

## **USING DRAMA ACTIVITIES IN TEACHING SPEAKING NARRATIVE TEXT FOR SENIOR HIGH SCHOOL**

**Muhamad Budi Arto**

English Department, Faculty of Languages and Arts, State University of Surabaya

E-mail: muhamadarto@mhs.unesa.ac.id

### **Abstrak**

Speaking adalah keterampilan penting yang harus dikuasai oleh pelajar bahasa Inggris. Namun, banyak siswa mengalami kesulitan dalam belajar berbicara dalam bahasa Inggris. Terdapat banyak faktor yang menyebabkan siswa kesulitan belajar, salah satunya adalah kurang percaya diri. Untuk mengatasi masalah ini, guru harus menciptakan metode pengajaran bahasa Inggris yang efektif, terutama untuk speaking. Berkaitan dengan kurikulum 2013, siswa dituntut untuk lebih aktif dalam proses belajar mengajar. Itu sebabnya guru harus lebih kreatif untuk mengajar speaking. Salah satu metode kreatif yang dapat digunakan oleh guru adalah Drama Activities. Dengan menggunakan drama activities, siswa dapat belajar bagaimana berbicara bahasa Inggris dengan lingkungan yang menyenangkan. Mereka dapat berbicara dengan bebas tanpa khawatir karena mereka dapat berakting dengan berbagai cara dan menjadi apa yang mereka inginkan dalam cerita. Siswa dapat lebih aktif berbicara dan menjadi menarik selama pelajaran. Penelitian ini bertujuan untuk mendeskripsikan implementasi Drama Activities dalam mengajar speaking teks naratif kepada siswa kelas XI SMAN 1 Mojokari. Peneliti juga menjelaskan tanggapan siswa terhadap teknik ini. Penelitian ini adalah penelitian kualitatif deskriptif. Subjek penelitian ini adalah siswa XI MIPA 4 SMAN 1 Mojokari. Peneliti menggunakan catatan lapangan dan lembar kuesioner untuk mendapatkan data. Hasil penelitian ini menunjukkan bahwa kegiatan drama dilaksanakan dengan mudah oleh guru. Sebagian besar siswa merespons teknik ini dengan positif dan setuju bahwa kegiatan drama membawa lingkungan yang menyenangkan ke kelas mereka. Kebanyakan dari mereka mengatakan bahwa kegiatan drama dapat membantu mereka belajar berbicara bahasa Inggris dengan cara yang berbeda dan membuat mereka lebih percaya diri untuk berbicara bahasa Inggris. Pada akhirnya, drama dapat membuat siswa memahami tentang karakter dari cerita dengan mudah dan dapat belajar untuk mengekspresikan perasaan mereka ketika berbicara dalam bahasa Inggris. Kesimpulannya, kegiatan drama adalah teknik yang baik dan cocok untuk mengajar speaking teks naratif. Itu membuat kegiatan belajar menjadi berpusat pada siswa dan membantu siswa percaya diri untuk berbicara karena mereka belajar dengan perasaan senang dan gembira.

**Kata kunci:** keterampilan berbicara, drama, kegiatan drama, naratif

### **Abstract**

Speaking is an essential skill that should be mastered by English learner. However, many students have difficulties in learning speaking skill. It is because many factors cause students difficulty learning, one of which is a lack of confidence. To overcome this problem, the teacher should create an effective method of teaching English, especially in speaking. Engaging in the curriculum 2013, students are required to be more active in teaching and learning process. That's why the teacher should be more creative to teach speaking. One creative method that can be used by the teacher is Drama Activities. By using drama activities, students could learn how to speak English with an enjoyable environment. They can speak freely without worries because they can act in various ways and become what they want in the story. Students can be more active to speak and become attractive during the lesson. This research is aim to describe the implementation of Drama Activities in teaching speaking narrative text to the eleventh-grade students of SMAN Mojokari. The researcher also describes the students' responses toward the technique. This research is descriptive qualitative research. The subject of this study is students of XI MIPA 4 SMAN Mojokari. The researcher using field notes and questionnaire sheet to gain the data. The result of this study shows that drama activities is easily implemented by the teacher. Most of the students respond to this technique with positive and agreed that drama activities bring a joyful environment to their class. Most of them said that drama activities could help them learning speaking in different ways and make them more confident to speak English. In the end, drama can make the students understand about the character from the story easily and could learn to express their feeling when speaking. In conclusion, drama activities is a good technique that is suitable for teaching speaking narrative text. It makes the learning activities become student-centered and it helps the students confident to speak because they learn in fun and joy.

