

Analyzing Students' Ability in Using Drama to Enhance Language Competence

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Abstract: This study will highlight students' ability in using drama for learning English to enhance their language competence. It also elaborates both the benefits and potential disadvantages of applying drama in the classroom. This study applies descriptive qualitative methodology where interviews, classroom observation and test or proficiency examination are used to gain the data. Information from interview, observation and examination are considered as primer data. The results of the study shows that the use of drama increasing participants' language abilities, particularly ability to communicate as kind of interaction, discussion and producing a better language competence and the most important things is to motivate students to be more interesting and active in the learning process. Students' responsibility and courage to do their duties emerge during this study is an outcome also.

Keywords: *analysis, students' ability, drama*

1. INTRODUCTION

Communication in English is a part of language competence which is important to be mastered by senior high school students. The ability to speak English becomes necessary for students due to their future expectation. From this kind of future perspective, being able to speak English not only as a necessity but rather as an important thing and a must for students. Job vacancy requires this kind of language ability particularly opportunity to work in the international companies.

Learning to communicate in English for senior high school students, is aimed to make students be able to express meanings in transactional and interpersonal languages in their daily life. Transactional conversation is conducted for information exchange such as interviews, role plays and debate. The students must participate more actively in the speaking instruction process in order to achieve their goal of learning process. The students need to participate more in class room discussions and the learning process. There are some problems arise when the teachers conduct their process of teaching.

However, the students' problem in speaking English can be overcome by applying an appropriate technique. One of the techniques that can be applied in teaching speaking is using drama technique. In addition, drama technique allows students to learn and practicing speaking English more through drama scripts. There are many studies already done to prove this kind of approach of using drama technique in language teaching. The results show that the using drama technique in teaching English improves language competence especially for speaking skill. Dealing with this kind of statement, this study will outline the using of drama technique to enhance students' competence for communication. Drama is a literary genre (kind) that uses motion to express human life. Through staged roles and dialogues, drama portrays the realism of life, character, and human behavior. Conflicts and emotions in stories and storylines in dramas are intended for theatrical performances. In brief, through drama we can obviously see that drama need not only personal ability expression but also external factor like stages, script as performance.

Regarding with drama, Wessel's (1989) asserts that drama and its style serve as a perfect stimulus for engaging in various speaking activities with a focus on fluency, pronunciation (stress & intonation), and articulation. However, majority of students try and struggling with their language competence barrier when perform drama in the classroom. Without a lot of time, they will not able to perform drama in proper way. Limitation of time, becoming an obstacle in eyes of the students to grasp the message within the text. Generally, they will not prepare themselves and loss their self-confidence to pronounce or speaking in fluently way.

Futher, Miccoli (2001) also sharing her experience in this same concern where she develops her students' speech skills in a Brazilian university using theatrical or drama approaches. She uses a variety of techniques, including warm-up exercises, get-to-know-you activities, dialogues, and role plays. Later, she

found that pupils' speaking abilities were also strengthened in addition to their English language skills. It is evident that fun activities offered by drama techniques successfully removing the students' anxiety of speaking in front of friends who speak the targeted language.

Indeed, language competence in speaking is one of the fundamental elements of communication, it is seen as a very important talent. Developing our competence in speaking abilities through conversation, sharing information and memorizing text become an important thing in this time. Every profession such as; an architect, engineer, businessman, scientist, and teacher need this kind of competence in order to participate actively in communication and advancing their knowledge.

2. METHOD

This study applies descriptive qualitative research. Qualitative research according to Hendryadi, et. al, (2019:218) is "a process naturalistic inquiry that seeks an in-depth understanding of social phenomena experience". Qualitative research emphasizes quality not quantity and data that collected not from questionnaires but from interviews, observations direct and other related official documents. Qualitative research is also emphasizing the terms of process rather than the results obtained. It does not mean that the result will be omitted by the researcher. Otherwise, the result of the study will highlight or display all the process.

The primary data gathering instruments in qualitative research are "the researcher alone or with the support of individuals" (Moleong: 2007). Based on this opinion, the researcher's responsibilities in this qualitative research are as follows: planners, data gatherers, analysts, as well as the research's original creators. This study is conducted at SMA N 1 Poso Pesisir Selatan, Jl. Angkasa Patiwunga, Kecamatan Poso Pesisir Selatan, Kabupaten Poso, Sulawesi Tengah.

The data collections process are by observations and interviews with students, and the total number of students who became the subjects of data collection were 27 students who were in grade 12 social studies.

