THE EFFECT OF SOCIODRAMA METHOD ON JUNIOR HIGH SCHOOL STUDENTS' SPEAKING SKILLS

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ABSTRACT

This study investigates the effect of the sociodrama method on the speaking skills of junior high school students. Sociodrama, a form of role-playing that emphasizes social interactions and problem-solving, is hypothesized to enhance junior high school students' ability to articulate thoughts, engage in dialogues, and express emotions effectively. Researchers used pre-experimental research with one group pretest-posttest design. This design was developed to fulfill the research objectives, which include finding out the effect of using the Sociodrama Method on junior high school students' speaking skills. Before receiving sociodrama treatment, the average score of the experimental group was 58.65. Furthermore, after receiving treatment, the average score was 70.77. Thus, the average total pre-test and post-test scores increased by 12.129, caused by the implementation of the sociodrama method. It can be concluded that the implementation of the sociodrama method has a positive effect on students' speaking skills. The study concludes that incorporating sociodrama into the class can be a valuable strategy for developing students' speaking skills.

INTRODUCTION

One of the skills required for efficient communication is speaking, especially using a target language. Somjai et al. (2015) showed that one of the goals of speaking English was to speak fluently and communicate effectively. Sirisrimangkorn (2018) also stated that speaking was an essential skill for communicating with different purposes, and one of its important goals was to communicate effectively in English.

However, mastering speaking could be pretty challenging because students have to practice a lot to be fluent in speaking English (Oktavia et al., 2022). This was also proved by Leong (2017), who stated that speaking was quite difficult and it could be a challenge to communicate effectively through speech, or communication between friends. Therefore, speaking ability development needs to start as early as possible. Learning to speak at school is beginning to train students in speaking. It is impossible to separate a teacher's involvement in instructing students through intermediary approaches from their assistance in speaking.

In Indonesia, students' speaking skills are relatively low. Head of Academic Affairs of EPI, Indonesia has a unique generation gap condition compared to other countries in Asia (Bish, 2022). People 18-20 years old have a much lower

proficiency level than the 26-30 years old group. This shows that the development of English skills does not occur in school, but it does in the world of work. Based on the English Proficiency Index or EPI 2022 report, Indonesia gets number 81 out of 111. Indonesia is ranked 469th out of 800 countries. The Common European Framework for Reference's level B1 corresponds to Indonesia's middle-order score. However, the score is lower than the 500 average Asian regional score. This can be caused by the absence of English education in primary school.

Moreover, the reality is that the majority of English teachers instruct their students by outlining a single topic of English grammar rules, explaining these rules, giving example sentences, and asking them to construct sentences using the introduced grammar rules before translating the sentence into Indonesian (Nurudin et al., 2020). Various variables may cause students' challenges in speaking English. One of them is that students cannot express their thoughts, ideas, and feelings to others, so they cannot develop their interactions to speak confidently. With students who lack confidence in speaking English, teachers must continuously train their students in learning using various methods, so that students can get more practice in speaking English and are not embarrassed to use it.

Through sociodrama, the teacher allows students to dramatize and solve issues that arise in the context of social connections. In sociodrama, there is a scenario, a space for action, to encourage creative experience and engagement in the search for experiential learning and co-construction. Hence, sociodrama is a superior active approach. Farozin (2017) states that sociodrama increases students' social skills. However, this research focuses on the effect of sociodrama on eighth-grade students' speaking skills. The research question of this study is "Is there any significant effect of using sociodrama method on junior high school students' speaking skills?"

LITERATURE REVIEW
Speaking Skill
The Definition of Speaking
Speaking skills refer to the ability to communicate effectively and coherently through verbal expression. This proficiency involves the articulate and clear delivery of thoughts, ideas, and information, employing appropriate pronunciation, vocabulary, grammar, and nonverbal cues. A few experts have defined speaking with purpose. Liégeois et al. (2004) assert that speaking is an information-sharing action between the speaker and the listener. Review (1995) states that speaking is the process of obtaining information, approving, processing, and making legitimate information that is prepared for delivery as effective communication. Speaking ability is the highest rank in the field of education. Ristanti (2014) states that for communication to be successful, the audience must find the material significant and engaging, as well as easily understood by others.

