

CHAPTER I

INTRODUCTION

This chapter illustrates the main content of this research, including the background, research question, research purposes, research significances, and rationale. Reasons are added here to prove that this research is feasible to be investigated. Drama is one of the objects that will be a further study in education, and how drama can influence in students' speaking skills.

A. Background

Does playing drama can improve speaking skill? Is it effective or not? Drama refers to any story that can be told in dialogue and concludes different characters (Karimzadeh, 2017). English language teachers are struggling to provide alternatives and more refreshing strategies to attract learners' interest and facilitate their language learning process. Thus, a drama assignment is an alternative way of promoting natural and real communicative development among Second Language learners (Shokri & Philip, 2014).

Drama can be defined as an umbrella term referring to activities intertwined in teaching speaking through authentic, interactive situations; notably, earners act out or perform a particular role (Brash & Warnecke, 2009). This increased interest attempts to address how drama can be integrated into foreign or second language learning (Kim, 2014). Cockett and Mok (as cited in D.T.N. & N.B., 2017) stated, however, drama in language education is defined as any kind of activity where the learner is engaged in using language in a particular situation or a task in a communicative way.

Drama is the literary form designed for the theater, where actors take the roles of the characters, performs the indicated action, and utter the writer dialogue (Abrams & Harpham, 2011). Many researchers indicate that speaking performance,

by nature, is a multi-faceted construct and that four main aspects of speaking include syntactic complexity, accuracy, fluency, and lexicon. Therefore, this study used drama as a technique in developing students' speaking skill.

It is crucial for language instructors of higher learning to revisit their teaching strategies in imparting knowledge and skills to undergraduates so that they will grasp meaningful experience that can be transferred in their working life. Harmer suggests that "a rich classroom environment should not only expose students to the language but also give them opportunities to activate their language knowledge and to study the language and the way it works" (Harmer & Harmer, 2007).

Kayi (as cited in Supriya, 2018) stated that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. It involves using the organ of speech to express meanings to the other people. Zafeiriadou (as cited in Shokri & Philip, 2014) stressed that drama has a unique value as a pedagogical technique as it helps students to develop their creative thoughts and stresses language education as a creative process. However, drama activities should not be mistaken by as performing plays; instead, it should be considered as one of the teaching tools which could help strengthen the language learning.

According to Dodson as cited in (Xhillari, 2014) Drama is an ideal way to bring skills of grammar, reading, writing, speaking, listening and pronunciation together in a course where the focus is not on form but rather fluency and meaning. Drama activity helps students to develop their full potential by relating the drama activities effectively as they learn the language (Arnold, 1999). This helps them develop as a person as they are required to understand and empathize with the role that they are assigned with.

This research has a similar topic with the previous study by Dana Supriya, about improving students' speaking ability through play scripts but in a different subject. While the previous research focuses on high school students who have play

drama in the classroom, this research focuses on university students that will show the drama in the theater. Also, there is a research by Do Thi Ngoc Nhi and Nguyen Buu Huan from An Giang University, Vietnam, the title of the research is Drama-based role-play activities to impact on students' speaking performance. Nhi and Huan have conducted the research with 30 freshmen, while this research was conducted with 6 students.

The last research that has a similar topic with this research is from Nurshuhaida Mohd Shokri and Alicia Philip by the title Implementing English Drama for Engineering Students. While the previous research's object was engineering students, this research's object is English Education students. Another difference is previous research used mix method design while this research use only qualitative method. Therefore, this research takes the title "Students' Experience in Playing Drama: A Focus on Speaking Skills."

B. Research Questions

According to the description above, the research question can be formulated as follows:

1. How is the students' experience while doing the drama?
2. How is the students' speaking skills while doing the drama?

C. Research Purposes

From the research questions above, this research aimed to reveal the expected result, as follows:

1. To find out the students' experience while doing the drama.
2. To reveal the students' speaking skills while doing the drama.

D. Research Significances

The findings of this research may give several benefits for EFL students because unconsciously playing a drama can improve speaking skill ability. *Practically*, this study provides an alternative learning media, especially in

speaking skill. Teachers can use this approach to make the learning process more creative. *Theoretically*, this research can be used as a reference for other researchers speaking technique. Hence, this study can contribute to the knowledge in developing understanding and studies related to a drama. Also, this research can give new information that play drama have a considerable influence on developing speak a foreign language.

