

AN ANALYSIS ON THE USE OF DRAMA IN TEACHING SPEAKING

(A case of Seventh Grade Students of MTs Abu Darrin Bojonegoro in the Academic
Year of 2017/2018)

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Abstract

Speaking is one skill that is very important to learn because by learning to speak we could communicate with people in other countries. Speaking could also be said to be an interactive process to build meaning that involves the production, reception, and processing of information. The fact is the students still had many obstacles when they should to speak in English language. Moreover teachers still used the traditional strategy to teach speaking and its do not effective to increased student motivation to speak English. Drama becme a powerful teaching and learning tool with profound positive effects on the students' cognitive, social, emotional, and physical development. The purpose of this study was to examine the students' reaction about drama as a learning strategy and what problem that student faced during performing drama. By using qualitative research, we get the data from observation and interview. The results of this study showed that the implementation of drama technique is effective to improve students' speaking skill. Its cooperative and systematic learning structures motivate students to learn speaking, promote students' self-confidence in speaking practice and maximize students' interaction during the learning process. They were more confident and enthusiastic in speaking practice. This implies that the implementation of drama technique gave positive effects to the improvement of students' performance and achievement in the speaking learning process.

Keywords : Speaking skill, Drama, Strategy, problem in speaking

INTRODUCTION

Speaking in English is a crucial part of foreign language learning and teaching in Indonesia because speaking is an activity used by someone to communicate with other. English is considered as one of world languages. It has been used in politics, economy, education, and every area of communication. It functions as a bridge to cross culture, religion, language, nationality, and the lack of understanding between one and the other languages. It takes place everywhere and has become part of our daily activities.

The purpose of teaching English is that students are able to master the four skills in English well especially on speaking skills because speaking is the language skills which is mostly used in various situations. According to Zyoud (2016), "Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in

each communicative circumstance, therefore, recent pedagogical research on teaching students conversation has provided some parameters for developing objectives and techniques.”

Today every school requires the goal of teaching speaking should improve students’ communicative skills because students should be able to use these skills in their daily life. Students face serious problems dealing with their second language learning. English has become their school subject since they are in the elementary school but they do not master it after several years of learning. This might be a difficult problem to solve since most of the teachers using traditional method (LKS) in the teaching and learning process. As a result, students do not participate actively during the learning process.

According to Brown (2007) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. According to Thornbury (2005), “speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum, Speaking also interactive and requires the ability to cooperate in the management of speaking turns.” Rahmawati (2017) says “for more than eight years as an English teacher, most senior high school students seem to have great difficulties in speaking English. It is frequently found that the students learn all the grammatical items of English, but they cannot use them to express their ideas, feelings, and experiences to others in oral communication. This is because they only speak English in class but not in society, so they are not accustomed to speaking English.”

This is because the student think that English is a difficult and tedious lesson and they rarely practice speaking in English. Consequently, they choose to be quiet rather than trying to speak in English. Another reason that caused this problem

because the teacher still used the traditional strategy to teach speaking to the students. Its made the lesson became so boring and uninterested for the students.

To solve this problem, many strategies and ways are applied and developed, and one effective strategy is to teach speaking using playing drama techniques. By applying Drama, students will feel comfortable and not afraid to learn and express themselves either through spoken language and language expression, because drama is a fun activity so they will be happy while learning to speak while playing drama. Özdemir and Çakmak (2008) states "Drama enables students, in all levels of education, develop their intellectual skills such as creativity, problem-solving, communication, socialization, and empathy and it gives individuals the opportunity for self-actualization, group work and sharing their responsibilities”.

There are some researches that study about drama technique to teach speaking. The first is a final project by Susilawati (2013), the results of her study showed that the implementation of drama technique is effective to improve students’ speaking skill. Its cooperative and systematic learning structures motivate students to learn speaking, promote students’ self-confidence in speaking practice and maximize students’ interaction during the learning process. The second is a final project by Chandra (2011) the result of the research showed that drama can improve students’ speaking ability. Besides, their test achievement during the research is better than their score in the teacher’s note before the actions are implemented.

Though some previous studies that have been done by some researchers, there is not yet a research about the students difficulties and their reaction about drama as speaking learning strategy. This study set out to examine the students’ reaction about drama in teaching speaking and the difficulties that faced by the student when drama are applied. To guide the exploration, we posed the following questions: 1. How is students reaction to

drama as a strategy for teaching speaking
2. What are the difficulties in learning drama?

The benefit of this study give the information to the teacher that the drama

METHOD

This study belongs to a case study by using qualitative descriptive approach. According Utami (2015), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In this study, the researcher analyzed the implementation of drama technique in teaching speaking to the seventh grade student of MTs Abu Darrin.

This study was a descriptive-qualitative study, so that the researcher that was the writer itself was the instrument in this study. However, in order to help the writer found the grammatical errors and interlanguage process happens, the writer needed some other instruments. The instruments that were used in this study is interview and observation.

