

THE STUDENTS PERCEPTIONS OF PLAYING DRAMA AS AN INSPIRING WAY TO IMPROVE STUDENTS' SPEAKING ABILITY

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Abstract: *The purposes of this study are to figure out the students' perceptions of playing of drama as an inspiring way to improve students' speaking ability and to know the students speaking ability improvement through playing drama. This study uses mixed methods that combined quantitative and qualitative methods. The sample of this study were 15 students from the sixth semester in Academic Year 2023 who have participated English Prose and Drama subject and performed drama performances. The researcher s obtained data from distributing questionnaire and interview. The questionnaire included ten closed ended questions, while interview included five open semi structure interview. Based on the questionnaire data revealed that there are four very high category that drama can improve students' speaking ability (88%), drama helps students' in improving their vocabulary (87%), pronunciation (83%), and it also can train students to learn speaking through English dialogue from the drama script (84%). Besides that, the results of interview data also gave positive perceptions. Drama can train the students to have more self confidence when they have to speak English. Drama also greatly improve students vocabulary. Thus, the results of this study indicate that the students have positive perceptions about drama as an inspiring way to improve students' speaking ability.*

Keywords : *Drama, Speaking ability, Students' Perception*

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa terhadap bermain drama sebagai cara yang menginspirasi untuk meningkatkan kemampuan berbicara siswa dan untuk mengetahui peningkatan kemampuan berbicara siswa melalui bermain drama. Penelitian ini menggunakan metode campuran yang menggabungkan metode kuantitatif dan kualitatif. Sampel penelitian ini adalah 15 mahasiswa semester enam Tahun Pelajaran 2023 yang telah mengikuti mata pelajaran Prosa dan Drama Bahasa Inggris dan menampilkan pertunjukan drama. Peneliti memperoleh data dengan menyebarkan kuesioner dan wawancara. Kuesioner mencakup sepuluh pertanyaan tertutup, sedangkan wawancara mencakup lima wawancara terbuka semi terstruktur. Berdasarkan data angket terungkap bahwa ada empat kategori sangat tinggi yaitu drama dapat meningkatkan kemampuan berbicara siswa (88%), drama membantu siswa dalam meningkatkan kosakata mereka (87%), pengucapan (83%), dan juga dapat melatih siswa untuk belajar berbicara melalui dialog bahasa Inggris dari naskah drama (84%). Selain itu data hasil wawancara juga memberikan persepsi yang positif. Drama dapat melatih siswa untuk lebih percaya diri ketika harus berbicara bahasa Inggris. Drama juga sangat meningkatkan kosa kata siswa. Dengan demikian, hasil penelitian ini menunjukkan bahwa siswa memiliki persepsi positif tentang

drama sebagai cara yang menginspirasi untuk meningkatkan kemampuan berbicara siswa.

Kata kunci : Drama, meningkatkan kemampuan berbicara, persepsi siswa

PENDAHULUAN

English is the most widely spoken language in the world, which makes it an essential tool for the development of competencies in socio economic and educational contexts. In today's world, communication in their other tongue is not sufficient, and a universal language such as English should be known. There are some reasons that make speaking become one of the important skills for English education students. Effendi (2015) stated that speaking is the basic tool of education and the most important skill in our daily life communication. The ability to speak English is important for their future career, when they are looking for a job especially a job as an English teacher, it is very necessary for them to good in speaking ability. Because speaking is a necessary skill for oral communication in foreign language teaching. But on the other hand, as we know speaking is one of the most difficult skills, because when we speak in English language we need a lot of vocabulary, self-confidence and

good pronunciation. So that the listener will understand what we are saying. Mohamed (2017) also stated that speaking has become the most difficult skill for English education students to master.

Therefore, the teacher needs an inspiring way to teach speaking that can make the environment in learning speaking will be more exciting and fun. One of an inspiring way to learn speaking is through playing drama. Drama is one of teaching techniques that can be applied for teaching speaking (Fitri & Ali, 2021). Drama is the way to eliminate students speaking anxiety and further improve their speaking ability. Drama has many advantages in increasing students' enthusiasm for learning speaking. Therefore, drama method can be a solution to improve students' speaking skills in an interesting but challenging way. A research conducted among of English education students concluded that drama could help developing their self-confidence (Sirisrimangkon, 2013) and eliminating their doubts when they

speak in English.