The speaking performance exam served as the study's primary research tool. The purpose of the speaking exam was to assess the students pronouncing abilities. Here, the goal was to monitor the development of the students speaking abilities. The researcher recorded the students language competence in speaking using a recording phone. actions and conversation were used in their theater performances. The researcher made use of a file for gathering information about the students progress through data collection. The study's findings regarding speaking ability in terms of pronunciation Hermer (2007) provided evaluation standards to understand pupils' speaking abilities using drama.

3. RESULTS AND DISCUSSION

This research has been conducted to determine the students' speaking ability when passing literary works, through drama. Drama performance will be displayed by students in the class has been prepared by the researcher in order to convince that process will not have any hindrance. This study involves twenty seven (27) students who are poor in their language competence within the classroom. Researcher proposes the student to perform drama and it is recorded as part of research assessment. In the first meeting, students are asked to make a conversation with a total of three people in each group. The second meeting the students will play the drama that has been prepared by the researcher.

The topic of drama in here concerning with students' problems about their school fees

Yuda	:	Den, how are you?
Denny	:	I'm well buddy, what about you?
Yuda	:	I'm good. Anyway, you Rizaz pretty well right?
Rizaz	:	yup, I'm alright.
Denny	:	Yud, why are you today? Why not go to school but nobody send a letter tells that you were sick?
Yuda	:	I actually I was not sick Den.
Denny	:	so why you did not went to school
Rizaz	:	so, why is Yud?
Yuda	:	I'm not good wrote.
Denny	:	Just tell me exactly?
Yuda	:	I skipped a day before I was called by headmaster. He told me about paying of school fees.
Denny	:	So, you still have arrears?
Yuda	:	Yes, Den. I'm so confused. My parents wrote to eat mediocre, but still have to take care of my tuition. I do not know, maybe I want to quit school wrote.
Rizaz	:	Den,. Education is very important. What about your future when you're out of school.

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- Denny : Yes I know that. You need go to school because education will be key to your future.
 Yuda : I know, but you also know that the condition of my family is not good.
 Rizaz : I know, but I cannot help you Yud. Sorry!
 Denny : Well, tomorrow I'll give you the money for the payment of the cost of your school dependents. How much do you need?
 Yuda : 350,000, Den you serious? I do not want to bother you?
 Denny : Yeah, I'm serious. I'm your friend, I'm your friend, friends cares about the condition of his friend, so if you're in trouble so I helped, I could ask my parents.
 Rizaz : yes Den, you're right. So he can continue his study
 Yuda : I do not know what I can say any more.
 Denny : Okay, let's say your problem is over Yud. Seems it's time to go, let's get to class.
 Rizaz : Ok
 Yuda : yeah, let's go to class.

The following table present the students' score at the first practice:

Table 1. The Students' Score at the First Practice

No	Name students	Score
1	AJS	76
2	CKR	86
3	DAN	86
4	ERNT	76
5	EENS	66
6	FDSS	75
7	FSW	66
8	FZR	76
9	GFT	88
10	HIT	86
11	IGFP	76
12	IGSA	66
13	INS	66
14	JMFP	86
15	JBN	66
16	KKK	56
17	MS	76
18	MAP	76
19	MAR	86
20	MP	66
21	NMJD	86
22	NPWP	56
23	NGW	86
24	NFNW	76
25	R	76
26	RA	76
27	WMN	66

Table 2. The Percentage of Students' Score

No	Classification	Total Students	%
1	Excellent (96-100)	-	0%
2	Very good (86-95)	8	29,63%
3	Good (76-85)	9	33.33%
4	Fairly good (66-75)	8	29.63%
5	Fairly Poor (56-65)	2	7.41%
6	Poor (46-55)	-	
7	Very poor (0-45)	-	
Total		27	100%

Based on the table 2 showed that out of 27 students, there were 8 student got very good score (29,63%), 9 students got good score(33,33%), 8 students got fairly good socre(29,63%) , and 2 students got Fairly Poor score (7,41%). The following table present the students score at the second practice.