Before the researcher took some data, the researcher asked permission to the School. Then, after the school principal gave permission, the researcher communicated with the English teacher of VII F to determine the time and the class which would be taken as the subject of the researcher's study. Next, the English teacher informed the students who would be the subject of the researcher's study to prepare their performance around a week before the deadline. Then after knowing the student's appearance, the researcher chose some students as subject for interview. The subjects chosen as interviewees are those who were easy in applying drama and those who had difficulty in applying drama. The amount of the students who became the Subject of interview was based on the need of the data.

The subjects of this study are 38 students of class VII F of MTs Abu Darrin

strategy can made student interest during the lesson and give positive reaction to drama. Even they had some problem the student still tried to understand the lesson.

Bojonegoro. This class was chosen based on the English teacher's suggestion. He considered the students of class VII F to be the most motivated students in learning English. As this study is a case study, the result is only applicable to the students of class VII F and cannot be generalized to the other classes.

FINDINGS AND DISCUSSION

There are two types of data used in this study, the first data obtained from the observations made by researcher when teaching English using drama as a learning strategy applied. The second data obtained from the interviews of students and teachers to support the data obtained previously. The first topic is the student reactions to drama as a learning strategy. From observations made by the researcher it was found that drama strategy could make students very interested and enthusiastic in English lesson especially in speaking. When the teacher explained the drama they seemed to be seriously listening to the explanation. After that they discussed a drama texts that were given with friend, they practiced dialogue together and they did not hesitate to ask words that they had not understand the meaning and recorded the word. When they were selected to go forward to read a dialogue in front of the class they looked enthusiastic, even though sometimes they lacked confidence they still tried to portray the characters in the dialogue. This statement was based on the findings of researchers through the observation and the interview. The students' reaction to drama could be seen in this Interview transcript.

Table 1. students' interview transcript

Interview 1	Interview 2	Interview 3
How did the speaking activities?	Do you still remember with the last activity?	How about you? What is your opinion about drama
Oh very Interesting	Yes drama	Oh its really fun Mr.
In the practice, do you help your friend who had difficulties?	Yes the name is drama, do you like the speaking lessons using drama?	It is hard ?
Yes I do	Yes I like, because the lesson become not boring	No mr. because we learn together in grup so we can help each other
Do you like the speaking lessons using drama?	do you help your friend when practicing drama?)	
Yes I like it, because we can learn together with friend	Yes we help each others	

The second topic is the students' difficulties in drama. From observations that had been done, the writer also found some obstacles experienced by students when applying drama. Some of the obstacles faced by the students were difficult in memorizing a dialogue in the text, difficulty in giving the correct expression in a sentence, the difficulty in pronouncing a new sentence, and a lack confidence when playing a character in a drama.

The Difficulties were the students could not memorize a dialogue in the text. Drama script has a function to facilitate the audience to understand the storyline. If we could not convey the dialogue correctly it could make the audience confused with the storyline on our drama. At this point, the writer found that students had difficulties in memorizing the drama script. Moreover

the students in their appearance preferred to read the text rather than memorizing it.

The next difficulty was giving the correct expression. Expressing a sentence could make the drama more interesting and helped people know whether the character was good or bad. If we miss-expressed the character, it could make people misunderstood with the character. At this point there were some students who had difficulties in expressing a character. The reason is because they afraid if made mistake when giving the expression.

Another difficulty found by the writer was the students were not able to pronounce a word correctly. Pronouncing the words was very important if we were wrong in pronouncing the word it could change the meaning of the word actually. At this point, the writer found some students who had difficulties in

pronouncing the word correctly. Furthermore they did not understand how to pronounce a word in English that they just know and they made up the pronunciation of the word by their self.

The last difficulty experienced by students is that students had problems with self-confidence. Confidence is very important for a performer. Self-confidence

could make the drama more interesting and fun. If the performer has a problem with confidence it would make the drama became boring. However if a performer was too confident, it was also not good because it would look weird. At this point the writer found that some students had less confidence. The students' opinion could be seen in the interview transcript.

Table 2. students' interview transcript about their difficulties

Interview 1	Interview 2	Interview 3	Interview 4
Do you have difficulties in drama?	is there any problem when practicing drama?	When performing drama. You can or not?	what's the trouble in performing drama?
Yes mr. I difficult to remember the texts so I just read it	Why you difficult to give the expression?	I can. But I make some mistake in pronunciation	I little bit embrace
Oh why you difficult to remember the text?)	Why you difficult to give the expression?)	Why you make mistake in pronunciation ?	Oh why ?
Because the text in English mr. and I usually use Javanese language when communicate with friend	Because I afraid to make mistake when give the expression	because I confuse with a lot of new word	Because my friend always looked and laughed at me.

