

THE IMPLEMENTATION OF DRAMA IN TEACHING SPEAKING

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ABSTRACT

Penelitian ini bertujuan untuk mengetahui apakah siswa di kelas VIII SMPN 3 Batang Hari Nuban Lampung Timur akan mampu menerapkan drama bahasa Inggris dalam hal verbal komponen yaitu *articulation*, *pronunciation*, *fluency and accuracy* (*grammar & vocabulary*). Subjek penelitian ini adalah kelas VIIIA dengan 24 siswa. Ini adalah penelitian kualitatif deskriptif yang difokuskan pada analisis produksi berbicara siswa dengan melihat kriteria evaluasi untuk berbicara dalam drama yang dikemukakan oleh Stanishlavski (1989). Hasil penelitian menunjukkan bahwa 83,33% siswa mampu menerapkan drama bahasa Inggris dalam hal verbal komponen terdiri dari *articulation*, *pronunciation*, *fluency and accuracy* (*grammar & vocabulary*) dan sisanya 16,66% siswa masih rendah. Hasil penelitian juga menunjukkan bahwa *accuracy* (*grammar & vocabulary*) adalah yang paling mudah sedangkan yang paling bermasalah adalah *fluency*. Dapat disimpulkan bahwa drama dan komponen verbalnya dapat diaplikasikan oleh siswa di pembelajaran berbicara.

This research was aimed at finding whether the students at the second grade of SMPN 3 Batang Hari Nuban East Lampung would be able to apply English drama in terms of verbal components of articulation, pronunciation, fluency and accuracy (*grammar & vocabulary*). The subject of this research was class VIII^A with 24 students. This was descriptive qualitative research which focused on the analysis of students' speaking production by seeing the criteria of evaluation for speaking in drama proposed by Stanishlavski (1989). The result showed that 83.33% students were able to apply English drama in terms of verbal components of articulation, pronunciation, fluency and accuracy (*grammar & vocabulary*) and the rest of 16.66% students were still poor. The result also showed that accuracy (*grammar & vocabulary*) is the most applicable whereas most problematic is fluency. It could be concluded that drama and its verbal components are applicable for students in speaking class.

Keywords: drama, implementation, speaking.

INTRODUCTION

In learning English, there are four skills that should be mastered by the students, i.e listening, speaking, reading, and writing. Speaking and writing are categorized as productive skills, while reading and listening are as receptive skills. Each of these skills has different way in mastering and expressing. Productive skills which include speaking and writing are two important components of communication process. Speaking requires a greater degree of language overtime, while writing requires a greater degree of accuracy and has been considered one of the most difficult skills for learners to master.

Speaking is considered as a very crucial skill because it is one of the basic keys of communication. By mastering speaking skill, we can carry out communication, express ideas, purpose, and persuade to other people. Everyone needs this skill, whatever their profession, e.g., an architect, an engineer, a business man, scientists, teachers, etc., they need speaking skill in order to take an active part in communication process and also to develop their knowledge. The success of teaching speaking determined by many factors such as the teacher, the material, and the strategy applied by the teacher.

One of the objectives of teaching English is to make the learners able to communicate by using the language in form of oral and written communication. By which a person can express his or her minds, information and maintain social relationship by communicating with others. Speaking is one of the four language basic skills that occur in every situation. Learners of language should develop

effective communication skill in daily situations. It is important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively.

Some problems in speaking are still experienced by the students of Junior High School. They think that spoken English language is the most difficult to learn and have difficulties in expressing their ideas in English. They often get difficulties in using English when they are trying to interact with others. They still look hesitate to speak up when the are in communication using English. Moreover, they looked afraid and nervous. They seemed to lazy and shy to have speaking practice in English. They seemed to keep silent than try to speak out. The students prefer to be passive in classroom activities especially for speaking activities. In addition, Susilawati (2007) cites that in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce the words, are potential problems that can hinder the students to speak. Those factors can be the factors that caused why the students often face the problems in their speaking. Thus the teachers have to motivate the students in learning English especially in speaking skill.

Inability to speak English as experienced by the students is caused by many factors. One of them is the way of teacher teaches English, especially in speaking. The students' hesitation in using English, as described above, tends to happen because the teacher almost never give the students chance to have speaking practice and various communicative activities that facilitate them to speak to

another. In many class experiences, speaking is low practiced by the students because some factors like less encouragement and chance from the teacher in giving the opportunities for the students' speaking practice in the class.

To cope with the problem, applying a certain technique that provides communicative activities, gives sufficient chance for the students to practice English and creates best situation will encourage students' willing to have speaking practice more. One of recommended technique is drama. By applying drama, the students can learn and express themselves both through language spoken and language expression. The students are more active in verbal communication.

Additionally, drama is also as a specific action to make the learning process more active, enjoyable, communicative, and contextual. As Cheng (2007: 1) stated that Interactive dramas are a language learning activity in which each student in the class takes a distinct role with specific goals and then interacts with other students in the class to build alliances and complete common goals. Furthermore, Maley and Duff, (1978: 6) and Wessels, (1987: 61) have pointed to the values and uses of drama: 'Drama can help the teacher to achieve 'reality' in several ways. It can overcome the students' resistance to learning the new language. Drama can increase self confidence of hesitant students, because in drama activities, the students will have different role and responsibility. So, it is appropriate to use drama in teaching speaking.

