

IMPROVING STUDENTS' SPEAKING BY USING DRAMA TECHNIQUE

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Abstract

This research aimed as a research on improving the students' speaking in class eleven multimedia of Vocational High School Mandiri Pontianak in Academic Year 2017/2018. The researcher used drama as technique in teaching speaking. The purpose of this research to improve the students' speaking of the class eleven multimedia by using drama technique. The method of the research was the classroom action research, which consisted of 2 cycles. The subject of this research was students of class eleven multimedia of Vocational High School Mandiri Pontianak in academic year 2017/2018. The number of the students in this research was 24 students. The research was conducted to solve the problem encountered by the students. Most of the students were shy and afraid of making mistakes in terms of pronunciation. Most of them spoke with pauses. The result of this research had shown that drama technique can improve the students' speaking. Besides, its systematic learning structures motivated the students to learn speaking, and maximized the students' interaction during the learning process. The students' speaking also increased after they tried to learn by using drama technique. They were more enthusiastic and confident in speaking practice. This implied that the implementation of drama technique gave positive effects to the improvement of students' performance.

Key words: *Drama, Technique, Speaking*

Teaching learning process is a process when the teachers share the knowledge or skills based on their experiences to the students in the classroom. The good teaching learning process is when the teacher creates a situation or technique that encourages the students to practice speaking English. For the students, they should follow the teacher' instructions, such ask the students study to practice speaking fluently. Those activities are learning teaching goals at school.

In this research, the researcher focused on the students' speaking fluency in English speaking teaching and learning process. One of the learning objectives in grade eleventh of Vocational High School is the students are supposed to be able to communicate in English. Regarding to the learning objective, the teacher needs to do effort which can help the students to achieve the goal. But, it is so difficult for the teacher because of some problems students have. Especially in grade eleventh Multimedia class at Vocational High School Mandiri Pontianak. The

students have variety of problems which become obstacles in teaching learning speaking.

Based on the re-observation that the researcher did in the Vocational High School Mandiri Pontianak, the researcher found that grade eleventh especially Multimedia class still had problems in terms of speaking. In teaching learning English subject, they were shy and afraid of making mistakes in terms of pronunciation. They spoke with pauses. During the teaching learning process the students lacked of speaking practice so that they tended to speak Indonesian rather than English. That is why the researcher measured their speaking fluency by using the rating scale that consists of 2 descriptions. They are pronunciation and smoothness. Pronunciation is a way of speaking a word, especially a way that is accepted or generally understood and the act or manner of pronouncing word and smoothness is a powerful, effective language, and skillfulness in speaking.

Therefore, the research was expected to have an appropriate technique to encourage the students to practice speaking. To solve these

problems, the researcher used drama technique to improve students' speaking fluency in teaching learning process English speaking. Drama technique is a specific action to make the learning process more active, enjoyable, and communicative. Drama technique gives the student opportunity to practice speak English. Actually, speaking is not easy for language learners. Through drama technique, the students would be motivated to practice speaking and use their imaginations so that the students will also have fun in class. In drama, the students work in group, they work as a team that should help each other. Some pupils are more intelligent than others are. While some are more talented in learning language, some people have outgoing, communicative, extrovert personalities, while others are shy and afraid, with drawn introverts. In drama, all these types of learners can meet and mix, compensating for one other's strongpoint and deficiencies as language learners. Hopefully, it can build the students' confidence and interest because they are not working alone. Then, in drama the students get role to speak. The teachers provided the drama script and give the students many times to practice it at home, so that hopefully, the students can speak English well.

Speaking is one of the most difficult skills if it is compared with the other skills because in this case, the learners should produce utterances as clear as possible in conveying their ideas to the audience, they also should speak clearly, fluently, and accurately to make good speech in communication by using English. And also, speaking is producing sound to give response back to understand each other what they want to express with a word. In addition, speaking becomes an important need in our daily activities. In education, speaking becomes the bridge between the knowledge and students. In the process of teaching English, speaking can describe how the teaching learning process, how their communication with others students and the teacher, how they give response about study, and how they want to express their idea. Through speaking the students can express their knowledge.

There are many definitions of speaking that have been proposed by some experts in language

learning. According to Spratt, Pulverness & Williams (2005, p.34), speaking is a productive skill, like writing, it involves using the organ of speech to express meanings to the other people. Thornbury (2005, p. 1) stated that speaking is so much a part of daily life that we take it for granted. Speaking skill needs to be developed and practiced independently from the other aspects of language, such as grammar and listening. In that case, the teaching and learning process will be as interesting as possible to be conducted in each classroom in order to make the students become more interested in learning the other aspects of language. In addition, according to Widdowson (2008, p.58), speaking is simply the physical embodiment of abstract system. An act of communication through speaking is commonly performed in face to face interaction and occurs as part of dialogue or other form of verbal exchange.

