Research Article

Teaching Pragmatics with Socio-drama Technique

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Abstract: **This paper presents the effectiveness of Socio-drama technique in teaching Pragmatic lesson at Senior High School in North Sumatra Province. The method of Sociodrama as one of the alternative ways in teaching Pragmatics; it increased the students' learning motivation and improved the learning achievement. With a Class Action Research this study was conducted in Lubuk Pakam Town North Sumatra, Indonesia. Social Drama Technique was applied in the Pragmatics teaching learning process. The result of the research can be stated that the application of Social Drama Method learning model to improve student learning result (X variable) improved the Pragmatics test result of class XI student (Y variable).**

Keywords: Teaching, pragmatics, socio-drama,

Introduction

Language plays an important role in our lives. Speaking means to communicate with others. Language is the sounds of the language we speak. We can convey our heart's intentions to others both with oral and written, so that people hear or read can understand what we mean. This we must realize really, especially the teachers of the field of study in general, especially teachers of Indonesian language and literature. In their daily duties, language teachers must understand that the ultimate goal of teaching is that students should be skilled at listening, speaking, reading and writing.

Lack of knowledge of Indonesian teachers about pragmatic concepts, it can create an impression on the Indonesian language teacher to teach the subject of pragmatic not right on target. Pragmatic teaching as language skills is less attention in teaching and learning process. Without them being aware of the pragmatic theory of teaching carried out tend to shift the concepts of linguistic theories, not skills in using good sentences in the Indonesian language.

Pragmatic teaching in schools does not just teach a good sentence in the Indonesian language alone but the experience factor must also be considered. Acquisition of experience during learning can be done by using various methods; one is the method of Sociodrama, as one of the alternative because the use of the right method can increase students' learning motivation. The use of appropriate methods can improve students' learning motivation, while the use of inappropriate methods will be the biggest obstacle in the learning process. Based on the above opinion, it means that the students' language skills are experimented with experience is fundamental.

Based on pragmatic science, in the act of communication in accordance with the situation and conditions, it is necessary to

conduct research. Is pragmatic as language skill contained in Curriculum 2003 taught in class X SMK Lubuk Pakam in Learning Year 2016-2017 already have role as it should?

2. Problems

With the identification of problems the author will be able to formulate the problem clearly and precisely. For this study there are several problems that can be identified, namely:

1. Language is an effective communication tool in conveying ideas and worldviews.

2. Pragmatic teaching in schools does not just teach a good sentence in Indonesian language, but experience in using language skills should also be considered

3. In the process of teaching and learning the method of socio drama and the method of exercise has a role in implementing such pragmatic teaching.

4. There are differences in pragmatic learning outcomes using the socio drama method using exercise.

3.0. The Theoretical Framework

3.1. Pragmatics

Zulfahnur Z. Firdaus and Rosmid Rosa quoted PWJ Nababan (1986: 27) in his paper before a meeting of high school teachers in DKI on March, 20th, 27th and 29th 1986 Jakarta, entitled "Pragmatic as a component of GBPP Bahasa Indonesia" expressed pragmatic understanding as follows:

Pragmatics as one of the main components of language in the 1984 curriculum, is intended as an act of someone who is based on the device of language rules influenced by other factors such as: environmental situation, thinking patterns and

so forth.

What is meant by pragmatics in the 1984 curriculum is the same as Chomsky's "performance". For Chomsky there are two things related to the activities of the language are: competence and performance. Pragmatic competence has been recognized as one of the vital components of communicative competence (Rasekh, 2005) Competence is a set of language rules that if possessed by someone to make the person capable of making sentences while the performance is the language action based on competence but influenced by other factors outside competence.

Pragmatics studies how language is used in communication; in particular, "how more gets communicated than [is actually] said" (Yule in Lenchuk and Amer, 2013). Pragmatics is the way we convey the meaning through the communication (Deda, 2013). Other factors beyond competence are the adjustments between contexts and situations that can change the ordinary meaning of elements / sentences according to the language situation. Such language situations can include, among others: with whom, what language, what circumstances, in what ways, in what ways, what media and in what events.

Judging from the theory of meaning, Tarigan in his book entitled "Pragmatic Teaching" provides pragmatic understanding as follows:

Traditionally semantics treats meaning as a two-way relationship or a dyadic relation ... whereas pragmatics treats meaning as a three-way relationship or a triadic realtion .. so in terms of linguistic intent and purpose we may limit pragmatics as a study of meaning in relation With various speech situations. (1986: 25).