The Component of Speaking Skill
Harmer (2007) states that speaking is a complicated skill that involves various components such as pronunciation, fluency, grammar, vocabulary, and comprehension. Speaking has some important components, there are:
  a. Pronunciation
     Through pronunciation, students may improve the clarity of their language

during speech. It deals with the phonological procedures that include the components and rules that specify how sounds change and are arranged inside the grammatical structure of a language. Pronunciation is divided into two parts: phonemes and suprasegmental characteristics.

b. Fluency

Fluency refers to the capability of speaking both accurately and smoothly. For numerous language learners, achieving fluency in speaking is a primary goal. Indicators of fluency encompass a fairly quick speaking pace along with minimal interruptions and filler words such as "ums" or "ers." These indicators suggest that the speaker can convey their message without expending excessive time in search of the appropriate language elements.

c. Grammar

Grammar is a system of rules that specify how we should use words. Learning appropriate grammar is also essential to becoming proficient in spoken and written language. As a result, for students to construct a proper phrase in conversation, grammar is required.

d. Vocabulary

Vocabulary is the other essential component. The right language employed in conversation is referred to as vocabulary. A person cannot properly communicate or convey their ideas in writing or spoken word without having a broad vocabulary.

e. Comprehension

Speaking is only possible with comprehension. Testing one's ability to improve comprehension is an act power of understanding exercise.

Students need to emphasize on five components of speaking if they want to speak well.

Type of Speaking

There are several kinds of speaking performances in the classroom. They are extensive, transactional, intensive, responsive, and interpersonal (Brown, 2001). The researchers selected the transactional kind as the source material for their study on the effects of sociodrama on students' speaking skills based on the options listed above. During the treatment, students attempt to communicate to get information.

Assessment of Speaking

In the process of teaching and learning, assessment is vital. The purpose of assessment is to identify the learning process's advantages and disadvantages. Speaking has to be evaluated on the following aspects (Brown, 2001):

a. Grammar: The participants' performance will be evaluated on how well they regulate the way they utilize their phrases and structures, ensuring that they are used appropriately and precisely while avoiding grammatical mistakes.

b. Vocabulary: In this section, the participant's level of skill will be determined by the variety, precision, and use of vocabulary characteristics in conversation.

c. Pronunciation: This evaluation criterion looks at how frequently participants mispronounce words and how certain pronunciation errors affect their ability to communicate.

d. Fluency: Speech output in a well-delivered conversation will be the basis for participant evaluation.

    e. Comprehension: The last test is to see if the participants can answer the questions appropriately and comprehend the content of the discussion.

Teaching Speaking

Speaking may be taught using a variety of approaches and strategies. To speak English correctly, effectively, and responsibly in daily situations, students must master the language. Speaking and listening go with each other. The dialogue demonstrates the relationship between these two skills. Nunan (2003) provides five guidelines for teaching speech. The fundamental principles are:

    a. Understand that learning a second language is not the same as learning a foreign language; speaking is learned in both situations. The teaching challenges have an impact on the student language environment. The lack of opportunities for students to utilize the target language outside of the classroom makes speaking lessons challenging.

    b. Provide students with accurate and fluent practice: When students utilize the target language, accuracy refers to how close their speech is to what real people say. The degree of a speaker's confidence and speed in using the language—including word searches, false starts, and hesitations—is referred to as their fluency.

    c. Control teacher speeches and provide students the opportunity to speak by allowing them to work in groups or pairs: To extend the amount of time that students spend speaking in the target language during meetings, group, and pair work activities can be included.

    d. Arrange a speaking exercise that requires negotiating meaning. This involves asking questions during a conversation to get clarification, repetition as well as confirming that the teacher has understood what they have said.

    e. Develop lessons that cover both transactional and interactive speech training and practice. Speaking with someone for a reason other than social communication is known as interactional speech. Dialogue is necessary while speaking in a transactional way.

Teaching speaking is one of the key components of the English language learning process, as the description above suggests. If students are motivated to learn, they will participate completely in class since effective instruction of speaking depends on strong student-teacher cooperation.

Sociodrama Method

Definition of Sociodrama

Sociodrama is a form of social drama useful for fostering the ability to analyze specific social situations such as juvenile delinquency, the influence of free association, and the like (Sumiati et al., 2009). The Sociodrama Method is a role-playing approach to learning that addresses social phenomena and human connections, including issues with drugs, juvenile delinquency, dictatorial families, and other related issues.

