

MUSICAL DRAMA TO IMPROVE STUDENTS' SPEAKING PERFORMANCE AND CONFIDENCE

Iwan Sutanto, Muhammad Sukirlan, Hery Yufrizal
University of Lampung, iwansutanto69@gmail.com

Abstract

Penelitian ini bertujuan untuk mengetahui pengaruh Drama Musikal dalam meningkatkan kemampuan berbicara siswa dan untuk mengetahui perbedaan kemampuan berbicara antara siswa yang memiliki kepercayaan diri tinggi dan mereka yang memiliki kepercayaan diri rendah. Subjek penelitian ini adalah siswa kelas XI SMA Darma Bangsa, Bandar Lampung, yang terdiri dari 28 siswa. Desain penelitian ini adalah quasi eksperimental. Hasil penelitian menunjukkan bahwa ada peningkatan yang signifikan pada kemampuan berbicara siswa setelah diajar menggunakan drama musikal dan ada juga perbedaan yang signifikan pada kemampuan berbicara siswa antara siswa yang memiliki kepercayaan diri tinggi dengan mereka yang memiliki kepercayaan diri rendah. Dapat disimpulkan bahwa Drama Musikal efektif untuk digunakan dalam mengajar speaking dan siswa dengan kepercayaan diri tinggi berbicara lebih baik daripada mereka yang memiliki kepercayaan diri rendah.

This study was aimed to find out the effect of Musical Drama in improving the students' speaking performance and to find out the speaking performance differences between the students who have high confidence and those with low confidence. The subjects of the research were the eleventh grade students of SMA Darma Bangsa, Bandar Lampung, consisting of 28 students. The design of this study was quasi experimental research. The results of the research showed that there was a significant improvement in the students' speaking performance after being taught using musical drama and There was also significant difference in students' speaking performance between the students who have high confidence with those who have low confidence. It can be concluded that Musical Drama is effective for teaching speaking and the students with high confidence speak better than those with low confidence.

Keywords: *Musical Drama, Speaking Performance, Confidence*

INTRODUCTION

Speaking has become parts of our daily activities. Chaney (1998) states that speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. It takes place anywhere and anytime in any situations. Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers

of that language (Ur, 1996). Though it is the most important skills in learning a language, in fact, many high school students seem to have difficulty in speaking. Nofiadri (2010) as cited in Darmayenti & Nofiadri (2015:1-2) found that the average of senior high school students had difficulty to say something in English because they had some problems which do not support them to speak correctly. Based on the writer's observation as a teacher, the problem why students do not have good

speaking skills is also because of the less opportunity given by the teachers to make the students speak in English more. Indonesian teachers also still lack of English language mastery. Dardjowidjojo (2003) as cited in Marcelino (2008) affirms that many teachers of English graduating from FKIP (Teachers Training Institutes) have not yet even reached the maturity level in the use of English.. Due to their insufficient level of English language proficiency, teachers may create a monotonous teaching strategy that does not encourage students to practice interactively their English with the teachers as well as their friends.

In addition Leong & Ahmadi (2016) also found that learners with a low self-esteem, higher anxiety, and low motivation have serious difficulties in speaking skill in spite of having acceptable linguistic skills. Students who have higher motivation and lower anxiety can speak easily and effectively. Thus, students should have a friendly and cooperative environment that can help them overcome their difficulties in oral performance.

Teaching English as a foreign language requires the use of effective learning methods, techniques, or activities that promote the speaking skill and students' confidence. Yassa (1999) as cited in Su (2015) states that high school students' perception of drama enactment on their social interactions. Sample interviews were conducted at two high schools which consisted of 2 male and 4 female students and 3 teachers. Findings of the study showed that drama as performance enhanced students' social interaction. Yassa (1999) as cited in Su (2015) also stated that drama as performance enhanced high school students' self-confidence, self-image, and

self-efficacy. Farris and Parke (1993) also as cited in Su (2015) carried out a study on 5 sixth grade students who participated in a three-week session drama workshop to find out what students thought about drama and how it helped them in the classroom. The sample group composed of 19 gifted students and the drama instructor was individually interviewed at the end of the experiment. During the three-week session, students were asked several verbal questions related to their drama activities. According to the findings, students suggested that this approach created an atmosphere of acceptance, increased cooperation, self-confidence, self-actualization, and empathy. Students could freely take risks without negative peer pressure. Drama is the reenactment of a past event, an idea, or sometimes an abstract concept or a behavior as a group using improvisation, role-playing or drama techniques taking into consideration many dimensions such as observations, emotions, feelings, experiences, etc. (San, 2002). Ergin (1995) as cited in Ocak (2017) states that drama helps students that have communication problems rid their worries reintegrating them to the society.