E. Rationale

English is divided into four skills, which are as follows: listening, speaking, reading, and writing; therefore, speaking is the second skill and has an essential role in communication. Speaking is a part of daily life that everyone should develop in subtle and detailed language. Speaking is the production skill that is included in two main categories: accuracy and fluency.

Accuracy consists of using vocabulary, grammar, and pronunciation through some activities; fluency takes into account “the ability to keep going when speaking spontaneously” (Gower, Phillips, & Walters, 2007). Bygate (1987) identified two elements: production skill and interaction skill. In production skill, speaking ability take place without time limit environment and in interaction skill, there is a negotiation between learners. Koizumi (as cited in D.T.N. & N.B., 2017) stated that speaking can be manifested through two categories-speaking performance and speaking ability. According to many theories, speaking skill can be improved by games, role play, etc.

Drama is the literary form designed for the theater, where actors take the roles of the characters, performs the indicated action, and utter the writer dialogue (Cardullo, 2015). The drama takes more attention is studying; it makes the activities become more fun and less boring. Dodson (Brauer & Bräuer, 2002, pp. 161–162) stated that drama is an ideal way to bring skills of grammar, reading, writing, speaking, listening and pronunciation together in a course where the focus is not on form but rather fluency and meaning.

Drama activity helps students to develop their full potential by relating the drama activities effectively as they learn the language (Arnold, 1999). This is strongly supported by Zafeiriadou (as cited in Shokri & Philip, 2014) stated that role play is one of the essential techniques of drama whereby students are required to identify with a role either a person or an object. This helps them develop as a person as they are required to understand and empathize with the role that they are assigned with. The drama takes more attention is studying; it makes the activities become more fun and less tedious.

Maley (2005) listed many points supporting the use of the texts of the modern English dramas as follow:

1. It integrates language skills in a natural way. Spontaneous verbal expression is integral to most of the activities.
2. The texts of modern English dramas integrate verbal and non-verbal aspects of communication.
3. It draws upon both cognitive and affective domains, thus restoring the importance of feeling as well as thinking.
4. The texts of modern English dramas promote self-awareness (and awareness of others), self-esteem and confidence; and through this, motivation is developed.

Therefore, this study used drama as a technique in developing students' speaking skills.

F. Previous Research

Nhi and Huan from Can Tho University Vietnam (2017) did some research that aims at exploring the impact of drama-based role play activities on three domains of speaking performance-accuracy, pronunciation, and interactive communication of English as foreign language students at a university in the Mekong Delta and examine students' attitudes towards the use of role-play instruction. This research used mix methods. The experimental study was conducted with thirty freshmen who were assigned as one control and one

experimental group. The qualitative analysis from interview data indicates that students held positive attitudes towards the implementation of drama based role-play activities. The findings provide insights into the impact of drama-based role plays on promoting students' speaking performance, particularly on the aspect of interactive communication.

Another research conducted by Pishkar, Moinzadeh, and Dabaghi investigating about modern English drama and the students' fluency and accuracy of speaking (2017). This paper points out that in teaching-learning processes, the drama method may have some positive effects on EFL students' speaking fluency and accuracy. This study attempts to probe one of the main concerns of language learners, that is, how to improve their speaking components, e.g., oral fluency and accuracy. To attain this aim, the researchers investigated the effect of two selected texts from modern English dramas on students' speaking fluency and accuracy. They distinguished fluent from non-fluent and accurate from no accurate learners. The results were compared, and their temporal and linguistic measures were correlated with their fluency scores. They revealed that the speech rate, the mean length of utterance, phonation time ratio and the number of stressed words produced per minute were the best predictors of fluency scores, and thus, students' speaking fluency increased, whereas the students' speaking accuracy decreased in some areas of speaking abilities and oral communications.

This study has the same methodology as other studies (Supriya, 2018) that use qualitative research. However, this study has a different subject. While the previous research focuses on high school students who have play drama in the classroom, this research focuses on university students that will show the drama in the theater. Supriya (2018) researched drama in the Ninth grade Students of SMP Muhammadiyah 7 Medan, Indonesia. This research was conducted in twelfth-grade students of MA Asshiddiqiyah 3 Karawang-West Java, Indonesia.