Benefits of Sociodrama

Sociodrama helps students comprehend and evaluate social issues as well as strengthen their problem-solving skills (Dewantara, 2011). Sociodrama method is generally preferred by students. This form is a repetition of situations usually observed by students. With the help of the sociodrama method, it can be determined which children are active and which are not active in this game (Alkalah, 2016).

Types of Sociodrama

The various types of sociodrama method are as follows: full game, staging a new situation or creation, playlets, and blackouts (Nawangsari, 2021). The researchers used the blackout type as a method to support English language learning with sociodrama. Blackout is the fourth type of drama play. With this type, students will be divided into several groups, with each group containing 4 students. And they will play roles with themes related to social problems at school.

Steps of Sociodrama Method

The success of the role-playing process greatly depends on the intelligence and ability of the leadership to assist players in carrying out their roles. Several researchers have explained several steps in sociodrama, the steps for implementing the sociodrama method in the classroom are as follows (Mudasir et al., 2012):

a. When sociodrama is newly introduced in teaching, the teacher should first elucidate the execution technique, and select among the students who are suitable to portray specific roles, to be played simply in front of the class.

b. In addition to defining the scenarios and problems to be played out, it is important to explain the plot and the history of the tale that will be portrayed.

c. The arrangement of scenes and mental readiness can be conducted in such a manner.

d. Once the sociodrama reaches its climax, the teacher can halt the drama. This is intended so that the possibilities of problem-solving can be addressed in a general manner, allowing the audience to express opinions and evaluate the sociodrama being performed. Sociodrama can also be stopped if it reaches a dead end.

e. The teacher and students can provide concluding comments or notes on the progress of the sociodrama for further improvements.

Procedures For Using Sociodrama Method

Ismail et al. (2021) put forward the steps of the sociodrama method, namely:

a. Determine first what social issues that attract students' attention.

b. Tells about the content of difficulties related to the story being told.

c. Ascertain which students can or want to perform their part in front of the class.

d. Tell what role they play

e. Allow a few minutes in advance for the students to negotiate.

f. When the dialogue becomes tense, stop the sociodrama.

g. After the sociodrama, have a class discussion to find solutions to the challenges it raised.

h. Remember to evaluate the sociodrama's outcomes as information for future thought.

Based on the opinion above, it can be concluded that in implementing the sociodrama method there are steps that are taken into consideration by every teacher because by paying attention to these steps the sociodrama method can be implemented well and in line with the learning objectives.

RESEARCH METHOD

Quantitative research is a technique for gathering data that is obtained by measuring statistical data (Creswell, 2013). It begins with the formulation of a

problem, followed by the formulation of research questions and hypotheses, a review of relevant literature, and the analysis of quantitative data. Quantitative research examines the relationship between variables measured using numerical data, and statistical analysis is carried out.

The researchers employed a pre-experimental research with one group pretest-posttest design. Pre-tests and post-tests are the two categories of testing. This design was developed to meet the study's aims, which include figuring out the effect of using sociodrama method on junior high school students' speaking skills.

The setting of this study was the eighth grade at one of the junior high schools in Surabaya, East Java. The data collection time in this study was carried out during the process of teaching and learning activities for English lessons. The research was conducted from 29th April to 27th May 2024. This study included eleven classes of eighth-grade children from one junior high school as a population. The number of students in each class varies; some have between 28 and 31 students. There are around 300 students in total throughout the population. The researchers only chose one that had been recommended by the English teacher for research with a total of 31 students.

A research instrument is a facility or tool that researchers use to gather data to assist their job (Creswell, 2013). In this study, the researchers employed a pre-test and a post-test as instruments. The pre-posttest was administered to students one-on-one through a speaking performance based on situations that the teacher had provided with specific situations depending on the objective and formulation of the study topic The researchers in this study evaluated the instrument's validity using face validity. In carrying out a face validity test, the researchers require validation from expert judgment. The validator is one of the 8th-grade English teachers at one of the junior high schools in Surabaya. Therefore, the teacher knew the abilities of each student, especially 8th-grade students.