Moreover, speaking also has some important functions for the students such as; Richards (2008, p.22-24) states that there are three functions of speaking. The first is speaking use for interaction with someone. Speaking as interaction refers to the students normally mean by "conversation" and describes interaction that served a social function. When people meet, they exchange greetings, engage small talk because they wish to be friendly and to establish a comfortable zone of interaction with other. The second is speaking as transaction refers to situations where the focus is on what is said. The third is speaking that can usefully be distinguished has been called speaking as performance. This refers to public speaking that transmits information before an audience, such as a classroom presentation, public announcement and speeches. Suresh and Srinivasan (2014, p. 56), stated that teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupils and occurs during definable activities.

According to Thornbury (2005, p. 2) speech is produced utterance by-utterance, in process to word-by-word and utterance-by-utterance productions of the person we are talking to (our interlocutors). The goal of teaching speaking skill is communicative

efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. According to Pachler & Redondo (2007, pp. 59-60), reasons of the teacher might suggest for students' under-developed speaking skills are learners are given speaking tasks that fail to motivate them to speak; during speaking tasks, learners engage in off-task behavior, and revert to the mother tongue; lessons that offer learners few opportunities to use the language independently or spontaneously; anxiety on the part of learners, which makes them reluctant to take risks in using the language, perhaps for fear of making a mistake or losing face in front of peers; speaking tasks are set which are beyond learners' language capabilities; teacher-fronted lessons which offer limited opportunities for learners to practice their oral skills; learners' uncertainty about pronunciation; and learners' lack of strategies to make up for gaps in their knowledge, to keep the conversation going. See also Ur (1996).

Based on Brown (2000, p. 14), to help students develop communicative efficiency in speaking, teachers have to use a certain approach, method and technique in teaching learning process. Kayi (2006) stated that what is meant by "teaching speaking" is to teach English Language learners to produce the English speech sounds and sound patterns; use word and sentence stress, intonation patterns and the rhythm of the second language; select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; organize their thoughts in a meaningful and logical sequence; use language as a means of expressing values and judgments; and also to use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Drama technique is one of the teaching methods to improve speaking skill. This technique gives student opportunity to speak. Actually, speaking is not easy for language learners because not only focus on memorizing

vocabularies but, speaking needs much practice. With drama performance, students can practice their speaking in front of their friends. Eventless, drama is interest and enjoyable. According to Iwuchukwu (2008, p. 9) the word drama comes from the Greek verb "dran" which means 'to act' or to perform. Üstündağ (1997, p. 89), stated that the drama is the center of existence; because, it is a valuable form of communication. In addition, according to O'Toole, Stinson & Moore (2009, p. 63), drama was liberating, drama was fun, and drama would help us get on in the world, as it helped us to speak better. While, Baldwin & Fleming (2003, p. 18), states that drama is a part of English because presumably, it is seen as predominantly a language based art form. Moreover, Woolland (2010, p. 1) states that drama is essentially concerned with exploring social behavior and the values that underpin it. Chalmers (2007, p. 76), stated that the drama is essentially a sociable activity. According to Prendiville & Redondo (2007, p. 36) there are two main types of classroom drama that have evolved: 'living through drama', where the pupils face the events at sort of life rate in the here and now, and 'episodic drama', or strategy based on drama, where the class are led by the teacher in creating situations and events through specific technique or strategies and where chronology is more broken.

According to Fleming (2006, p. 1) drama benefits work through a series of paradoxes. Another very important benefit stated by Ashton-Hay (2005, p. 3), is that drama is able to employ all the learning styles. According to Wagner (1998); Brown & Pleydell (1999); Grady (2000); Anderson, Cameron & Carroll (2009) in Dowdy & Kaplan (2011, p. 7) the goals of drama are including social students, mathematics, science, and literacy; gain an understanding of real world events from the past and the present, the individuals who shaped these events, and the individuals who may influence them in the future; develop reading comprehension skills by entering the world of a text through role playing, interacting with others, visualizing events, concepts, and information. El-Nady (2000, p. 44), mentioned the advantages of using drama as a technique, they are the drama as a teaching

technique creates supportive intellectual and emotional environments that encourage students to apply their communication skills and encourages them to take risks; drama as a teaching technique promotes long-term retention of vocabulary.