Another technique that can be considered to maximize the learning result is through the use of music in the learning process. Music is a non-threatening way to make learning English more fun. In this way, children's learning motivation will be enhanced (Lee & Lin, 2015). Music contains authentic, informal language that is natural to the ear. Songs offer precious resources that develop students' abilities in listening, speaking, reading and writing (Saricoban et al., 2000) as cited in Lee & Lin (2015). A research from the University of

Edinburgh (Ludke, Ferreira, & Overy, 2013) as cited in Lee & Lin (2015) also found that adults who sang words or short phrases from a foreign language while learning were twice as good at speaking it later. It is thought that by listening to words that are sung, and by singing them back, the technique takes advantage of the strong links between music and memory. This study provides the evidence that music can also support foreign language learning.

Based on the research mentioned above, both drama and music have a great influence in helping learners to learn the target language. Combining drama with music means giving broaden opportunities for the students to develop their speaking performance and confidence. Thus, in this study, combining music and drama into an activity called musical drama to help the students improve their speaking performance and confidence are observed. Musical Drama is an opera in which the musical and dramatic elements are equally important; the music is appropriate to the action. Students will feel more interesting situation that yet will make them feel more comfortable to speak and express their feelings.

This research was conducted at SMA Darma Bangsa Bandar Lampung. SMA Darma Bangsa is a National School with international perspective. The school was established in 2007 under Darma Bangsa Foundation. What is different from this school is that SMA Darma Bangsa does not only focus on the development of the students' academic achievement but also in molding the characters of the students through their character building program named SDB Core Value. The characters in the core value are Analytic

and Problem Solving, Creativity, Confidence, Discipline, Endurance, Emphaty and Kindness, Respect, Fairness and Honesty. The classes consist of maximum 20 students. Since it's not a class with big number of students, it gives the opportunity to the teachers to focus on every individual's development. And in order to prepare the students' success, the school provides programs such as English Development program and other programs related to the character building.

METHOD

The design of the research was quasi experimental research that is experimental research conducted on one group called experimental group without any comparison group or control group (Arikunto, 2010).

There were three variables in the research; Musical Drama as the Independent Variable, Speaking Performance as the Dependent Variable and Confidence as the Moderating Variable. The population in this study was the XI grade students of SMA Darma Bangsa Bandar Lampung consist of 28 students. The sample of this study was the whole 28 students of grade 11. The research was undertaken in the second semester of 2018/2019 school year.

The instruments for conducting the research were questionnaire and speaking test. The students' scores were analyzed by using paired sample t-test to answer the research question 1 and independent sample t-test of SPSS 24 to answer the research question 2.

RESULTS AND DISCUSSION

Paired sample t-test on SPSS version 24 was used to analyze the students' speaking performance improvement after treatment was conducted.

Table 1. Paired Sample t-test

		Paired Differences							
			Std. Deviat	Std. Error	95% Confidence Interval of the Difference		t-		Sig. (2-
		Mean	on	Mean	Lower	Upper	value	t-table	df tailed)
Pair 1	SCORE PRETEST - SCORE POST TEST	-5.28571	3.46257	.65436	-6.62836	-3.94307	-8.0782	2.052	27 .000

Based on the output table of the paired sample t test above, it is known that the Sig value is 0,000. because Sig (2-tailed) is smaller than 0.05, it means that H_0 is rejected and H_a is accepted. So it can be inferred that there is a significant increase in learning outcomes after students are given treatment. This means that musical drama can significantly improve student speaking performance.

The activity in musical drama have made the students dare to speak and express their idea. They engaged in activities that made them speak during the practice. This activity undoubtedly improved their speaking performance. This is in line with Ergin, (1995: 101) who said that Drama helps students that have communication problems rid their worries reintegrating them to the society. Combining drama with music becoming musical drama also makes the students feel more relax during the learning process. Along the process of the Wiro Sableng musical drama production, the students seemed to enjoy the activity and felt happy. They

were motivated in every meeting since they knew that they would be doing something fun that they would enjoy from the beginning of the class until it ended. This is also in line with a research conducted by Lee and Lin (2015) that found music as a non-threatening way to make learning English more fun. In this way, children's learning motivation will be enhanced.

Based on the related previous studies, both drama and music play important role in improving students' speaking performance. However, no previous study has tried to combine music and drama as a technique to get better result in improving the students' speaking performance. By using musical drama, the students can improve their speaking performance. This is proven by the result of this research that shows significance improvement in the students' speaking performance after being taught using musical drama. The speaking aspects that were improved during the musical drama were as follow:

1. Grammar and Vocabulary

The students improved their grammatical understanding and vocabulary mastery through the process of script making. They experienced mistakes that was then checked and corrected by the teacher as well as using the right vocabulary in every dialogue they made.

