

**A DRAMA TEXTBOOK WITH SOCIODRAMA METHOD  
(RESEARCH AND DEVELOPMENT IN ENGLISH EDUCATION  
STUDY PROGRAM, TEACHER TRAINING AND EDUCATION  
FACULTY IN CENTRAL JAVA, INDONESIA)**

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**ABSTRACT**

This research was aimed to determine: (1) the quality of drama textbook which is used in Study Program of English 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  $t_{\text{obtained}} = 17,85 > t_{\text{tabel}} 14,19$  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  $F_{\text{obtained}} > F_{\text{tabel}}$ , 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 English Education. It could be concluded that: (1) drama textbooks which was used in Study Program of English 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:** Private University, Research and Development, Textbook, Drama, Sociodrama Method.

## 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. As Harymawan (1988:5) stated that *drama berarti cabang kesenian berbentuk dialog yang dapat dipentaskan*. If we only study drama script, then the study of drama can be enrolled in the parts of language and literary 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 the art of theater (Harymawan: 6).

In lecturing of drama, first the lecturer explains about theory and history of drama, the structure of drama script, stage manager, theory of acting, the supply of staging or performing, the artistic element of staging, and the structure 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.

The benefit of teaching drama can be expressed into two kinds, they are theoretical benefit and practical benefit. Theoretical benefits are: (1) It can add knowledge about target language in foreign language study; (2) It can add knowledge about the cultural background of a nation which has the target language in foreign language study; (3) It can comprehend the linguistic patterns in the target language in a certain range of time as according to the time when it was written; (4) It can add the sensitivity of aesthetic feeling in the dialogue; (5) It can train to understand to others character, either in physical, psychical, or sociological. If a drama script which is studied supported by the depth of the theory which is owned by the students, then this benefit, of course, will be able to be reached (Warnadi, 1982: 15).

The practical benefits of teaching drama are: (1) fluent speaking orally in the language studied through the drama performance; (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 understanding and feel others character are the important ability as the condition in deification of someone; (4) students are accustomed to work in a team and the success is determined together in the one team (Wardani, 1982:17).

In English Education Study Programs in Private Universities in Central Java, the drama lecturers have not had a representative textbook for teaching learning drama. Therefore, the existence of drama textbook is considerably important. The textbook can give the enrichment of subject materials which ought to be given in lecturing drama in Language Education Study Programs especially in English Education Study Program. In consequence, the textbook represents one of important element for teaching learning drama in language education study programs especially in English education study program.

Through the pre-observation, it can be expressed that the drama lecturers said that they will not disregard staging of drama although it is difficult to be performed. From that statement, implicitly it means that if there is an available textbook, then the guidance of drama performance must be in it. Without any staging or performing drama, the drama fascination will not be seen. The dialogue must be memorized in student memory.

Mien A. Rifai (2010:1-2010:1) expresses *buku teks berupa kumpulan paparan payung-payung penyederhanaan yang tersusun secara runtut dengan alur yang bertahap, tuntas, dan menjurus. Gambaran menyeluruh dari materi yang akan dipelajari oleh siswa dapat diperoleh siswa*. It means that textbook is in the form of structured moderation umbrellas in a good presentation corps with the path phases, complete, and strike. The overall picture of subject matter which will be studied by students can be got by the students.

In sociodrama, students are given practice to solve the problem (problem solving), as Torrance states that *"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 matching for playing method because acting practice is not too prioritized.

This research internal issue, are: (1) how drama textbook quality which is used in English Education Study Programs in Private Universities in Central Java, Indonesia? (2) how is the development of drama textbook with sociodrama method? and (3) how is the effectiveness of drama textbook with 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 English 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 Jogyaakarta, 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; Budiyo, 2012). The formula of One Way Anava that is used to compare two groups is:

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

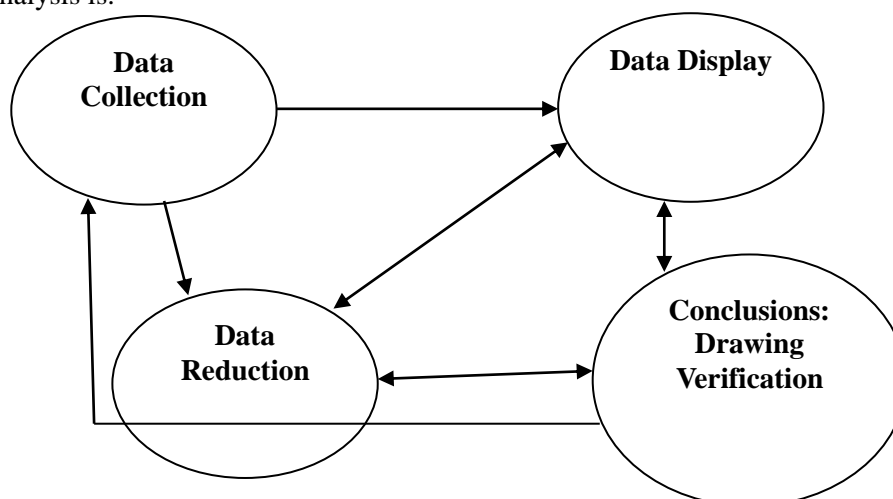
$$JK_{Ant} = \frac{(\sum x_1)^2}{n_1} + \frac{(\sum x_2)^2}{n_2} - \frac{(\sum X)^2}{N}$$