**Keywords:** speaking skill, drama, drama activities, narrative.

## INTRODUCTION

Learners sometimes feeling hesitate to speak because they are afraid to pronounce the words incorrectly or the students feel nervous speaking in front of the class. If a student is nervous and frustrated about learning, they may have trouble learning English. It is important for the instructor to find ways to inspire students and increase their confidence in the class so that they can learn English easily. Choosing a particular approach used in the classroom will be adapted to the purpose of implementing the curriculum-based learning process, as the right approach would contribute to greater achievement.

In teaching speaking English, The teacher relied only on teaching language translation and grammar. The teachers rarely give a chance for the students to speak. Because of that, they can't improve their speaking ability, and they don't have the initiative to improve their speaking. The problems arise when they are not involved in the process of speaking because there is only a small chance of doing it. They are always passive in any dialogue or discussion in a speaking course. They seem to be nervous and reluctant to answer questions from the teacher. It will arise when they feel unconfident and have little interest in any speaking activity.

The level of student's confidence is not the same for one to another. Some students have difficulties in speaking and afraid to speak in front of people. The others have good skill in speaking. To make it balanced, the researcher tries to find the method and activities that can make both good and bad speaking ability to merge into one. It means that students with lower ability should have no worries and feel so nervous because they can work together with their friends. So that the lower speaking ability can learn and work together with the good speaking ability. Hopefully, their speaking ability increase after doing the activities.

As stated in syllabus K.D 3.5, Narrative text is taught for eleventh graders students in Peminatan Class. Narrative takes imagined stuff to the students. The purpose is to entertain readers in scenarios of tension, crisis, and resolution, with various characters and environments throughout the plot. Narrative is the main source of interpretation and speech with our perception of evolving incidents over time. Students would be more involved as they have a opportunity to play a number of different roles in the story. Drama is also used as a means for students to learn to communicate implicitly.

Because speaking is one of the most difficult English skills to assess, teachers ought to think carefully on whether it can be easier to do. The solution is to implement drama. By offering some dialogues and asking students to read and then deliver the dialogues, teachers will examine

students' ability to speak. Several researchers also stated that there are some techniques in learning speaking narrative text such as storytelling, doing role play, etc. Besides that, the drama activities might be something new in the teaching-learning method. Hopefully, this method can make students feel comfortable in learning speaking.

Since the lesson is focuses on speaking skill, Drama for students' performance is focuses on how well the students speak using target language in front of people. The use of drama in learning speaking aims to help the students become more comfortable. Therefore, narrative text is selected to be the focus of drama that is suitable for the EFL learner. Narrative text deals with fictional things such that students do not feel the pressure of the class. Students can face a lot of difficulties when challenged to talk in front of the audience, but by practicing drama they could learn how to face their nervous or anxiety with many way. They could express their selves better than before. Drama performance also let students learn more about the specifics of the narrative stories. By performing their story, they would immediately learn the entire story without even memorizing it.

Some of the innovative approaches that teachers should employ are the use of drama. Wessels (1987: 41) noticed that the use of drama activities tended to bring the scripted text to life by combining the story with the emotion, creativity and thinking of the learner, who was an involved participant in the learning cycle. Drama is powerful because of the imagination and feeling makes the learning process become interesting, challenging, related to real life, and fun.

Drama has good potential to apply in the teaching-learning process because students can express their self, and it's a place with a good atmosphere where they feel safe to practice. That's why utilizing drama in the English learning and teaching process may be the best way to overcome stress and improve self-confidence in communicating.

Researchers said that drama possibly has the potential to lower the students' anxiety and increase motivation. Research by Sterns (1980) reveals that drama makes students build self-confidence, so they become less anxious about speaking English in front of the class. Many of them enjoy drama activities and become more encouraged to participate. The research done in the Korean English as a Foreign Language (EFL) also stated that students felt more comfortable and enthusiastic in speaking English, as stated in a result of Coleman's study (2005). Stinson and Freebody (2006) have shown that students of EFL students in Singapore feel much more confident about speaking English after performing the

drama program, and many of them have expressed a willingness to keep involved in the drama program.

Drama is communicating and doing. That's why drama can be one of the other instructional methods commonly used in educational practices. Drama will make students understand English more quickly, and when following the drama lesson, students need to be able to participate in dialogues, specifically in order to express the meaning of the story. Drama would be helpful in the learning of English as a foreign language. When conducting a drama, students have a duty to convey the purpose of the story. Through drama, students can express their-self to be who they are and also can make them feel more confident to speak.

