | 123 | Medium |
| 14 | AL | 148 | Medium |
| 15 | BI | 129 | Medium |
| 16 | CK | 121 | Medium |
| 17 | JK | 129 | Medium |
| 18 | EA | 152 | Medium |
| 19 | LA | 135 | Medium |
| 20 | AD | 123 | Medium |
| 21 | FA | 123 | Medium |
| 22 | RA | 158 | Medium |
| 23 | AF | 122 | Medium |
| 24 | HM | 143 | Medium |
| 25 | SS | 124 | Medium |
| 26 | IW | 121 | Medium |
| 27 | SW | 170 | High |
| 28 | YA | 142 | Medium |
| 29 | AW | 130 | Medium |
| 30 | ST | 132 | Medium |

Based on the result of the first post test, it shows an improvement from pre-test. Nevertheless, the average score of students still in the medium category. From the result of the first post test data shows 13% of students have high social skill. Based on the observation of BK teachers, researchers and observers, all students have been increased their social skill, although there are still 5 students such as AD, RA, HM, SS, and BI are still passive. They are still reluctant to give opinion and do not want to be an actor in sociodrama. In the action process, there were several actions that had not been optimized. Although in terms of quantity there was improvement but the researchers decided to implement the second cycle in this research. The level of the 30 students' social skill after the action on the cycle two and post-test can be seen in table 3 below:

Table 3: The result of post test ii social skill

| No | Name | Post Test II Score | Category |
|----|------|--------------------|----------|
| 1 | AK | 146 | Medium |
| 2 | IS | 169 | High |
| 3 | KA | 187 | High |
| 4 | KM | 189 | High |
| 5 | SM | 165 | Medium |
| 6 | AV | 157 | Medium |
| 7 | AS | 169 | High |
| 8 | NI | 173 | High |
| 9 | SI | 148 | Medium |
| 10 | BE | 167 | Medium |
| 11 | AS | 141 | Medium |
| 12 | UT | 185 | High |
| 13 | AD | 142 | Medium |
| 14 | AL | 173 | High |
| 15 | BI | 158 | Medium |
| 16 | CK | 144 | Medium |
| 17 | JK | 149 | Medium |
| 18 | EA | 175 | High |
| 19 | LA | 152 | Medium |
| 20 | AD | 150 | Medium |
| 21 | FA | 148 | Medium |
| 22 | RA | 171 | High |
| 23 | AF | 146 | Medium |
| 24 | HM | 171 | High |
| 25 | SS | 144 | Medium |
| 26 | IW | 141 | Medium |
| 27 | SW | 183 | High |
| 28 | YA | 172 | High |
| 29 | AW | 162 | Medium |
| 30 | ST | 173 | High |

From the post test result shows that the highest score is 189 and the lowest score is 141. Based on the results of the first and second post test, there are improvements in the category from medium to high, indicating improvement in the students' social skill. The post test II result, 43% of the students already have high social skill but the result is not as the expected target. The observation during the action process has changed significantly also. Students have high skill enough. It shows that students brave to express their opinion without an order. In addition, in class VIII F, students have not seen *ngegang* (join a gang), students are able to mingle with all friends in the class. When talking with friend or teacher, the students have showed a good attitude, the expression and relaxed posture, eye contact with the other, as well as the students can interact with pretty good. The social skill data of 30 students after post test III carried out can be seen from table 4 below:

