

IMPROVING SPEAKING THROUGH DRAMA

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Abstract

This paper is aimed to give contribution for the teacher to use drama in teaching speaking and to know how the students can improve speaking skill through drama. Drama is activity where the students act out to play the story that is performed in front of class. In drama the students can be easy to understand the dialogue, can learn how to pronounce, make intonation and gesture in acting the drama. Drama can solve the problem in speaking. Such as, in vocabulary problems, it can improve the students' ability in speaking, and make the students be active to practice.

Keywords: *Speaking, Drama*

A. Introduction

1.1 Background of the Problem

As a foreign language, English is a difficult skill for Indonesians. In English learning context, there are four skills that should be acquired by students i.e : listening, speaking, reading and writing. Each of the skills requires time and process. In speaking, most students are difficult to speak in front

of class because of some factors. When they

speak English, they are lacking of

vocabulary and they are not interested in the technique and method in speaking class. The students will face some constraint that inhibit acquisition process.

In teaching speaking, there are many ways to use. For instance; storytelling, drama, debate, singing a song and speech.

Drama is one of the interesting techniques to teach speaking. In drama, the students can be easy to understand the dialogue. The students can learn how to pronounce, make intonation and gesture in acting the drama.

So, teaching speaking through drama is one of the ways to solve the problems in speaking. For example, in vocabulary problems, the students only have a little vocabulary in their mind and knowledge. Teachers give more vocabulary through drama based on the scripts and also give motivation for students to be confident to practice in front of the class.

Based on the problem explained above, this study limits its discussion to improving speaking through drama.

other. But in the learning process, the students still have problem to study listening skill especially for senior high school.

1.2 The Purposes of Writing Paper

1. To give contribution for the teacher to use drama in teaching speaking.

2. To fulfill one of requirement to get S1 degree at the English Department of Teacher Training and Education Faculty in Bung Hatta University.

1.3 Organization of the Paper

This paper consists of four chapters. Chapter one is introduction that covers the background of the problem, the purpose of writing the paper and the organization of paper. Chapter two discusses speaking learning and using drama in the learning classroom. Chapter three discusses the procedure of teaching speaking through drama. Chapter four discuss conclusions and suggestions..

REVIEW OF RELATED LITERATURE

2.1. Speaking Learning

Human beings need communication to fulfill their needs. Language is a means of communication whether it is oral or written form. But, speaking one language especially foreign language is not an easy to learn. It has to be learnt deeply and accurately in

order to avoid misunderstanding between speaker and listener.

The goal of speaking learning is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

According to Chaney (1998, p.13), in a variety of contexts, Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

According to Richards (2008, p.19) “the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently,

learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency”.

According to Scharle and Szabo (2000, p.5) “students begin to take charge of their learning, the teacher needs to take on the role of *facilitator* or counselor classroom

2.1.1 Speaking Activity

There are some speaking activities in speaking class:

1. Story Telling

According Karlsson in Champion (2012, p.21) ”story telling is an oral activity where language and gestures are used in a colourful way to create scenes in a sequence. However, storytelling consists of more than just telling stories. It may include not only creating a story but also the use of pictures, acting, singing, story writing and so forth.

Through story telling, the students enjoy listening to stories and can make the students to speak in front of class. Stories are

motivating and fun and can help develop attitudes towards their foreign language, culture and language learning.

2. Role Play

Role play is important in teaching speaking because, can give students opportunity to practice communicating with their friends and also make students be creative .

According to Hattings (1993, p.165)“ role play seems to be the ideal activity in which students might find themselves and give them opportunity to practice and develop their communication ability”. According to Sunardi in Killen (1998, p.2)” role play can give students practice in thinking real-life and dealing with real-world problem”

3. Western song

Western song is a song in English lyric, it can make the students be enjoy and comfortable with song.

According to Millington in Murphey (2011, p.134) “song can help young learners improve their listening skills and

pronunciation, therefore potentially helping them to improve their speaking skills”.

2.2 Using Drama in the Learning Classroom

According to Davies in Holden (1990, p.87), drama is activity where learners are asked either to portray themselves or to portray someone else in an imaginary situation: In other words, drama is concerned with the world of 'let's pretend'; it asks the learner to project himself imaginatively into another situation, outside the classroom, or into the skin and personal of another person.