Khosroneja and Parviz (2013) also determined the effect of dramatized instruction on the speaking ability of EFL learners. The results of the study showed that dramatized instruction has positive effects on learners' speaking skills such as drama. Drama is seen as a main aid in the acquisition of communicative competence. Drama is seen as a main aid in the acquisition of communicative competence which is an important part of speaking ability. Based on the results of previous studies above, this research was intended to find out what are the English students responses and perceptions of the drama subject to improve their speaking ability at Abulyatama University. Therefore, the

researchers were interested in conducting a research entitled "The Students Perceptions of Playing Drama: An Inspiring Way to Improve Students' Speaking Ability".

Therefore, the researchers were interested in conducting a research entitled "The Students Perceptions of Playing Drama: An Inspiring Way to Improve Students' Speaking Ability". Based on the background study above, the research problems/questions are:

1. What are the students' perceptions of playing drama as an inspiring way to improve students' speaking ability?
2. How do the students improve their speaking ability through playing drama? Based on the research questions above, the purpose of this research are :
 - a. To figure out the students' perceptions of playing drama as an inspiring way to improve students' speaking ability.
 - b. To know the students speaking ability improvement through playing drama.

LITERATURE REVIEW

1. Speaking Ability

Speaking is also one of the four language skills (reading, writing, listening and speaking) and in almost any settings, speaking is the most frequently used language skill (Phuong, 2018). It is an important skill in language learning, but it is not an easy skill to learn or teach. Speaking is a tool for social interaction and reflects the ability of the students to express themselves fluently and accurately (Tahani, 2020). Speaking give us many advantages in our daily life communication, Riadil (2020) stated that speaking also beneficial in giving a useful valuable skill which help to contribute in the community or even our country. The mastery of speaking in English is a priority for many second language or foreign language learners especially English education students (Putra, 2017).

Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basic how much they feel, they have improved in their spoken language proficiency such as in improvement speaking ability it could make someone can be more fluent,

confidence, brave, be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. There are two types of speaking that are, formal and informal. In general, someone use formal speaking in teaching learning process like the teacher with the students and someone who has higher status. Informal speaking, someone speaks with friends, family, etc.

2. Drama in Teaching Speaking

In term of English language teaching, drama is a specific action to make the learning process more active, exciting, communicative and contextual (Masoumi, 2018). Acting is a way of learning by experiencing. Many students are reluctant to speak a foreign language in situations where they are lack of knowledge may cause embarrassment and the great strength of drama is ability to give a situation the dynamic interpersonal momentum that requires participants to respond. Drama has been proposed as an effective way to encourage the students' speaking ability. Essentially, drama provides many benefits, not only in students' speaking skills but also in other aspects such as vocabulary, pronunciation,

etc. Ahmed,2019).

The effect of drama activities on the improvement of speaking ability can be explained by the basic aspects of this method. It can be argued that the basic aspects of creative drama eliminate the factors that prevent. The improvement of speaking skills and that this important contribution of the method naturally results in the development of speaking skills. Drama techniques can be used to provide the students with the possibility of being involved actively in the process of interaction by employing personality and the affective domain. Being completely involved in the activities, the learner is more motivated to use the foreign language (Chirag et al.,2013).

Many of researchers have focused on investigating the benefits of drama to improve students' L2 speaking skills. For instance, Ronke (2005) lists the benefits of drama to develop students' L2 speaking skills as follows:

1. Drama stimulates EFL learners to prioritize good pronunciation and intonation.
2. Drama based exercises help EFL learners to practice various aspects of

L2 pronunciation (e.g., pitch, tempo, volume) also intonation (e.g., accent, melody and rhythm) and hence their speech becomes more fluent and accurate.

3. Drama based exercises emphasize the importance of body movement in (a) producing sounds (e.g., how to use speech organs like lips, teeth, tongue and jaw to make the sounds) and practicing and prosodic features (e.g., stress, pitch, intonation).
4. Drama makes pronunciation practice in the EFL classroom entertained by presenting joyful hands on activities that enable students to get rid of demotivating, mechanical and repetitive phonetic practice.
5. Drama establishes an ideal and motivating classroom environment where EFL learners can practice L2 pronunciation and intonation without getting stressed and scared in front of their peers and the EFL teacher.