2. Pronunciation

Pronunciation was trained during the dubbing process. Repetition in every single mistake until the right pronunciation and intonation were produced and recorded really helped them not to do the same mistake in other conversation.

3. Fluency and Expression

They students speak their dialogue during the practice. It helped them to speak English more fluently since pronunciation and intonation problems were checked during the dubbing. And how they use the right expression based on the situation of the dialogue was also trained while practicing and performing the drama.

4. Comprehensibility

In term of comprehensibility, the students also learnt to understand what their partner said in every dialogue. It also made them understand the whole content of the drama. Even, they also seemed to understand others casts' dialogue even though they did not appear together and speak to each other in the drama context.

In order to know the speaking performance differences between the students who have high confidence with the students who have low confidence, the data was analized using independent sample t-test SPSS 24 with the result as follow:

Table 2. Independent Sample t-test

		t-test for Equality of Means							
								95% Confidence Interval of the Difference	
		t-value	t-table	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SPEAKING PERFORMANCE	Equal variances assumed	-5.131	2.056	26	.000	-14.04094	2.73671	-19.66633	-8.41554
	Equal variances not assumed	-5.356	2.101	17.631	.000	-14.04094	2.62137	-19.55650	-8.52538

From the table, we can conclude that there is a statistically significant difference in speaking performance between students who have low

confidence and high confidence. It is revealed from t-value which is higher than t-table with the significance level of less than 0.05 ($5.131 > 2.056$) ($0.00 < 0.05$).

Here, we can say that the students' self-confidence also plays role in the development of the student's speaking performance. Those with high self-confidence tend to perform better in speaking compared to those with low self-confidence. The students engaged in communicative situation during the Wiro Sableng musical drama. Not only mistakes were corrected by the teacher in every practice, every student also checked each other when they made mistake in other to have good drama production. Those who could accept every correction and dared to speak seemed to be more confident using English. This is in line with the study conducted by Sjoberg (2006, p. 53) who found that less confident learners, or shy members may initially be gently encouraged to participate by the facilitator and introduced to a few of the other more confident members.

The situation during the practice and performance of Wiro Sableng the Musical that required the students to speak has really helped them improved their speaking performance as well as their confidence. This is in line with the result of study conducted by Ocak (2017) that showed drama technique increases the individual's articulation and communication abilities along with problem-solving skills, all due to the increase in self-confidence. Students' confidence in language learning, especially speaking, is one of the main factors to drive or to inspire students to reach their goals. In order to reach the goal of improving students speaking performance, students need to be given

situation that can improve their speaking performance as well as their self-confidence.

According to Hakim (2002) self-confidence does not just appear in someone, but there is a certain process in that person, such as experience in living or education that can make the person understand of his/her skill, and there is positive reaction on that from the environment. Good support received from the environment who interact with each other will provide a high sense of comfort and confidence.

During the musical drama, the students did series of activities like the script writing, rehearsal, dubbing and drama production. In each of these processes students got the opportunity to explore their ability to speak English. This pleasant learning climate was what made students felt comfortable displaying their abilities. Teachers and friends involved also provide positive feedback for each student who was playing his/her role. With the positive feedback from the teacher and friends, the student felt his/her abilities were valued and in the end his/her confidence increased.

Students who have high confidence display the following behavior:

1. Shows positive attitude towards the strengths and weaknesses in communicating using English
2. Realizing that he has the ability to communicate using English
3. Feeling of being able to communicate using English
4. Trying to start communicating using English even though it has obstacles
5. Realizing that the thought of a negative response from someone else is just excessive anxiety
6. Having a willingness to learn to improve English skills

7. Keep trying to improve the English skills despite having difficulties
8. Able to set targets for achievement in communicating using English that can be achieved in a certain period of time.

From all the facts and statements above, it can clearly be inferred that there will be speaking performance difference between the students who have low confidence with the students who have high confidence.

CONCLUSIONS

Musical Drama is beneficial to use in teaching speaking performance. Students improve their speaking performance after being taught using musical drama. This probably because during the musical drama students were given lots of opportunities to express their ideas or feeling based on real life situation. Further, the students also had more chances to interact with their friends in interactive setting during the rehearsal. However, In applying the strategy the teachers should be able to control the process of the drama production such as the script writing, dubbing and the rehearsal. During the script writing, teachers should check the dialogue made by the students. They usually make some grammar mistake and broken sentence. During the dubbing, teachers check the pronunciation and intonation of the students so that they will really learn how to pronounce correctly. While during the practice, all aspect has to be really checked such as expression, pronunciation, intonation etc.

There is speaking performance difference between the students who have low confidence with the students who have high confidence. This because the students who have high confidence

tended to be more active and used the opportunity to practice their English during the musical drama. The result of the questionnaire also showed that students who have low confidence are more hesitant to use English than those with high confidence.

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