Table 4: The result of post test iii social skill

| No | Name | Post test III Score | Category |
|----|------|---------------------|----------|
| 1 | AK | 171 | High |
| 2 | IS | 172 | High |
| 3 | KA | 193 | High |
| 4 | KM | 192 | High |
| 5 | SM | 183 | High |
| 6 | AV | 174 | High |
| 7 | AS | 183 | High |
| 8 | NI | 182 | High |
| 9 | SI | 155 | Medium |
| 10 | BE | 172 | High |
| 11 | AS | 158 | Medium |
| 12 | UT | 192 | High |
| 13 | AD | 154 | Medium |
| 14 | AL | 175 | High |
| 15 | BI | 170 | High |
| 16 | CK | 152 | Medium |
| 17 | JK | 170 | High |
| 18 | EA | 185 | High |
| 19 | LA | 173 | High |
| 20 | AD | 174 | High |
| 21 | FA | 174 | High |
| 22 | RA | 181 | High |
| 23 | AF | 176 | High |
| 24 | HM | 177 | High |
| 25 | SS | 158 | Medium |
| 26 | IW | 155 | Medium |
| 27 | SW | 190 | High |
| 28 | YA | 179 | High |
| 29 | AW | 177 | High |
| 30 | ST | 181 | High |

The post test result shows that the highest score is 193 and the lowest score is 152. Based on the post test, there is improvement in the category medium to high, indicating there is improvement in the students' social skill. The Post test III result, 80% of the students have high social skill. The result is as target in this research, 75% of students have social skill in high category. From the observation during the treatment, there have been significant changes. The Students have high social skill showed by assertive behavior, have confidence to express opinion, give the response to friends' opinion. There is no longer a gang in the class and students are able to mingle with all friends in the class. Reflection from the implementation sociodrama treatment shows third cycle has done well and according to the plan. The result of post test III shows an improvement. The score improvement between post test I, II and III can be seen in table 5 below:

Table 5: The percentage of students' score improvement (Cycle iii)

| No | Name | Score | | | Category |
|----|------|-------------|--------------|---------------|----------|
| | | Post test I | Post test II | Post test III | |
| 1 | AK | 122 | 146 | 171 | High |
| 2 | IS | 130 | 169 | 172 | High |
| 3 | KA | 175 | 187 | 193 | High |
| 4 | KM | 171 | 189 | 192 | High |
| 5 | SM | 120 | 165 | 183 | High |
| 6 | AV | 116 | 157 | 174 | High |
| 7 | AS | 115 | 169 | 183 | High |
| 8 | NI | 136 | 173 | 182 | High |
| 9 | SI | 127 | 148 | 155 | Medium |
| 10 | BE | 130 | 167 | 172 | High |
| 11 | AS | 115 | 141 | 158 | Medium |
| 12 | UT | 173 | 185 | 192 | High |
| 13 | AD | 123 | 142 | 154 | Medium |
| 14 | AL | 148 | 173 | 175 | High |
| 15 | BI | 129 | 158 | 170 | High |
| 16 | CK | 121 | 144 | 152 | Medium |
| 17 | JK | 129 | 149 | 170 | High |
| 18 | EA | 152 | 175 | 185 | High |
| 19 | LA | 135 | 152 | 173 | High |
| 20 | AD | 123 | 150 | 174 | High |
| 21 | FA | 123 | 148 | 174 | High |
| 22 | RA | 158 | 171 | 181 | High |
| 23 | AF | 122 | 146 | 176 | High |
| 24 | HM | 143 | 171 | 177 | High |
| 25 | SS | 124 | 144 | 158 | Medium |
| 26 | IW | 121 | 141 | 155 | Medium |
| 27 | SW | 170 | 183 | 190 | High |
| 28 | YA | 142 | 172 | 179 | High |
| 29 | AW | 130 | 162 | 177 | High |
| 30 | ST | 132 | 173 | 181 | High |

The post test result in the table above can be seen that 24 students or 80% of students have high category of social skill. Only 6 students have medium category of social skill. Nevertheless, all students have improved in the level of social skill. The observation shows the students have braved to express their opinion and give a response to the friends' opinion. The students do not feel shy to come forward in front of the class. They have been able to interact with all friends in the class without feeling awkward again. In addition, they also feel happy in following the sociodrama activity and feel a change after following the treatment. Observation shows that students can interact with all of friends, no gang in the classroom. In making group, the students do not choose the same friends, the students brave to perform in front of the class. Students have braved to express his/her views voluntarily without to be

asked. Students are also able to get the meaning from the activity undertaken. All students have already actively involved in every meeting. The result of this research is as planning and going well with the level of success reaching the target, 75% students have social skill in high category. The implementation of treatment run well and there is no significant barrier so the researchers decide not to proceed to the next cycle.