Furthermore Tarigan provides pragmatic restrictions as follows:

A general study of how the context influences the way we interpret sentence is called pragmatics. The theory of speech acts is part of pragmatics, and pragmatics themselves are part of linguistic performance. Knowledge of the world is part of the context, and thus pragmatics includes how language users apply the knowledge of the world to interpret speech. (1986: 34).

Previously we also already know that the activities of language to communicate is a way of human convey something that is in mind or feelings to others and in this case the reader or the author always strive for messages delivered to the recipient of the message can be received exactly as thought by the messenger. For this purpose the speaker or writer constantly seeks to utilize everything that exists including the environmental situation and other matters beyond the language reference as a supporting element for the achievement of the purpose of the language. Language activities that are capable of using forms and languages adapted to the situation and purpose of language are pragmatic skills. To achieve pragmatic skills, general knowledge and skills are needed, ie knowledge of language elements and

language activities. "The elements of language that includes the pronunciation / spelling, structure and vocabulary while the activities of language that is reading, writing, speaking and pragmatic." (Firdaus, 1987: 40).

3.2.Pragmatic division

In general pragmatics are divided into:

1. Pragmalinguistic

2. Sociopragmatic

Pragmalinguistic is a study of the general conditions of the use of communicative language whose purpose is more directed to linguistic objectives taking into account the special sources provided by a particular language to achieve certain illocutions. Linguistic pragmatics have a close relationship with grammar.

Sociopragmatics is a study of local conditions or more specific local conditions regarding the use of language. Sociopragmatic is very closely related to social culture. Because of the different socio-cultural conditions and tend to vary according to the cultural background, the situations and social classes of the language user community itself.

Judging from the principle of speech activity, pragmatic theorists identify three types of speech activity principles: (1) Illocutionary force ; (2). Conversional Princiles (3). Presupposition (Tarigan, 1986: 32).

3.3.Pragmatic Usefulness

Djago Tarigan in his book "*The Language Skills Teaching Technique"* states that in general the teaching and learning process involves three main issues:

1. Behavior, requirements, qualifications, functions and duties that must be met and implemented by faculty.

2. Interest, blessings, characters and problems faced by students who must be considered by the teacher.

3. The objectives of teaching, materials, methods, media and evaluation, both student evaluation and teaching programs that must be formulated or compiled and implemented by each teacher.

If we look at the three main issues expressed in the quotation above, all three of them are related to the ability of teachers in preparing, planning, implementing and evaluating the relevant teaching so that really can be efficient and effective in achieving the purpose of teaching.

Objective of Sociodrama is to find and test alternative eye drops ophthalmic solution in group social conflict dramatic by methods (Widyahening, 2013). Sociodramas can be used as teaching methods when teachers want to describe social relationships (content of social relationships, social conflicts, ways, etc.). Social relationships are foreseen by students under the leadership of teachers.

4.Reserach Design

This research was a Class Action Research, which was done in

two cycles and each cycle consisted of four stages: (1) planning, (2) implementation, (3) observation, and (4) reflection. The model and explanation for each stage are as follows:
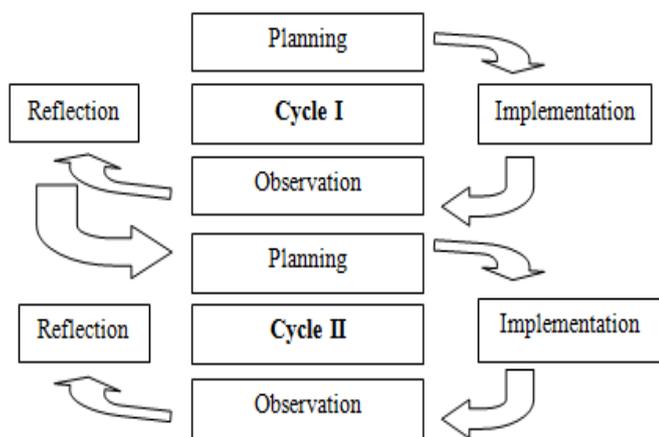

Figure1. Classroom action research model

4.1.Data Collection Technique

Data collection was done by using some research instruments;

1. Observation Sheet

Observations made was an observation of the entire process of learning activities by using the model of learning Social Drama Method. Observations made on the process of learning activities was the observation of the classroom situation that includes the use of learning models Social Drama Method and student activities during the learning process takes place.