This data was produced by analyzing, computing, and interpreting the data into sentences that expressed the SPSS data computation findings. This study tested the difference between two paired samples using the Paired Sample t-Test method in order to test the hypothesis and respond to the research question. One test technique used to determine if a therapy is beneficial is the paired sample t-test.

Finding out if the pre-test and post-test data came from a population with a normal distribution is the aim of the normality test process. Shapiro-Wilk with $\alpha = 0.05$ since the total of participants in the current study was less than 50 (Mishra et al., 2019). Furthermore, the normality test would be considered normal if the outcome of the test clarified a higher value than 0.05 ($> \alpha = 0.05$). Contrarily, if the result stated a weaker value than 0.05 ($< \alpha = 0.05$), the data would not be considered normal.

Creswell (2015) hypothesis testing is a decision-making process that involves comparing an observation sample value to a population value to identify any discrepancies or connections between values. To determine if each independent variable has an impact on the dependent variable (Y), the T-test examines the various partial regression coefficients. A significance threshold of 0.05 ($\alpha = 5\%$) was used for this t-test.

The researcher in this study assessed the impact of sociodrama as an instructional medium on the students' pretest and post-test scores using the effect size formulation from Cohen's d (Cohen, 1988). The result can be applied to

determine the significance level. The following is a guideline for the effect size test from Cohen's d:

Table 1. Description of Effect Size by Cohen's d

Effect size of Cohen's *d*	ES Interpretation
d = 0.20 – 0.50	Small effect
d = 0.51 – 0.80	Medium effect
d = > 0.81	Large effect

FINDING AND DISCUSSION
Finding

Before receiving the sociodrama treatment, the average score of the experimental group was 58.65, with the lowest score obtained by the students being 40, and the highest score being 80. Furthermore, after receiving the treatment, the experimental group had a higher average score of 70.77, with the lowest score obtained by the students being 60, while the highest score was 88. Therefore, the average total score of the pre-test and post-test increased by 12.129 which was caused by the application of sociodrama as a learning method for asking for and giving information material to help them improve their speaking ability. Because with this method they can speak English confidently and are able to adapt themselves without any fear and confusion because they have practiced learning at school.

Normality Test

The data collected involved a quantitative approach. The analysis was conducted using a normality test, hypothesis test (t-test), and effect size test. The normality test is a variable test tool used to test whether the data is normally distributed or not. The normality test in this study uses Shapiro Wilk with an α = 5% level to detect data normality. Researchers only focus on Shapiro-Wilk statistics because the number of participants in this study is less than 50 students (Mishra et al., 2019). The table below displays the findings of the study's normality test.

Table 2. Normality of Pre-Test and Post-Test

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-Test	.146	31	.092	.947	31	.125
Post-Test	.150	31	.074	.936	31	.065

Based on these results, the Shapiro-Wilk significance value shows a value higher than 0.05 on the pre-test, which indicates that the data is normally distributed. On the pre-test score, the significance value is 0.125. Meanwhile, the significance value of the post-test score was 0.065. Consequently, the researchers concluded that the normality test findings showed a normal distribution of data across participants' pre-test and post-test responses.

Hypothetical Test

After conducting the normality test, researchers tested the hypotheses. Researchers' hypotheses are their predictions about how the variables in their study should relate to each other (Ary et al., 2010). The purpose of this hypothesis test is to determine whether teaching junior high school students with sociodrama can enhance their speaking skills. To evaluate the validity of the hypothesis, the researchers compared the students' scores before and after the sociodrama treatment

using a paired sample t-test. To find out if the average of two samples, or two related or matched groups, differs, utilize the paired sample t-test. A statistical parametric table showing the results of the paired sample t-test using SPSS software is shown below.

Table 3. Mean Score of Pre-Test and Post-Test

	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	58.65	31	11.044	1.984
Post-Test	70.77	31	8.111	1.457

The table shows the increase in the mean scores of the students both before and after treatment. Before treatment, the mean score was 58.65 (SD = 11.04), and after treatment, it was 70.77 (SD = 8.11). Because the mean score after treatment is greater than it was before treatment, there is an average difference between the scores before and after treatment. As a result, there is an improvement in students' speaking skills due to the implementation of sociodrama in the classroom. Furthermore, to find out whether the average difference is significant or not, we look at the Paired Sample t-test table. The primary table in the output that displays the outcomes of the test is the Paired Samples T-test table. The significance value (2-tailed) in the table indicates this.