This research will be important for the teachers to develop a teaching strategy to overcome students speaking anxiety and also can make them feel more confident to speak. Drama activities in teaching can make learning activity more enjoyable. Putting drama activities in English classrooms may help students study while having some fun, which is in many situations involves studying without stress and hard work. This is why drama can be the easiest way to teach speaking for ELL and improve their confidence. From previous research, there are some investigations that improving speaking abilities through drama can help students more active and creative. This research wants to know the introduction of drama activities in the classroom can attract students who are interested in speaking confidently. Because the key is on how the teacher planned, introduced, explained and exemplified the material and method of drama before being performed by students. Therefore, how does the teacher implement the drama activity in teaching speaking?

Based on the phenomena above, this present study tries to answer the following research question:

1. How does the teacher implement drama activities in teaching speaking narrative text?
2. How are the students' responses to the implementation of drama activities?

## **METHOD**

The purpose of this study was to investigate the implementation of drama activities in classroom language. The focus of this study was the teacher implementation and students respond. To find out the research objective, the researcher used qualitative as the design of the study. It is supported by Ary et al. (2010) who stated that qualitative focus on understanding social phenomena from the perspective of the human participants in natural settings. He said that the analysis focuses on analyzing and interpreting recorded material to learn about human behaviour.

This research was conducted in SMAN 1 Mojosari in the second semester in the academic year of 2018/2019. The reason why the researcher chooses this school because this school has already implemented K13. And also the teacher has already implemented this technique before and planning to use it again in this semester. This technique will be implemented in two class. Therefore, the researcher chooses XI MIPA 4 for the research which consist of 36 students. This research involved the English teacher and the eleventh grade students of XI MIPA 4 from SMAN 1 Mojosari. The researcher try to observe the students responses from drama performance used by the teacher. In this class, the students are having different problem in speaking, they also rarely using English in the classroom. However, drama activities might be a good way for them to practice speaking in English. To answer the first research question above the researcher will observe teachers' behavior in implementing drama activities. The data will be collected from teachers' action and the way the teacher deliver the materials. And to answer the second research question, the researcher will use the questionnaires to see the student's responses about the material. Based on the source of data, the researcher will use natural research as the data collection technique. It means that the researcher will no disturb the classroom activity during the observation. The researcher also used taking video and field note as an instrument for observation. Those data was gathered from a variety of sources, such as the teacher and the learners. Throughout the study, the researcher took notes on the activity in the classroom. The data collection focused on describing the activities related to the subject. The researcher distributed the questionnaires on the last day of the observation in order to gain data about students responses. The researcher recorded all of information happened during the learning process in the field notes. The field note contains the information about the observation including the date, class, and the topic. The data were analyzed in descriptive manner by employing a theory by Ary et al., (2010) which covered three stages namely organizing and familiarizing, coding and reducing, and interpreting and representing.

## **RESULTS AND DISCUSSIONS**

In this part, the researcher presents the results of the study about the implementation of Drama Activities done by the teacher and students' responses into the technique. Furthermore, the result of this study was related with the theory by the expert.

### **The Implementation of Drama Activities**

The teacher has implemented the suggestions from Susan Holden (1982), there were five point plan for intergrating drama activities into the lesson. Firstly, the

instructor introduces the students with the concept, theme, or problem. It can be seen in the first meeting that the teacher showed the students a video about drama. And second, the students discuss what they are going to do in pairs. This stage done by the teacher asked the students to gather in groups and discuss about drama script. Third, students experiment with various definitions in groups before they are pleased with one. In this stage, the teacher guide the students and helps them with their problems in doing their work. A possible fourth stage will consist of students presenting their work to another group or the instructor. This is the performance from the students' work, the teacher watch carefully in order to assess the students. Finally, the students may discuss their solution in groups or with the rest of the class. This stage done by the teacher in the class by giving some feedback to the students' performance.

Based on the data that have been gained, the implementation was done in four meetings. For the first and second meetings were used as warming up activities and explain about the Narrative Text. Besides Narrative Text, the teacher also explained about drama and gave the example of drama by showing the video. By showing the video, the teacher tried to explain about the story in the movie. About the characters in the movie, the plots, and how the story goes. After expaling about Narrative and showing about the drama video, the teacher discussed about the narrative text and about the video together. In the end of the meeting, the teacher asked the students to make a group. There were 4 groups consist of 7-9 students. After that the students were asked to make the drama script and perform their work in next two weeks. In the first meeting can be used as a proof of pre-activity that suggested by the expert above which are introducing about the concept and theme. And for the second stage that explained by the expert also done by the teacher perfectly.

In the second meeting, the teacher only revied about the material last week and checked the progress of the students' work. The teacher walked around and asked the students about their progress. The teacher also helped the students to solved their problem and reviewed about the material. The teacher helped them to make the script and devided the characters in the story. The teacher also explained that they had to choose which story that the would used. The could used legend or myth as the teacher tought them in the first meeting. In this meeting it can be used as a proof for the third stage by the expert the teacher helps the students working with their experiment.