3. Perception

Perception is the way of regarding, interpreting, and understanding something. The person's acceptance of the stimulus takes an Important role in

the perception process, the person is confronted with a situation. The process involved in the process of perception is the selection, interpretation, and disclosure of information to create judgment, evaluations, feelings, and interpretations based on information from other sources which is perceived. In the next line, he also said the process of perception is what happens when a person observes another person or object. Recognize information shared by other people who interact, relate, or collaborate so that each person's perception cannot be separated from their communication. Because accurate perceptions are necessary for effective communication, perception is often referred to as the essence of communication (Shambodo, 2020).

RESEARCH METHODOLOGI

This study used mixed methods. Mixed methods involve the mixing of quantitative and qualitative research. The population of this research is all of the English department students at Abulyatama University. The total population are 82 students. There are fifteen students became the sample of this study.

Purposive sampling was used to select the sample, namely the students who have studied English Prose and Drama subject previously. For questionnaire, all students in the sixth semester (15 students) became the sample of this study. For interview, there are six students become the interviewee. It was chosen based on their lecturers' recommendation who represented of two students with high scores, two students with medium scores, and two students who had the lowest scores in speaking ability.

This study the researcher used closed ended questionnaire and open semi structured interview. There are ten statements for questionnaire and five questions for interview. The researcher analyzed the data in the form of a descriptive analysis method. The data from the questionnaire was analyzed in percentage form using a 5 Likert scale, there are Strongly agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (DS) = 2, Strongly disagree (SD) = 1. While the data from interview was analyzed using theoretical techniques from Miles and Huberman. This data analysis

technique uses Miles and Buherman's theory which includes 3 aspects, that are data reduction, data display and conclusion drawing/verification (Miles & Buherman, 1984).

RESULT AND DISCUSSION

1. The Result of Questionnaire

It can be seen T the students' response about playing drama on their English-speaking ability are presented in the table below:

Table 1. The Students' Perceptions on Drama Subject

No	Statement	SA		A		N		DS		SD	
		f	%	f	%	f	%	f	%	f	%
1	I like having drama subject in our college.	7	46.7	3	20.0	3	20.0	1	6.7	1	6.7
2	Drama can help improve my speaking skills.	7	46.7	7	46.7	1	6.7	0	0.0	0	0.0
3	Drama can help to improve my pronunciation in speaking.	6	40.0	5	33.3	4	26.7	0	0.0	0	0.0
4	Drama can help me to improve my vocabulary in speaking.	7	46.7	6	40.0	2	13.3	0	0.0	0	0.0
5	Drama can help me to forget the fear when I have to speak in English language.	6	40.0	1	6.7	6	40.0	1	6.7	1	6.7
6	I like drama because the methods tend not to be boring in learning speaking.	5	33.3	4	26.7	5	33.3	1	6.7	0	0.0
7	I like acting because it gives me the opportunity to be any character and also be able to communicate in English language.	3	20.0	4	26.7	6	40.0	1	6.7	1	6.7
8	I feel the intonation in my speaking skills is getting better.	2	13.3	6	40.0	5	33.3	1	6.7	1	6.7
9	In my opinion, drama can train students to learn speaking through English dialogue.	6	40.0	6	40.0	3	20.0	0	0.0	0	0.0
10	I think drama is an effective way(an inspiring way) to improve speaking skills.	4	26.7	6	40.0	3	20.0	2	13.3	0	0.0

Based on the data analysis of questionnaire, it can be concluded that the majority of English department students agree that drama is one of an inspiring way to improve their speaking ability. This can also seen in the table below which was showed that each

supporting statement is in the high and very high categories.

Table 2. The Students' Perceptions Category

No	Statement	%	Category
1	I like having drama subject in our college.	79	High
2	Drama can help improve my speaking skills.	88	Very High
3	Drama can help me to improve my pronunciation in speaking	83	Very High
4	Drama can help me to improve my vocabulary in speaking.	87	Very High
5	Drama can help me to forget the fear when I have to speak in English language.	73	High
6	I like drama because the methods like this tend not to be boring in learning speaking.	77	High
7	I like acting because it gives me the opportunity to be any character and also be able to communicate in English language.	69	High
8	I feel the intonation in my speaking skills is getting better.	69	High
9	In my opinion, drama can train students to learn speaking through English dialogue.	84	Very High
10	I think drama is an effective way(an inspiring way) to improve speaking skills.	76	High

From the table of the students' percentage category above, there are four very high category that drama can improve students' speaking ability. Drama helps students' in improving their vocabulary, pronunciation and it also can train students to learn speaking through English dialogue from the drama script.