Table 4. Paired Sample T-test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig.(2-tiled)
					Lower	Upper			
Pair 1	Pre-Test and Post-Test	-12.129	4.870	.875	-13.915	-10.343	-13.867	30	<,001

The output table shows the 13.86 percentage difference in the students' average results between the pre-test and post-test. The students' average pre-test score was lower than their post-test score, as indicated by the negative t-statistic result of 13.86, which is greater than the standard t-table (2.04) with a df of 30. Aside from that, the output table displays a significance value (2-tailed) score of 0.001, which is less than 0.05, indicating significant differences between student learning outcomes in pre-test and post-test data. Descriptive statistics show that the before and after are smaller than the before. It can be brought about as a result that even though there are distinctions between before and after treatment, they still have a significant effect. Furthermore, this indicates that the null hypothesis (H0) is rejected. In the meanwhile, the alternative hypothesis (Ha) is accepted.

Effect Size

The researchers used Cohen's d (Cohen, 1988) which is a type of measure to calculate the effect between two means. Researchers have examined the hypothesis of how using sociodrama as a learning method in the classroom can help students speak better. However, the hypothesis test is simply to find the p-value also known as the significance value which indicates whether an effect exists but

cannot determine the exact level of the measure. The effect size is used to find out whether the mean difference between two means is significant under these conditions. Researchers in this study used the effect size formulation of d (Cohen, 1988) to measure how much influence sociodrama method has on student scores in the pre-test and post-test. The following is the formula and the result of calculating effect size below.

$$d = \frac{(Mean_2 - Mean_1)}{Pooled\ SD}$$

$$Pooled\ SD\ \sqrt{\frac{(SD_1{}^2 + SD_2{}^2)}{2}} = \sqrt{\frac{(11{,}04^2 + 8{,}11^2)}{2}} = 6{,}84$$

$$d = \frac{(70{,}8 - 58{,}6)}{6{,}84} = \frac{12{,}12}{6{,}84} = 1{,}771$$

Based on the above calculations, the effect size test result of the participants is 1.771. Referring to table 1, the researchers defined the effect size on the treatment group scores as large. This finding shows the highly significant effect of sociodrama as a learning method on improving the speaking ability of junior high school students. Because with this sociodramatic method in their learning, they can be more careful in speaking and adapt their learning material at school in various ways.

Discussion

Based on the research findings, it seems that teaching students using sociodrama method can significantly improve their speaking skills. This is proven by the difference between the results of the pre-test and post-test scores, where the mean score for the pre-test is 58.65 while the mean score for the post-test is 70.77. Meanwhile, the significance value (2-tailed) score is 0.001, which is a value lower than 0.05. As evidenced by the data and thoroughly explained in the previous section, the researchers have identified new insights for the current study that junior high school students, especially in the experimental group in this study, namely grade eight, received learning benefits by using sociodrama method, namely on asking and giving information material related to the Merdeka curriculum. To present a fresh study on the implementation of the sociodrama method in the classroom to enhance students' speaking abilities, the researchers present the findings in this research. This suggests that the students had difficulty with vocabulary, grammar, pronunciation, fluency, and understanding when speaking. Sociodrama is a teaching method that involves acting out social behavior patterns (Sumiati et al., 2002).

Sociodrama is a method used to aid in learning. The sociodrama method is another role-playing approach to learning that may be used to find a solution to social phenomena and human interactions, like drug abuse, juvenile delinquency, images of strict households, and so forth. Students' comprehension and awareness of social issues are fostered through sociodrama, which also helps them become more adept at finding solutions. In the sociodrama method, students are expected to be actively involved and participate with their learning motivation during learning. There are objectives for the sociodrama method's learning exercises. The purpose of sociodrama is to assist students in resolving conflicts by supporting

groups and discovering their sense of self (identity) in the social realm (Uno, 2010). As a result, via their sociodrama exercises, students may learn how to apply the notion of roles, recognize their roles, and practice acting out various personas.