Table 3. The Students' Score at the Second Practice

No	Name students	Score
1	AJS	86
2	CKR	86
3	DAN	96
4	ERNT	86
5	EENS	76
6	FDSS	86
7	FSW	76
8	FZR	76
9	GFT	89
10	HIT	86
11	IGFP	86
12	IGSA	76
13	INS	76
14	JMFP	86
15	JBN	66
16	KKK	76
17	MS	-
18	MAP	96
19	MAR	86
20	MP	76
21	NMJD	86
22	NPWP	76
23	NGW	86
24	NFNW	-
25	R	76
26	RA	76
27	WMN	86

Table 4. The Percentage of Students' Score

No	Classification	Total Students	%
1	Excellent (96-100)	2	7.41%
2	Very good (86-95)	12	44.44%
3	Good (76-85)	10	37.04%
4	Fairly goo(66-75)	1	3.7%
5	Fairly Poor(56-65)	-	-
6	Poor(46-55)	-	-
7	Very poor(0-45)	2	7.41%
Total		27	100%

Based on the table 4 showed that out of 27 students, there were 2 students got excellent score(7.41%), 12 student got very good score (44,44%),10 students got good score(37.04%), 1 student got Fairly good score (3.7) and 2 students got very Poor score(7,41%).

The following table presents the comparison of the result of the students' score between the first practice and second practice.

Table 5. The Students Score at the First Practice and the Second Practice

No	Students' Name	First Practice	Second Practice
1	AJS	76	86
2	CKR	86	86
3	DAN	86	96
4	ERNT	76	86
5	EENS	66	76
6	FDSS	75	86
7	FSW	66	76
8	FZR	76	76
9	GFT	88	89
10	HIT	86	86
11	IGFP	76	86
12	IGSA	66	76
13	INS	66	76
14	JMFP	86	86
15	JBN	66	66
16	KKK	56	76
17	MS	76	-
18	MAP	76	96
19	MAR	86	86
20	MP	66	76
21	NMJD	86	86
22	NPWP	56	76
23	NGW	86	86
24	NFNW	76	-
25	R	76	76
26	RA	76	76
27	WMN	66	86

Based on the table 5, students' scores have increased their speaking ability in playing drama in class with the following results: AJS from 76 to 86, CKR got the same score (86), DAN from 86 to 96, ERNT from 76 to 86, EENS from 66 to 76, FDSS from 75 to 86, PSW from 66 to 76, FZR got the same score (76), GFT from 88 to 89, HIT got the same score (86), IGFP got the same score from 76 to 86, IGSA got from 66 to 76, INS got the same score from 66 to 76, JMFP got the same score (86), JBN got the same score (66), KKK got from 56 to 76, MS and MAP get a score of 76 in one meet in, MAR got the same score from 76 to 96, MP got the same score (86), NMJD got the same score from 66 to 76, NPWP got the same score (86), NGW got the same score from 56 to 76, NFNW got the same score (86), R got the same score (76), RA got the same score (76) and WMN from 66 to 86.

Furthermore, based on the findings above, briefly we can conclude that playing drama in increasing students' speaking skills are quite effective. This is supported by the frequency of Tahir (2014) the researcher's statement concludes that the use of drama in learning is effective for improve students' speaking skills. The attractiveness of students in learning to speak through drama is very high and students are motivated to learn to speak through drama learn to improve their speaking skills. This study's primary goal was to ascertain whether the Using drama to teach speaking could increase students communication skills whether you have good pronunciation skills. The outcome demonstrated that the employment of drama improves students' pronunciation skills when speaking.

On the other hand, the students get motivation to be confident to speak in drama due to 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 in SMA Negeri 1 Poso Pesisir Selatan. Based on the research can be concluded that students are very interested and motivated in playing drama in class and there are several obstacles they face

in learning English at school, namely the fear of making mistakes in pronunciation and observations that dialect from an area quite affects students' speaking ability when playing drama in class and other problems namely there are some students who do have a lack of vocabulary so that some words are difficult for them to pronounce because they rarely hear. When applying drama there are some problems that researcher found that is undisciplined in time chaotic atmosphere, the usage of the drama required quite a lot of time to be done so that it sometimes exceeded the lesson time limit. As a result, this can change the time on an existing schedule, which affects time management. Moreover, when the students were in the process of drama preparation, the class momentarily turned into chaotic as they are bothered with the noise of conversation rehearsals. Another problem is that students' occasionally forgot the conversation in target language so that they used their mother tongue to create a complete dialogue. The common problem that arises on implementing drama is that some students may react negatively to participate when process research.

4. CONCLUSION

The using of drama in the learning process particularly in teaching English improving students' language competence in speaking. Table of comparison score displays and outlining the data from the first and the second table of presentation. However, during the learning process of applying Drama, teacher should remember that his or her job is also to encourage students' motivation by providing interesting material in order to trigger and stimulating them. The using drama is not only effective for improving students' language competence in speaking skills but also increasing their participation more active. Teaching English using drama provides a new experience that motivates and helps students practice their English skills.

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