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

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

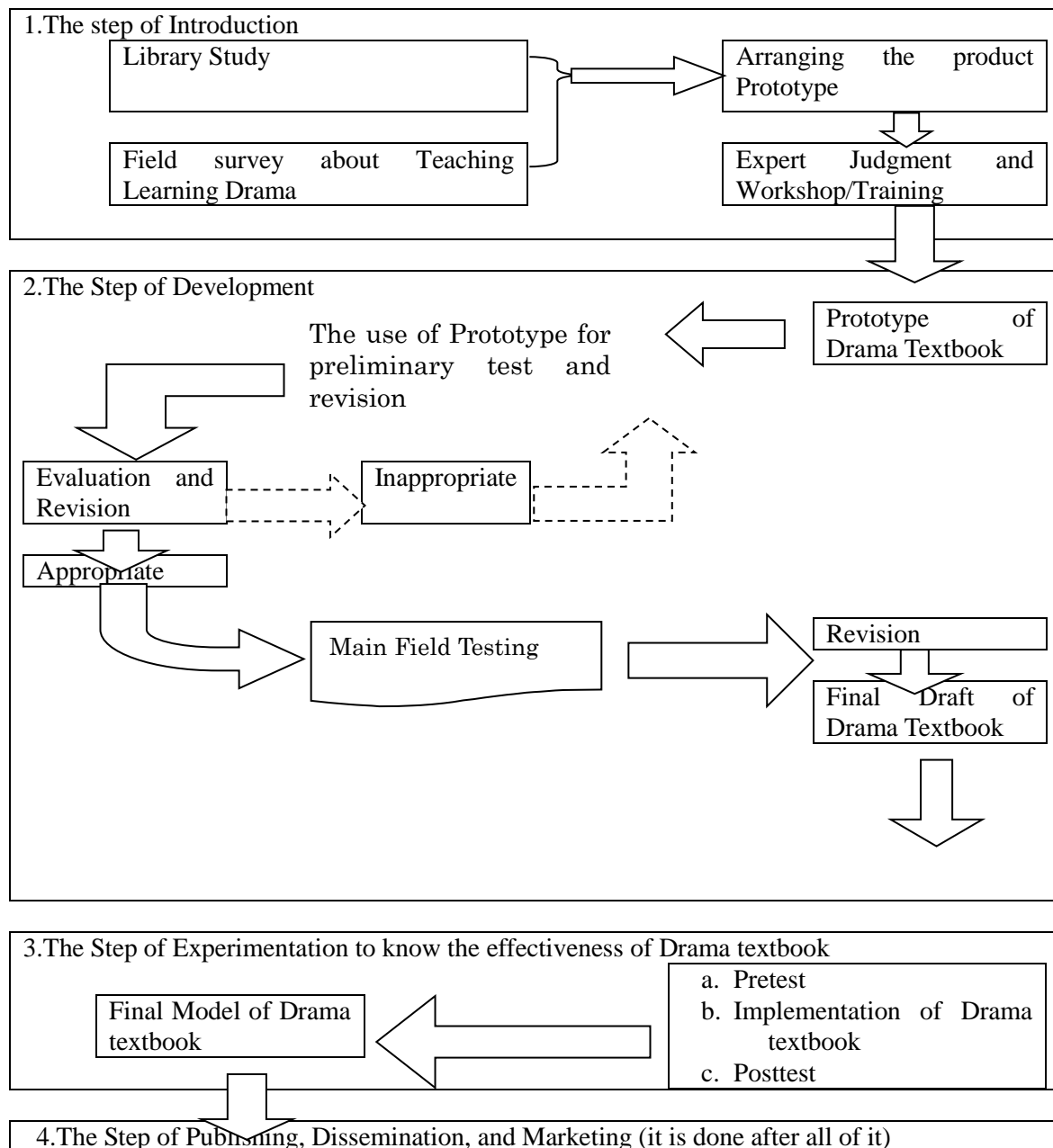
(Sugiyono, 2009:201)

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 English 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 English 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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