The goal of the sociodrama approach is to instill certain competencies in pupils. The goals of the sociodrama method, are for students to (1) comprehend and appreciate differences of view; (2) put themselves in other people's shoes; and (3) understand other people's sentiments (Santosa, 2011). The average scores of the students' pre-test and post-test results differed significantly, according to the data. The findings demonstrated that relatively few eighth-grade students achieved high speaking scores before utilizing drama texts and the sociodrama approach. This was illustrated by the fact that, of the 31 students who comprised the study's sample, 25 either met the necessary criteria or had low pre-test results. Thus, there are six students in the experimental group were able to obtain a maximum score of 70–80.

Sociodrama is used or useful to understand and assess social problems and develop students' ability to solve them (Trianto, 2011). Students express their opinions about what they want to do, by observing the life around them with the help of sociodramatic games so that we can see which students are active and which students are not active in this game. The results of this discussion are in line with the objectives that sociodrama can increase student responsibility, students can appreciate and respect other people's feelings, students can make decisions, and stimulate the class to think and solve problems (Sudjana, 2009). Based on the research results, sociodrama method has a positive effect on students' speaking skills.

The researcher realizes that this research has not been optimal, there are obstacles or shortcomings encountered during the process. The objectivity of using sociodrama to improve students' speaking skills can be said to be still limited by looking at some of the assessment criteria which have not all experienced significant improvement. Through this research, the sociodrama method used in this research can be said to be effective in learning English to improve students' speaking skills and self-confidence. However, it cannot be considered the most effective method in improving students' speaking skills, so further research needs to be done to find out whether this method is effective or not. Of course, by analyzing data using techniques that have comparison groups such as quasi experimental or true experimental. The limitation of this study comes from the fact that only one group of participants was the focus of the researcher, and there was no control group. Therefore, it is not possible to generalize the findings of this study to a larger population or elsewhere. The researcher hopes that there will be further research on this topic, especially with a larger sample size from an institution, using a comparison group, and conducted at different educational levels. In addition, the effect of sociodrama as a learning method to improve other language skills or components, such as writing (grammar), vocabulary, and reading (spelling) also needs to be investigated further.

With this research using the sociodrama method, researchers are increasingly confident that using this method is effective in learning at school by making students confident in speaking English alone or in groups. Students will become more enjoyable and comfortable by using this method because there are teachers who teach various kinds of activities in class to help students learn English smoothly in class and even at school. The researcher is also very happy with using

this method, the researcher knows how difficult and easy it is to provide teaching to students and sees the development of students during each lesson using the method that has been taught. On the other hand, researchers also have to revise a lot with certain activities that some students can still understand and many still cannot understand because of their lack of confidence. Therefore, there is still a lot that needs to be evaluated by researchers regarding the development of students in class in learning using the sociodrama method. With this, researchers really need to continue to be able to provide comfort when learning takes place. And provide appropriate material or provide examples that can make it easier for students to understand this method.

CONCLUSION AND SUGGESTION

The results showed that the calculated t value 13.86 was higher than the t table 2.03. The effect of using sociodrama method in improving students' speaking skills can be seen in the effect size results in the previous discussion which showed 1.771. It can be interpreted that the value of the effect size has a large effect. This is supported by several assessment criteria that have increased after the treatment, namely interaction, grammar, and accuracy then continued with a presentation that is carried out logically and sequencing, as well as the appropriate time allocation. This supports the researchers' alternative hypothesis that the effect of sociodrama affects students' speaking skills, especially grade VIII students.

This research implies that researchers can find out about sociodrama as a teaching method in the classroom. By using this method, students can use sociodrama to hone their public speaking skills. This does not always need to be completed in class, especially considering modern technology and portable devices. It can also be completed by students during free time when they are not in an official setting, including at home or in English class.

Through this research, the sociodrama method used in this research can be said to be effective in learning English to improve students' speaking skills. However, it cannot be considered the most effective method in improving students' speaking skills, so further research needs to be done to find out whether this method is effective or not such as quasi-experimental or true experimental. The limitation of this study comes from the fact that only one group of participants was the focus of the researchers, and there was no control group. Therefore, it is not possible to generalize the findings of this study to a larger population or elsewhere.

The results of this study are intended to stimulate and direct future research on the application of drama, taking consideration of the limits of the earlier chapter's discussion of the research. By using sociodrama, future research can also continue this research by using research methods that have comparative groups and more participants.

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