The implementation of drama make the students very interested when the teacher gave the lesson. Drama could make students interested in the lesson. They will be easy to understand the lesson that had been given. According to Gaudart as cited in Hu (2011), "Drama helps the teachers to elicit target content and attract students' attention or conclude the new lesson." Other than drama could attracted the students interested in the learning process especially in speaking, drama could also made students happy in learning English. Based on the observation and interview that had been done to the students, some of them said that they very happy with drama

as a learning strategy. They happy because they could learned while playing as a character in the drama. Moreover the students would have new experience that very interesting because they could playing together with friends while learning speaking. According to Bas (2008), "Drama gives them chances to create a new plot and characters for the story. It is an enjoyable experience for them."

Drama able to made students learned to communicate with friends, study in groups and improve student creativity. Based on observation and interview that had been done by the researcher, it found that students could made a group

discussion to discuss the meaning of the words that they did not know and they could practice the dialogue in the drama together with friends. According to Özdemir and Çakmak (2008) states "Drama enables students, in all levels of education, develop their intellectual skills such as creativity, problem solving, communication, socialization and empathy and it gives individuals the opportunity for self-actualization, group work and sharing their responsibilities."

The students were actively during the lesson. In the observation that had been done show that the student was actively during the lesson. Drama made students active to asked the teacher about a thing that they did not know about drama like how to express the word, the meaning of the words, and etc. According to Asthon-Hay (2005) "Drama is also a useful energizer in the classroom where students become active, have fun and enjoy their learning experiences." This drama situation made a good relationship between students and teachers, with a good relationship the student could improve their ability and increased the learning process.

Beside the students give positive reaction to drama, the writer also found the students' difficulties in drama. The researcher found students had difficulties in memorizing drama dialogue. In this finding could be seen that the student were difficult when they should memorize the drama dialogue. Beside that, the student more comfortable to read the text rather than memorize the text. It's made the drama unattractive to see and made student could not express their feeling. In fact, the drama could be a tool to made student convey their emotion. According to Gomez (2010), "Up until now, drama had been used as a tool to convey feeling and emotions".

The students also got difficulties in giving the correct expression in a sentence.

Based on the observation and interview show that some student could not give the correct expression. The students felt embrace when they should to express the word and they afraid if made a mistake when gave the expression. However if their always practice the drama it could make the student express themselves bravely. According to Hu (2010), "Drama games or activities encourage them to communicate with others and express themselves bravely." Another important thing besides expression is the pronunciation of a sentence. Students also experience problems in Pronouncing a sentence, this is because they had very limited vocabulary.

Next difficulties is the students were still poor in their pronunciation, it was not appropriate with Wessel's (1997) theory cited as "the presence of drama and its technique is an ideal tool to stimulate and carry on different speaking activities with the focus on pronunciation (stress & intonation), and articulation." Most of students were not successfull in their pronunciation even poor while performing speaking in drama. This was considered as the most problematic for the students when drama was implemented. They seemed to be unready to perform the dialogue since they were given limited time. Almost all students seemed to face the same problem in performing the dialogue because the limited time given.

The last difficulties is the student had a lack of confident while performing the drama. From the observation found that some student still embraced to spoke in front of the class. Moreover they afraid if their friend laughed at them if they made a mistake. Nevertheless, drama could help students who have less confidence to trained their confidence. Because drama has many benefits one of which could increase confidence. According to Ting (2005), "Drama can inspire students'

learning skills, motivation, and confidence.”

CONCLUSION

This research was conducted at the seventh grade students of MTs Abu Darrin Bojonegoro. It started on 23 th March, 2018 and ended on 31 th March, 2018. The Drama technique was conducted to find out the students reaction in drama and the difficulties when performing drama.

The implementation of the drama technique ran effectively. The students looked very interested with drama. They looked pay attention with the teacher explanation about drama and they did not bored with the lesson. Moreover, the students enjoyed learning in groups and they helped each other in solving problems during the learning process. Furthermore, the structures of learning which gave the same opportunity and responsibility for all students motivated them to participate actively in the learning process. Thus, their involvement and interaction during the learning process were improved. Besides, the use of cooperative learning in drama activity also created more speaking opportunity for the students so that they could improve their speaking skill. This technique also created enjoyable atmosphere which could decrease students' boredom in learning. As a result, the process of learning speaking in the classroom became more effective.

Other findings include difficulties when students performing the drama. There are four difficulties faced by students. The first is students had difficulty in memorizing the dialogue text because they never memorize the words in English. Another difficulty is that students were not able to give the right expression to each sentence because they are afraid if they give wrong expressions. Next, students also experience difficulties when reciting a word they just know. and finally students

have less confidence when performing the drama. Even though students had difficulties in performing the drama, they remain enthusiastic about drama and still tried to understand what they didn't know about drama. These problems were caused by a lack of time for the implementation of drama strategies. If the students had more time to practice drama, it could minimize these difficulties.

Drama is useful to improve students' learning of speaking. Then, the students are suggested to implement the principles of cooperative learning in their daily learning in order to achieve the better result of learning. But to make the drama more effective it need more time to prepare the lesson so the difficulties in the learning drama could be minimize and make the speaking lesson became more effective using drama

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