Considering the background above and regarding the advantages and strength of drama technique, the researcher wants to promote this technique in speaking class which focused on the analysis of students' speaking production in terms of verbal components of drama by seeing the criteria of evaluation for speaking proposed by Stanislavski (1989).

METHODS

This research was descriptive qualitative research. The data were collected in the form of words or pictures rather than numbers. In this study, the researcher analyzed the students' oral production in the process of implementing drama technique in speaking class in terms of verbal components of drama which were pronunciation, fluency, articulation and accuracy (grammar & vocabulary).

The subject of this research was class VIII^A students at SMPN 3 Batanghari Nuban East Lampung consists of 24 students. The subject was randomly chosen since it was considered as the best class and expected to follow the learning activity attractively than other classes.

In this research, the researcher used instruments such as scoring sheet for students' speaking performance, recording and transcription. In this qualitative research, the researcher analyzed the students' application of verbal components of drama in terms of articulation, pronunciation, fluency, and accuracy (grammar & vocabulary) they were applicable or not. In analyzing the data, the researcher and another rater that was an English teacher were investigating the students' speaking

production to avoid subjectivity based on the criteria speaking performance in drama.

RESULTS AND DISCUSSIONS

The research was conducted by giving the treatment in the four meetings. There were four steps in implementing English drama in speaking class started from the explanation, practice, rehearsal and performance in the last session. And finally the audio data of students' production had already transcribed and been analyzed. From the students' speaking performance score (see appendix 5), the result indicated that 83.33% students of class VIII^A at SMPN 3 Batang Hari Nuban East Lampung are able to apply English drama in terms of verbal components of articulation, pronunciation, fluency and accuracy (grammar & vocabulary) and the rest of 16.66% students are poor in performing their speaking related on the verbal components of drama. It is showed that most of students are able to apply English drama concerning its verbal components but there are some students still facing some difficulties even poor showed from their speaking score.

Furthermore, from the analysis of each character production, it can be concluded that among the verbal components of English drama that is most applicable for the students is accuracy (grammar & vocabulary). It resulted from the activities done during teaching learning pocess i.e silent reading of drama script, and drilling the dramatized play reading activities. Since they had only limited time to prepare theirselves,they got difficulty to memorize the script.

If we see that almost all students could apply each verbal components they were given chance to do speaking practice enjoyably in a different role part. Cheng (2007: 1) states that interactive dramas are a language learning activity in which each student in the class takes a distinct role with specific goals and then interacts with other students in the class to build alliances and complete common goals. It implied that most of students could apply to communicate English dialogue in their performance. Furthermore, Maley and Duff, (1978: 6) and Wessels, (1987: 61) have pointed the values and uses of drama: 'Drama can help the teacher to achieve 'reality' in several ways. It can overcome the students' resistance to learning the new language. Drama can increase self onfidence of hesitant students, because in drama activities, the students will have different role and responsibility. So, it is appropriate to use drama in teaching speaking.

The existing of drama technique give encouragement to students to express the dialogue well in speaking performance. Those finding supports Krashen's principle (1985) that in a drama technique provision classroom, students are more motivated and learn in a realistic communicative environment offering plenty of opportunities to use language meaningfully. Thus, by having more chances to use English through English drama, the students were performing their speaking well although they still have weaknesses in their performance such as fluency. The result of the research explained, gave us some points to be discussed, as follows:

In this study, the discussion was restricted only on the following points:

1. Fluency

Unhappily the students were still poor in their fluency, it was not appropriate with Wessel's (1989) 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 fluency, pronunciation (stress & intonation), and articulation. Most of students were not successful in their fluency 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 without text because the limited time given. They were unready enough, and they felt nervous when speaking.

Nonetheless, they also indicated that some students performed quite well in terms of fluency. They enjoyed the activity and they were not afraid to converse and they seemed to have big confidence. In a more recent example, Miccoli (2001) used theatrical techniques in a Brazilian University to develop her students' oral skills. She employed different phases such as warm-up activities, getting to know each other activities, dialogues, and role plays. She found that students not only improved their English proficiency, but also enhanced the students' speaking ability. It is clear that enjoyable activities that provided from drama technique successfully make the students having no fear anymore to speak up in front of their friends using the target language.

Additionally, other studies proved the effectiveness of drama technique in teaching speaking, for example Walker (1977) used improvisation in an English fluency course for EFL teachers and found that the method helped them improve their speaking skills and become aware of the nature of their mistakes. By experiencing drama performance, it enabled the students improve their fluency since feeling of making mistake pulled out from the rehearsal and practice phase that emphasized in understanding the line and having correction if it is needed by the teacher and it works well for some successful performer here.