After the first and second meetings, they started to perform their drama on third and fourth meetings. For the first performance was performed well. The teacher gave somes feedback to the group and asked the others to pay attention and try not to do the same mistakes. The next

group was no much different with the first because the performed in the same day. The rest of the groups was performed in the fourtrh meeting. They could perfomed well and learn from the previous performance. At last, the teacher have been done the stages suggested by Susan Holden according to the explanation above.

According to Davies (1990), drama performance includes different activities which can be used in class like: simulation, role play, mime, improvisation, scripts and so on. As the result of the implementation of the drama performance in the classroom, the teacher used some drama activities in class such as exploiting a scripted play and making their drama scipt, doing some role play and simulation. Here are some proofs that the teacher uses the drama activities in class. For the exploiting a scripted play the teacher done by giving the students a video about drama. And for making their own script, the teacher done by asking the students to find a story and make them into drama script. For the roleplay, teacher asked the students to demonstrate some dialogue. The last is the teacher gave the students some time to practice before performance. Therefore, the implementation done by the teacher had followed by the theory by experts.

Enggaging with curriculum 2013, the basic competence that stated in the syllabus was to teach narrative text in the eleventh grade students. Is was also stated *membedakan* which mean they should know the different in narrative text such as legend and myth. However, in the syllabus students must be able to comprehend with written and spoken text which is focused on reading and listening skill. So that drama performance would like to help the students understand about narrative. By doing drama performance, students could learn about the element of the story, not only the generic structures and language feature. They could know about characteristics, plot, setting, and theme. They can make it by their own or modified from another story. The drama performance is suitable for narrative text for the students as we can see on the students enthusiast in doing drama performance.

### **The Results of the Students' Responses**

Baes on the data that have been gained from the questionnaire, it can be seen that most students were agreed that drama performance helped them to be more understand about narrative, helped them to be more confidence in speaking, and so on as stated on the questionnair. It showed that they were happy in learning narrative using drama performance.

The result of the first question about how their feeling in performing drama was most of the students agree and loved to do the performance. There were no students who disagree so that there were no students were not happy in doing drama performance. In the second question showed

that most students were enthusiast in doing drama performance and only one student who disagree. Stated by Miccoli (2003), drama also creates a friendly, stress-free atmosphere were the optimal learning accurs was supported by the result of third and second question. The result showed that the students felt comfortable in learning english using drama performance, and most of them agreed with that. The fourth question showed that most students were agreed that drama performance hepls them to understand narrative text. The result of question number five also showed that most of the students agreed that the drama performance hepls the students to build their self-confidence. For the sixth and seventh question most students agreed that they tend to be more active in speaking in class and also active to cooperate with their group. The result of question number eighth showed that most students agreed that drama performance makes them to be more expressive in speaking. For the questions of students' opinion about performing drama, most students agreed that drama helps them in learning English becasue they could learn how to speak in english, make them confidence to speak and also knowing new vocabularies. Most of the students were happy after perfoming drama because they could be their favorite character and could perform the story with their friends. Only nine students who no really happy because they have lack of confidence in doing drama performance.

From the explanation above, it can be concluded that drama helped students learn narrative and speaking, more confidence in speaking, creating god atmosphere during the lesson and helped the students to be more active in the class and group discussion.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the result and discussion the researcher cncludes that Drama Performance is a good technique that can be used to teach narrative text for tenth graders. It's good way to improve students' speaking ability, because by doing thistechnique, student became more active during the lesson and can speak optimally. Drama performance makes the teaching learning process become student centered and the teacher only become their facilitator.

Drama performance makes a good atmosphere in the class during the learning process because the student could express themselves freely, it could create a joyful environment in the class. And for those who have some insecurity or low sefl confidence can be more active in this learning process. It's because the Drama Performance helps the students to be more active in group discussion.

In conclusion, the Drama Performance makes students learn to speak in front of people easily and makes

the students who have lack of confidence become more active. Based on the questionnaire from the students, most of them agreed that Drama Performance is joyful activitiy because the environment in the class room supports them to be more confident in speaking.

### **Suggestion**

According to the result of the data analysis and the conclusion that has been explained before, the researcher give the following suggestion:

For the teacher, they should be able to encourage the students to be more active and confident to speak scince the lesson is engaging with speaking skills. Second, it's better to give the feedback in written text, not directly spoken after the performance, it makes the students become nervous. Let the students evaluate their work with their group.

For the next researcher who are going to condut research on the same field, the researcher suggest that the material chosen should be attached with the students' level and interest. It's also importan to chose a good story as an example.

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