2. Test

One of the techniques used to determine students' learning ability was the test. The preparation of the tests was tailored to the subject matter contained in the basic competencies to be learned through classroom action research. The test was given to the subject before and after the treatment. The test was used to collect data on improving student learning outcomes, especially on the mastery of the material taught by using the model of Social Drama Method learning.

4.2.Data Analysis Technique

Based on the minimum criteria of completeness (KKM-Ind) that has been established and to know the description of the learning outcomes, then someone has been declared to have achieved the competence of the number of students who scored 75 and class classically declared complete if 80% of the number of students who got the value that was complete with 75.

To measure the level or percentage of mastery of the subject matter used the formula:

Absorption (A) = $\dfrac{Obtained\ Score}{Maximum\ Score} \times 100$

With criteria

$0\% \geq A \leq 74\%$ Students have not completed

$75\% \geq A \leq 100\%$ Students have completed

Individually students are said to have complete learning if the learning outcomes $\geq 75\%$.

From the description above can be known to students who are not thorough in learning and students are thorough in studying individual students.

Furthermore, it can be known complete maskasan overall with the following formula:

$D = \dfrac{X}{N} \times 100\%$ (Arikunto et al, 2008)

Information:

D = Percentage of completed learning class

X = Number of students who have completed the study

N = Total number of students

With the following criteria:

0% - 50% Students' ability was very low

51% - 60% Student ability was low

61% - 70% Students' ability was medium

71% - 100% Students' ability was high

Furthermore, a class was said to have been completed if the classical absorptive capacity of the class there are 80% of students have reached a minimum of 75.

5.Research Result

The description of the results of this study are as follows:

1. Learning outcomes after the action was given by the application of learning model Social Drama Method to improve student learning outcomes in cycle I then obtained the average score of student learning outcomes to 77.29.

2. The results of learning cycle II obtained average student score 82.16 an increase from the average value in cycle I was 4.87 points.

From the results of research that has been done to obtain data on learning activities and student learning outcomes during the learning process as follows:

Students Outcomes

Kind of test	Complete		Incomplete		Average
	Number of Students	Percentage %	Number of Students	Percentage %	
Cycle I	27	72,97	10	27,02	77,29
Cycle II	34	91,89	3	8,10	86,48

In this research the analysis was done in several stages:

1. Data reduction

The data obtained by the application of learning model that was the model of learning Social Drama Method in improving learning outcomes. This data has already been collected. The

data taken are data about student learning outcomes in cycle I and cycle II.

2. Data Exposure

Data on student learning outcomes that have been reduced will be presented to calculate mastery per individual and classical mastery. Based on the KKM established by the school, a student was declared complete learning or achieving the competence that was taught when the student scores 75. To measure students' mastery level in learning, it was used the formula:

$$\text{Absorption (A)} = \frac{Obtained\ Score}{Maximum\ Score} \times 100$$

For example, to calculate the completeness of students on behalf of Adi Syahputra are:

$$DS = \frac{Obtained\ Score\ of\ Adi}{Maximum\ Score} \times 100\%$$

$$DS = \frac{70}{100} \times 100\%$$

$$= 70$$

So Adi Syahputra absorption was 70. Classes are found to be complete if 80% of the total number of students reaches the established KKM. Financially, it can be calculated using the following formula:

$$D = \frac{X}{N} \times 100\%$$

From the above formula, the classical completeness of cycle I was as follows:

$$D = \frac{27}{37} \times 100\%$$

$$= 72,97\%$$

In the first cycle, it has not reached classical completeness because only 72.97% of students who complete learning, while the class declared complete if 80% of the total student reaches the value of 75.Based on the table above, it can be seen that the completeness of the cycle II improves with the total number of students who complete 34 people (91.89%) and unfinished only 3 people (8.11%) with an average value of 86.48. Thus the learning was declared complete.

Based on the picture above, it can be concluded that the average value of students in the first cycle was 77.29 and increased in cycle II with the average value of students 86.48. This shows the increase of test scores in cycle II so it can be concluded that the value of student learning through the application of Social Drama Method learning model to improve student learning outcomes tends to increase.

From the results of research that has been described above will be drawn conclusions. The intended conclusion was whether students' Pragmatics learning outcomes can be improved through the Social Drama Method to improve student learning outcomes.