DISCUSSION

Based on the first cycle result and post test result of the observation made by BK teacher, researchers and observer, there is a change of students from before the treatment until the first cycle treatment finish. Sociodrama implementation has done as plan also and there are already improvements from the pre-test and post-test result. Based on the pre-test and post-test result in the first cycle has showed an improvement in the students' social skill. The first post test result shows that 13% of students have high social skill. The largest improvement is in KA, 36.57% and the smallest improvement is in AS, 3.47%. Four students namely KA, KM, UT, and SW are already in the high category but 26 students are still in the medium category although there is improvement in social skill score. Observation shows that there is improvement social skill in students. Students are actively involved in the activity. There are only five students who still do not follow the activity completely. Although the improvement in the first cycle has been quite good, reaching 13.9% but it still does not reach the expected target. In addition, the treatment taken there are still some weaknesses, for example not all students are involved in the sociodrama role, and the physical condition of the students are exhausted because this activity is carried out during in the afternoon. Moreover, there are students still do not quite master the class so there are still many students who are shy to show and express their opinions.

As a way to overcome the weaknesses in the first cycle, the researchers feel necessary to conduct further treatment and make repair. The repair is to implement the treatment in the morning so the students have not been exhausted. In addition, researchers try getting closer to the students so that students feel comfortable and relaxed. The material in the next cycle is easier so students more easily accept about the responsibility of being a student. In the process of discussion, there will be deepen so the meaning and reflection of sociodrama are easier understood by students. Researchers and BK teachers will clarify further also in providing information and instruction activity so the sociodrama process can run more optimally. Reflection from the implementation of the sociodrama treatment shows the second cycle has improved. The result of the second post test shows 43% of students have high social skill. Based on the result of post test II can be seen that the greatest improvement in AV, 26.11%, and the smallest improvement is in UT, 6.49%. The result of observation with students, the students have showed a good attitude in interacting with friends. During discussion, the students have dared to express opinion without being asked first. Students are also able to express disapproval toward another friend's opinion. In addition, students are also able to accept his/her weakness to realize that every human being has his/her own good and weakness. Students also feel happy in the class and follow the teaching and learning activity because all students are able to mingle with all friends. The results in this research has been going well and according to plan, but it still does not reach the criteria of success, 75% of the students have social skill in the high category. Therefore, researchers will give treatment in the third cycle. After carrying out the third cycle, a reflection from the implementation of the sociodrama treatment shows third cycle is going well and according to plan. The result of post test III shows an improvement, 80% of the students have high social skill. The result of post test III shows that the largest improvement is AF, 17.05% and the

smallest improvement is AL 1.14%. The result of observation with students shows the students have braved to express their opinion and give a response to the friends' opinion. The students do not feel shy to come forward in front of the class. Students have been able to interact with all friends in class without feeling awkward again. In addition, students feel happy in joining the sociodrama activity and felt a change after joining the treatment. The observation result also shows that the students can interact with all of friends, no gang in the classroom. When making group, students do not choose the same friends, they braved to perform in front of the class. Students have braved to express his/her views voluntarily without being asked first. Students are also able to get the meaning from the activity undertaken. All students have actively involved in every meeting. The result in this research is as a plan and going well with the level of success reaching the target, 75% of the students have social skill in the high category. Implementation of the treatment runs well and there is no significant barrier so the researchers decided not to proceed to the next cycle. The students' social skill improvement looks at the average presented in table 6 below:

Tabel 6: The average score of students' Pre Test and Post Test

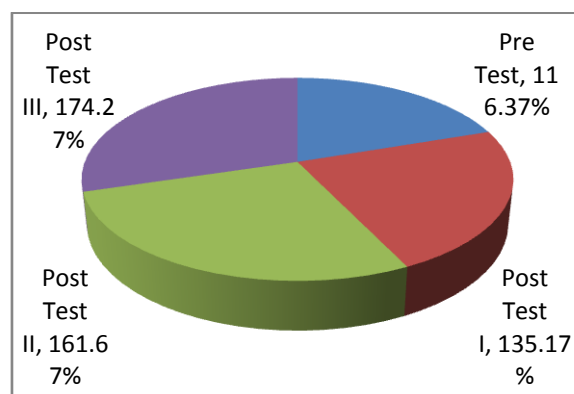
| Aspect | Average Score | | | |
|------------------------|---------------|-------------|--------------|---------------|
| | Pre Test | Post Test I | Post Test II | Post Test III |
| Student's Social Skill | 116,37% | 135,17% | 161,67% | 174,27% |

Based on the above data, it can be seen that after the implementation of the treatment, the students have showed improvement and change. Students understand the social skill and the importance of having high social skill, recognize behaviors that indicate a high social skill, factors that influence the attitudes of social skill, and how to be that show as high social skill. It can be concluded that the social skill of class VIII F students in MTs Sunan Pandanaran improving after sociodrama treatment. Class VIII F Social skill in MTs Sunan Pandanaran before treatment, there were many students belonging to the low category. It can be seen from the results of the filling scale and student behavior. Before the treatment, there were 22 students who had low social skill, and 8 students had social skill in the medium category. The observation result also showed that students were not active in the class, gang presence in the class, there were students alone and had no friends. Students were also less capable to give opinion, reluctant and shy to come forward in front of the class, and the class looked less active.

Social skill is a skill that is taught and owned by an individual to be able to have a good relationship with other people, manage themselves appropriately, success in academic, obeying with regulations, and can behave assertively with the aim to achieve a relationship or interaction with others effectively so that people can be socially competent individuals. Social skill is necessary to have a proper relationship. Individuals who do not have good social skill tend to be passive and difficult to interact with others. As stated by Lee (2015: 581) people who do not have the social skill, risky to have a conflict in the group. Social skill is the main source of human relation, and the proper use of social skill helps the group members collaborate and cooperate between each other. This action research is carried out to improve the social skill of students in MTs Sunan Pandanaran with sociodrama. Sociodrama has been selected because it is a dramatization of the problems that can arise in interaction with others, including the conflicts that are often experienced in social interaction. Students will be able to explore and feel the importance of social skill through sociodrama because students are directly involved to play a role in the sociodrama. The purpose of sociodrama is to grow the students' courage to express opinion verbally, educate cooperation among

individuals, improve the confidence of individuals, and practice how to interact with others. With sociodrama, individuals will be able to directly experience the benefits of the new behavior for the individual as if he/she were in a situation of daily life. Giving a response or feedback is done so people can make repairs to improve his/her skill in playing sociodrama. The research result shows that there is social skill improvement in class VIII F students of MTs Sunan Pandanaran. The result reveals that social skill in students has changed. Students have braved to express their opinions and give a response to friends' opinion. The students do not feel shy to come in front of the class and have been able to interact with all of friends in class without feeling awkward again. Students feel happy also in joining the sociodrama activity and feel a change after joining the treatment.

In addition, students can interact with all of friends, no gang in the classroom, when making group, students do not choose the same friends, students brave to perform in front of the class. Students have braved to express his/her views voluntarily without to be asked first. Students are also able to get the meaning from the activity undertaken. All students are already actively involved in every meeting. The social skill improvement in class VIII F students of MTs Sunan Pandanaran can be seen in the picture 2 below:



Picture 2: The improvement average score of students' social skill

Based on picture 2, it can be seen the improvement in the social skill from the results comparison of pre-test to post test I, II, and III. The average score of students' pre-test results before treatment is 116.37. After doing the research, first cycle consisting three actions, the average score of students improve to 135.17. After the second cycle of research is conducted by three actions, the average score of students improve to 161.67. Then doing the third cycle consisting of three actions, the average score of the students improves to 174.27. The observation shows after the implementation of the first, the second and third cycle, it can be seen that the students have showed a change in social skill. In general, the students already understand the importance of individual social skill. From the observation, it can be seen students are able to interact with all of friends in class, able to express opinion out loud, can manage the emotions when his/her opinions are disputed by his/her friend. In addition, students are enthusiastic in the treatment and discussion in the classroom. Students who do not have friends in the beginning and like to be alone, now, they can interact with friends and have a close friend. Students already understand the importance of social skill in dealing with others. Students are able to be kind to everyone, more confident in expressing opinions, and able to control emotions when they have a problem with friend. By sociodrama treatment, students can promote solidarity between friends and are able to make the classroom more fun. Implementation of this action research shows that sociodrama technique can enhance social skill of class VIII F students in MTs Sunan Pandanaran. This is in accordance with the

opinion of Nancy (2004: 45), one of the steps to improve social skill through role playing or sociodrama. Bal (2015: 670) also mentions social skill is a process of education in which to gain skill that there are some specific techniques are used such as role playing or sociodrama. The same thing also described by Johns (2012: 3) which states sociodrama are appropriate measures and strategies to train students in developing social skill. Students who have the social skill will be easier to get along and interact with others and facilitate individual in resolving social conflicts. Johns also explained that teachers in schools are advised to use sociodrama learning in the classroom because with drama students will be easier to accept the lesson and will make it easier to remember.

Supported by the opinion of Sternberg (2000: 4), states that sociodrama can help people to express their thoughts and feelings, solve social problems that occur. In sociodrama, students are not only required to play the drama well but also understand the personal role and the roles of others. With dramatize a problem can help students to understand their own role and the role played by others, while understanding his/her own feeling, attitude and value that make those. Through sociodrama in group counseling, students are expected to explore their feelings, get knowledge to attitudes, values and perceptions, develop the skill and attitude to solve problems, explore the main problem that is played through a variety of ways. The facilitator has a very important role in the sociodrama process. The facilitator helps the students in order to follow the activity well and gives encouragement to students to carry out in earnest and responsible. Giving the material at the beginning of activity is aimed to assist students in knowing the benefits and objectives of the activity carried out so the students also focus on sociodrama goal. The role of the facilitator also asks students to reflect activity and provide feedback from each activity so students know the purpose and benefits as well as to evaluate the activity that have been implemented. Based on the result improvement of each student and overview of existing condition, it can be concluded that sociodrama can improve social skill of students, especially students in class VIII F of MTs Sunan Pandanaran. The result of this research is as the target with the purpose of research, it is to improve social skill through sociodrama in class VIII F students of MTs Sunan Pandanaran.

CONCLUSION

Sociodrama technique can enhance social skill in class VIII F students of MTs Sunan Pandanaran. It can be seen from the improvement in the average value of social skill from before treatment to the average score after cycle I, the cycle II, and the cycle III. The result of the average score pre test of 116.37, then increasing after post test I, the amount is 135.17 or 13% of students have high skill, the post test II result has improved to 161.67, 43% of students have high social skill, then the post test III has improved to 174.27 or 80% in Class VIII F students of MTs Sunan Pandanaran have high social skill. The observation result after post-treatment shows that students are able to interact well, not picky friends. There is no student who likes to be alone, all the students are able to interact with all of friends in the classroom and there is no gang in the classroom. In addition, students look more active in giving opinions and advice to friends. Students also understand and empathize when a friend having problems. From the observations also shows the students are able to express opinions with authority, can follow the activity of the school with a better and more active. Students are able to manage emotions well when they have problems with friends and give feedback on the views expressed by his/her friend. The improvement score of students' social skill is obtained through nine treatments in three cycles of treatment.

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