2. Pronunciation

Since the students had drilling on how the dialogues to be pronounced through some activities through rehearsal phase that was dramatized playreadings activity, the students were success enough in performing their pronunciation. It is categorized as the most applicable for them among the English drama verbal components. Drama technique served the chance for the learnerst to heighten their speaking ability by having such sufficient practice in acquiring the language skill.

Additionally, the previous study held by Ulas et al. (2008) showed that drama pedagogy provides authentic communicative environments for the learners, and drama activities can be used to heighten learners' speaking ability. They will encourage to have speaking practice more. It resulted their speaking ability arosen. Drama provides authentic communicative environments for the learners, and drama activities can be used to heighten learners' speaking ability. The environments like a real life conversation by storylife built the authentic

communicative moments that enabled the learners to speak naturally and having no fear and hesitant to be more speak up and the awareness of mispronounced word is heighten.

Finally, they thought that the group rehearsal helped them communicate appropriately. This is in line with Wessel's (1997) statement that talking about structures, vocabulary, sets, and props encourages the students to increase their language skills (vocabulary and pronunciation). These activities led students to communicate with a purpose. It was shown from the result that actually some students performed well and having not very much trouble in vocabulary and its pronunciation. Since they had exposure in rehearsal at the two meetings. There were some students who lack of the pronunciation awareness and who still confused to pronounce English word appropriately because they were unfamiliar with the words.

3. Accuracy (grammar & vocabulary)

From the analysis of students' speaking production, it indicated that most of student performed well and understandable since the had awareness in the grammatical pattern used and appropriate diction. It approves Sam's (1990) theory that "drama helps to extend, retain and reinforce vocabulary and sentence structure through role play and communication games.

Additionally, the students' accuracy, their "ability to produce grammatically correct sentences" (Richards et al ,1985: 109) is better, mainly in relation to the

use of tenses. Eventhough they still made errors, however, but in most instances this did not stop them from trying to communicate. So it can be categorized that accuracy (grammar & vocabulary) as the most applicable among verbal components of drama. In line with Aldavero (2008) statement that drama activities help students to communicate in the foreign language including those with limited vocabulary. By having language experince in the real communication, it enabled the students to be more active in using various dictions to convey the message or ideas. So English drama is an ideal tool to teach speaking espeacially in terms of accrracy (grammar & vocabulary).

4. Articulation

A lazy tongue and slovenly speaking habits inhibit articulation, and must be overcome with persistent and dicipline attention. It deals with the vocal clarity whether the utterance is ambiguous or unmeaningful to be heard. (Stanishlavski, 1989). Since the students enjoyed the speaking activity through drama, their feeling afraid of making mistake or shy when they are speaking in front of their friends will not exist any longer. This is in line withWessel's (1989) statement that the presence of drama and its technique is an ideal tool to stimulate and carry on different speaking activities with the focus on fluency, pronunciation (stress & intonation), and articulation.

Inconfidence may affect students' performance in their articulation and pronunciation, since they are hesitant to speak. Many drama activities are especially aimed at helping them gain confidence in a non-threatening

environment. In a sense, drama permits the subtle use of peer or community pressure on the individual in the classroom. It was successfully happened in the students' result that most of them were performing well in terms of articulation. That was unproblematic since they were great in articulating the lines clearly no ambiguous voice produced even though sometimes Javanese accent followed but still understandable.

It also approves Wessels's (1991) theory that the most basic reward of drama is that it is enjoyable to do and each session brings the reward of being allowed 'to speak out' express emotions, and 'take centre stage' as each student realizes that his or her contribution, no matter how small, is of vital importance to the project. There is usually lot of tension-relieving laughter, as students warm up physically through exercise, breathing, techniques, vocal warm-ups, and mime. Those enabled the students to be willing in performing their speaking in front of their friends and having some practices that support their vocal clarity concerning its articulation especially through vocal-warms.

From those points mentioned above, it can be restated that even for students who are categorized as success performer shows their readiness in some supporting aspects of drama principle. They seemed to be relaxed and fun in doing the task or activity. The most important was being confident to be an actor in such way to speak out fully and having no hesitant to make mistake along with their performance.

CONCLUSIONS

1. Most students at class VIII^A of SMPN 3 Batang Hari Nuban East Lampung are able to apply English drama in terms verbal componensts such as articulation, pronunciation, fluency and accuracy (grammar & vocabulary). Nevertheless, it was inevitable that some students faced difficulties to perform their speaking.
2. The problem faced by students is in their fluency. The sudents seemed to be unready to perform because they got difficulties to memorize the script.
3. In the aspect of pronunciation, it was found that some students still have mispronounced words since they are confused to pronounce some words as they have limited time to rehears.
4. In terms of articulation, the students are able to perform the dialogue clearly so it is no problem in their articulation.
5. Concerning the accuracy (grammar & vocabulary), the students are able to perform the dialogue. They are able to use correct grammatical pattern and the diction. The drama activities is effecctive to teach grammar through rehearsal and practice phases bringing the students to have understanding towards the grammar.
6. The existant of drama and its technique is an ideal tool to stimulate and carry on speaking activities with the focus on fluency, pronunciation, accuracy (grammar & vocabulary), and articulation.

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