From the data in the first cycle there was a percentage of average completeness in classical Pragmatics learning results of 72.98% (27 students). This indicates that the results of Pragmatics learning are not completely classical, then cycle II was done. In the second cycle obtained the completeness Pragmatics learning outcomes by classical 91.89% (34 people). This shows that has been achieved mastery according to the classical completeness criteria that was 80% or more of the number of students who have reached the value of 75.

5.2.Discussion of Research Results

This research was conducted in the classroom by applying Social Drama Method learning model to improve student learning outcomes during the learning activities. At the beginning of the research activity the researchers explain the material and gives the questions to know the extent to which the student's understanding and each end of the meeting was given a matter of test. Then the evaluation ends in the cycle to determine the changes that occur to the activities and student learning outcomes. What was the student's learning outcomes under the Minimum Exhaustiveness Criteria that was the value of 75 then the student has not completed the study, and if 80% of the number of students has not reached 75 then the classical completeness has not been met, so it will proceed to the next cycle.

5.3.. Cycle I

a. Action Planning

This planning has been done by the researcher before entering to carry out the research and has been prepared carefully and well.

b. Implementation of Action

At this stage, researchers as pursuers to apply the model of learning Social Drama Method to improve student learning outcomes that have been designed with the Learning Implementation Plan (RPP). The sequence of implementation of these actions as follows:

1) First Meeting

The first meeting of the teacher (researcher) begins the learning by explaining the material. Then the teacher explains what aspects of business management and so far the teacher explains calculate the amount of inventory by making some examples of problems that students and teachers do together. After finished explaining the material, then the teacher asks each student to complete the example problem to sharpen the absorption students and students answer the question. In this activity the students seem enthusiastic or eager to work on the questions given by the teacher, once completed then the answers made students will be discussed together to determine whether the answer is right or wrong. For each group the answer was wrong, the teacher explains by using the analysis so that the students can be more understanding and easy to understand, and if the answer was true the students shouted hurray or sang yel yel that students have prepared.

At the end of the lesson the teacher gives the test of 10

multiple choices and was given 15 minutes. After completion, the teacher collects the student answer sheets and then closes the lesson by giving motivation to diligently read books at home and often practice making their own questions and answering them.

c. Observation (Observation)

The result of observation for the student's learning result shows that the result of cycle I still has not reached the classical that was 80% of students who get minimum nilsi 75. This shows that the model of learning Social Drama Method to improve student learning result of Pragmatics, and will continue cycle II.

d. Reflection (Reflection) Action I

Based on the results of data analysis, the evaluation of cycle I can be concluded that the learning outcomes are still in the low category and still have to be improved, because there are still some students who get the learning outcomes are still low and the category was not complete and many do not understand aspects of business spawn.

The result of data analysis was obtained from test result of learning result. Based on data analysis, it can be seen that the evaluation of the total number of students who complete the study was 27 people (72.97) with an average of 77.29. This acquisition does not meet the criteria of classical tntiness that was 80% must get the value 75, so need to proceed to the next cycle II.

Based on the problems that exist in cycle I can be used as a reference in determining corrective action for the planning phase in cycle II.

2. Cycle II

a. Action Planning

The researcher revealed that based on the analysis and reflection from cycle I, it was agreed that the implementation of cycle II action will be carried out at the second meeting with 2x45 minutes time allocation to re-explain the material about business licensing with learning scenario and RPP.

Implementation of action cycle II was the same as the implementation of cycle I action, only different in its implementation there are still needed improvement from cycle I. The material presented in the implementation of action II was more focus on business license.

b. Implementation of Action

The steps of learning in cycle II was the same as in cycle I, but teachers are more motivating students to be more proactive and able to complete.

6. Conclusion

Based on the results of research, it can be concluded:

1. From the results of this research cycle I was the evaluation of the number of students who complete the study were 27 people (72.97%) with an average of 77.29. This acquisition did not meet the criteria of classical completeness was 80% of

students must get the value of 70, so it needed to proceed to the next cycle II.

2. At the time of evaluation II or student score during cycle II were 34 people (91.89%) with an average of 86.48 and already met the classical completeness criteria class that was 80% students who get the value of 75 so no need to proceed to cycle next.

3. The result of the research can be stated that the application of Social Drama Method learning model to improve student learning result (X variable) improved the Pragmatics test result of class XI student (Y variable).

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