2. The Result of Interview

Most of the respondent s had positive perceptions about drama. It can be concluded that drama is indeed a method that inspires students to be more

interested in learning or improving students speaking ability. Through playing drama, the students can not only improve their speaking skills, but also train the students to have self-confidence when they have to speak English. As English students, it is very necessary for them to speak English in front of the class. Therefore, drama can increase their self-confidence. Besides that, drama also greatly increases student's vocabulary. Vocabulary is very necessary and needed when the students speak English so that there are no mistakes in their grammar. In addition, drama can also improve their pronunciation skills. Through the dialogue in the drama and by acting the drama, the student's pronunciation and intonation in speaking will improve slowly, more trained and be even better.

3. DISCUSSION

The purposes of this study are to figure out the students' perceptions about playing drama as an inspiring way to improve students' speaking ability and to know the students speaking ability improvement through playing drama. To collect all the data, the writer had distributed questionnaire and conducted

interview to the respondents. The first research questions "what are the students' perceptions of playing drama as an inspiring way to improve students' speaking ability?"

Based on the results of the questionnaire, the students really like having drama subject. Drama gave the students many advantages for their speaking ability, such as some of them are very shy and afraid to speak English in front of many people, but through drama they can do it. There are 40% of the students said drama can make them to eliminate their fear when they have to speak English. It can be seen on the students' perception category that drama can help to eliminate their fear became a high category (73%). The majority of the students also said that drama can train them to speak English through dialogue. It was revealed from the student's perception category in which this statement became a very high category (84%).

The second research question is "How the students speaking ability improvement through playing drama?" The result of interview, most of students stated that drama can

improve their speaking ability because drama can increase student's vocabulary, train good pronunciation and intonation. Drama is very helpful for the students to improve their fluency in speaking, because it gave them chances to explore themselves to be more active in practice speaking. Iamsaard & Kerdpol (2015) investigated that the results of the study showed that students improved their communicative skills and that they held positive attitudes towards this instructional approach such as (i.e., pronunciation, vocabulary, language structure, use, content and fluency).

In addition, drama also makes the students more confident to speak in front of the class. Some of the respondents from the interview was very shy and did not had confidence to speak English in front of audiences, but in drama they had more confidence to speak English. Sirisrimangkorn (2013) also examined that drama combined with STAD was effective in developing students' self-confidence. Drama is very effective to improve the students' speaking

ability. Because they spent one semester to learn and practice drama performance in English. So playing drama is very helpful for students to improve their speaking ability. According to Cho (2015) role play were effective in stimulating learners to communicate in pairs and to develop students' L2 communication skills. As in drama, the students do role play with their interlocutors and friends to practice the dialogue.

CONCLUSION AND SUGGESTION

1. Conclusion

a. It is concluded that the 15 students in semester 6 who were the sample in this study really like drama subject. The students agreed that drama is one of an inspiring way to improve their speaking ability. Based on the questionnaire results, there are high and very high in the students' percentage category. There are four of very high categories that drama can improve the students' speaking ability (88%), drama can help the students to improve their vocabulary (87%), pronunciation (83%) and it also can train the students to learn speaking

through English dialog ue from the drama script (84%).

- b. All the interviewee had positive response about drama subject. Based on the results of interview drama is also an effective way to learn speaking. Because it can develop the student's self-confidence, gestures or body movement when speaking, add a lot of vocabulary and practice pronunciation and intonation in speaking ability.

2. Suggestion

- a. Playing drama gives the positive results in improving the students' speaking ability which is obtained from this study. Playing drama as one ways to improve their speaking ability that can be recommended not only during drama lessons, but also during speaking classes. Lecturers are expected to use drama in teaching speaking. Through drama techniques, all students will definitely participate in playing drama and can practice their speaking ability. The reasons because students are advised to

further develop the drama method, starting from the title, players, etc. So that, during drama students tend to be even more active and interested in learning speaking if the title of drama itself is of interest to many students. So that students will get new vocabulary from drama dialogues, develop their self-confidence and improve their pronunciation in speaking ability.

- b. The limitations in this study are the population and the sample which are not very broad and the purpose of this study is only to find out the students' perceptions of playing drama. Therefore it is highly recommended for further researchers to choose this topic or title with the different purposes. Because this title not only to find out student perceptions, but still can be developed more broadly.

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