Based Samantaray (2014, p. 70), stated that drama makes learning process more enjoyable. Furthermore, Prendiville & Toye (2007, p. 35) state that drama has many advantages for the students who learn language through drama, they are create context; build belief in the roles and therefore the drama; focus learning; help explore a situation and deepen understanding; and help to reflect on the meaning of the event. According to Ulas (2008, p. 876), the learning principle of drama, they are the more sensory organs the students uses while learning, the greater the retention of the lessons; the students learn best by doing and experiencing; and learning become easier and more permanent where there is more than one stimulus. Holden (1981) in Albalawi (2014, p. 60), defined that drama as any activity which asks the student to portray self or another person in an imaginary situation. According to Taylor (2000, p. 1), drama is a collaborative group art form where people transform, act, and reflect upon the human condition. In drama, people are the instruments of inquiry. Thompson & Evans (2005, p. 14), stated that the drama is invaluable as a means for developing language skills, encouraging social interaction and group participation and teaching students how to listen and respond appropriately. According to Donbavand (2009, p. 2), drama is a great leveler; anyone can take part regardless of age, academic ability or physical handicap.

METHOD

The researcher used a classroom action research as the research design. This research is aimed to improve the quality of teaching and learning process or to solve the real problems happen in the classroom. The problems can be reduced by strategies that would be used in teaching learning process. Beside to solve the student's problem, it is also used to improve teacher's teaching. In this case, the researcher wants to improve the students' speaking of eleventh grade students at Vocational High

School Mandiri Pontianak by classroom action research by using drama technique.

According to Goodnough (2011, p. 5) action research is systematic, intentional research that is carried out by practitioners themselves and is not imposed by others. It is insider research in the sense that those directly involved in the situation take action to improve their own practice and their understanding of that practice, while resolving problem. Best & Kahn (2006, p. 21), stated that anaction research is focused on immediate application, not on the development of the theory or on generalization of application. It has placed its emphasis on a problem here and now in a local setting. Its findings are to be evaluated in terms of local applicability, not universal validity. Its purpose is to improve school practices and at the same time to improve those who try to improve the practices: to combine the research processes, habits of thinking, ability to work harmoniously with others, and professional spirit.

While Ferrance (2000, p. 1), states that a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. According to Somekh (2006, p. 17)an important issue for action research is the way that power is conceptualized, since power is an integral part of the interactions in any group or organization and an active constituent of any process of change. It can be summarized that action research is a study systematically conducted by researcher in teaching and learning environment to overcome educational problems or to change things related to educational implementation to be better.

Cohen, Manion & Morrison (2005, p. 297-298), states that action research is a powerful tool for change and improvement at the local level, and argue that the action plan of classroom action research has four stages, they are: planning, acting, observing and reflecting.

Technique and Tools of Data Collection

Technique of Data Collection

Technique of data collection is very important to gain the objectivity of this research. The researcher used observation. The observation had been done to notice student's improvement. The procedure of technique of

collecting data is in the following: a) Observation.1. The researcher checked script drama had been applied.2. The researcher observed students' participant in group.3. The researcher took notes of the classroom activities in the table of field note.

Tools of Data Collection

There were three tools of data collection in this research. They were as follows: a) Recording. In this research the researcher used a recorder to record the students' speaking performance the drama. By recording the students' perform the drama, the researcher hoped that it made the researcher easier to observe and scored the students' speaking. It had been done only during teaching learning process. b) Observation checklist. Observation checklist was used to as one of the tool in collecting data to record impact of drama in teaching and learning speaking in the class. c) Field note. Field note was used to show the activity in every meeting. It was formed in the table containing activities of planning, acting, observing and reflecting.

Data Analysis

In relation to know drama technique can improve students' speaking or not, the researcher analyzed the data. To the problem formulation and form of this research, technique of data analysis for this research is analyzing the students' speaking through drama technique. The researcher used qualitative analysis for the data that was obtained by referring to the results of observation, field note, and recording.

The qualitative data were analyzed in four steps. The first step is by collecting all the data such as field note, recording. The second step is data reduction. In this step, the data was selected, limited, simplified, and transformed the data by summarizing the field notes. The next step is in the data. The data which has been reduced are then organized and compressed. The data display of this research was in the form of field note. Then, the last step is making conclusion drawing verification. The conclusion is gained based on the results of the students' performances, and field notes. Meanwhile, in making conclusion, the collaboration in the field is needed to obtain

the valid finding. This data gave more information to the researcher about the class eleventh multimedia at Vocational High School Mandiri Pontianak after applying drama technique in the classroom.

RESEARCH FINDING AND DISCUSSION

Research Finding

The researcher conducted this Classroom Action Research to investigate the improvement of students speaking after being taught using drama technique. Two cycles were carried out involving 24 students. The researcher as the collaborator who assisted to observe what was happening in the classroom. The researcher also obtained and clarified the objective data. Based on the observation during teaching practice in the Vocational High School Mandiri Pontianak, the researcher found that grade eleventh especially Multimedia class still had problem in term of speaking. When they got English subject, they did not speak anything. Even they wanted to say something, they still used Indonesian and the teachers had to help them to say it in English. During the teaching learning process the students spent to speak Indonesian. They did not have courageous to speak English, they felt shy and afraid when they spoke and made some mistakes. The researcher of this research believed that using drama technique could improve students' speaking during the class. To convince the idea, a classroom action research was conducted in class eleventh multimedia students at Vocational High School Mandiri Pontianak in Academic Year 2017/2018.

Discussion

From research finding, it could be seen that the researcher had some important points to be discussed, the researcher offered a solution to the teacher to solve these problems by drama technique. So, in this research the researcher collaborated with the teacher to solve the students' problems. While doing teaching learning process, the researcher as a collaborator observed what was happening in the classroom and took some notes. The presence of collaborator was to minimize the subjectivity while interpreting the data. The data was

collected in the form of students' observation checklist, table, and field notes.

From the observation in cycle 1, it was found that the researcher collaborated with the teacher to apply the drama technique to help the students to get the ideas of speaking. So, the teacher concerned to make the students' understand in using drama technique in improving the students speaking. The teacher started to focus on how the students found the ideas and they must focus on what the activities were done. In this stage, the researcher reflected what had been done in this cycle. Based on the observation field note, the students in speaking was still poor. It meant that the second cycle should be conducted. So, in next cycle the teacher had to give more detail explanation about drama technique. The teacher should re-explain about drama technique briefly and clearly in the next cycle. The researcher and the teacher had also to monitor all the students during the teaching and learning process in the classroom. The researcher had also to provide drama technique which could motivate the students in speaking.

Since the researcher conducted the second cycle of this research, it indicated that the previous cycle was failure to improve the students' speaking achievement or lower. As a result of the observation, it was found that the students get better improvement from the previous cycle. As a result, some students can guess the words such expressions of agree and disagree on the script drama but some students were still confused to differentiate the words. Second, the teachers elaborated the students' vocabulary and practice it to pronounce. Based on the result of observation, the students could start speaking and pronounce their vocabulary, and the speaking activity more appropriate than the previous with similar activity. The teacher was confirming the students have understood the activity. Since the activities have been completely done, the researcher then should confirm the students get clear explanation did not show their confused on the explanation. In this stage, the researcher reflected what had been done in this this cycle. Based on the observation field note, it concluded that the student in speaking is better than previous. It found that the

second cycle was satisfied and the goal of using drama technique applied. It meant that the second cycle was successful.

In classroom action research, the strategy that was applied in teaching process should be applicable and easy to understand by the students. In relation to results of this research, using drama technique was good to improve the students speaking.

CONCLUSION AND SUGGESTION

Conclusion

Based on the discussion on the previous chapters, the conclusion can be drawn such as: the students of Vocational High School Mandiri Pontianak in the class eleven Multimedia are motivated to speak English if they got encouragement to speak, the problem of their hesitation in speaking is that they have problem with their pronunciation and seldom practice speaking English. Besides, the students get motivation to be confident to speak because in drama, the students were not working alone. They worked as a team that help, encouraged and motivated each other. Drama performs something different in the classroom that encouraged the students to learn. It made the students be more active in the classroom. The problem of the students in pronunciation could be overcome by drill their pronunciation continuously. Drama technique could positively encourage the students to speak English. Based on the result of analysis and conclusion, it is concluded that the Drama technique can improves the students' speaking of the class eleven multimedia of Vocational High School Mandiri Pontianak in academic year 2017/2018.

Suggestion

This research has found that teaching learning activity especially in speaking had improved through Drama technique. It was proved that Drama technique was more interesting and made the students be active in speaking. Therefore, it is suggested to teacher to apply Drama technique frequently. Moreover, it is also suggested to researcher to research more on the use of Drama technique to teach English speaking for the students.

In addition, it is also suggested to reader to read more on the research associating with the use of Drama technique in teaching students speaking skill. For that reason, the technique is useful to improve students' speaking and excitement during teaching and learning process to eleven graders of Vocational High School.

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