According to Dervishaj in Combs (2009, p.9) drama informed by many of the ideas and practices of theatre art, it is principally valued as learning medium rather than as an art form, and is governed and validated through criteria other than aesthetics. The goals of drama are based on pedagogical, developmental and learning theory as much or more than they are arts-based; its objectives to improve students

participation in speaking activity and also to grow and develop their skill.

Furthermore, as a pedagogical purpose drama offers the students some benefits as follow (Basom, 2005) :

1. To make students confidence about their performs in front of class based on their ideas and abilities
2. The students can be different character and situation
3. The students can be creative and can work together
4. The students can be enjoy and fun when they play drama.

According to Moghaddas and Ghafariniae (2012, p.29), “the application of drama in English language classrooms in the two Iranian language centers provided to enhance language retention and greatly assisted language development”. Then, in their paper Moghaddas and Ghafariniae over us some model of drama that can be used in classroom. Drama activity should consider

with proficiency level of the students, it will be better with familiar story. Here is one example of drama they given us, that is the teacher choose the short story , then the students acting out that story in during certain periode of the time.

PROCEDURE OF TEACHING

SPEAKING THROUGH DRAMA

This chapter discusses the procedure of teaching speaking through drama. The procedure is divided into three main phases: pre-teaching activities, whilst-teaching activities and post-teaching activities.

3.1 Pre-teaching activity

Pre teaching activity is the activity done at beginning of the class that is used to give students background. According to Angela (2006, p.10) the purpose of pre teaching activities is to help students to focus their mind on lesson by giving some interesting teaching materials in the process of teaching and learning activities

There are some procedures of pre teaching activities. First the teacher greets the students. Next, the teacher checks the

students' attendance, then asks students to sing English song together to make the students can be spirits and focus with the material.

3.2 Whilst teaching Activities

Whilst teaching activity is a second procedure after pre teaching. Before going to the steps, the teacher gives explanation of drama

There are several steps as follows:

1. The teacher makes some groups of 4 students
2. The teacher gives some ideas of the story that will be performed in front of class

Example :

- Malin Kundang
- Garlic & Onion
- Toba Lake

3. The students choose one story and make the scripts of drama. Each of character should have 6 turns to talk in 10 minutes. See example is given by the teacher in appendix

4. The teacher asks the students to practice drama with their groups in front of class with limit 8 minutes.

5. The teacher pays attention to note students' error, pronunciation, stresses and expression

3.3 Post-teaching Activities

According to Maja in Akmal (2005, p.12) post teaching activity are necessary as the follow-up on what the students have studied. According to Mufti (2007, p.16), after listening the students speaking ability, the teacher should review and clarify complex points, encourage discussion, correct the wrong sentence, pronunciation and explain the correct answer.

The teacher shows one picture on the white board related to the story, then the teacher asks some questions:



1. Who is he?

2. How about his character?
3. What do you think about him?

After that, teacher corrects the students' answer and concludes the topic. Finally, to close the class the teacher asks the students to sing English song together.

CONCLUSIONS AND SUGGESTIONS

4.1 Conclusions

In speaking, there are many problems that students have when speaking in front of the class, such as; shy, unconfident, lacking of vocabulary. Moreover they are less interested in some techniques given by the teacher. Because some teachers do not apply technique or method to motivate the students to speak. So that, the students are bored and they do another activity.

Drama is one of ways to solve speaking problem. Drama can make students interested about the subject. They feel happy to play drama like artists that they likes. In drama, the teacher gives idea and story that

will be performed by students. It is suggested to use the popular or legend local story like Malin Kundang. Malin Kundang is the legend story that they heard since they were child and they really understand the story. It makes the students easy to understand character, culture and storyline that they perform. To improve their vocabulary, the teacher asks the students to make script of the story, they will try to open English dictionary to find the correct word in script. Besides that, the teacher gives students motivation to practice in front of class. Finally, the students will be active and confident to practice.

4.2 Suggestions

- Teacher should find good an interesting strategy to make the students active in speaking class
- Teachers should not focus with course book, and they should develop it to became an interesting material for the students

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APPENDIX

Malin Kundang

| | | | | |
|--------------|---|---|--------------|---|
| Mother | : | Malin, is that you? | Malin | No honey, I don't have mother. My mom is dead. |
| Malins' wife | | My husband, that old woman called you. | Old friend | Malin, why do you ignore that your mom? |
| Malin | | Yeah, I am Malin. Who are you? | Malin | Hey old woman, you are not my mother. I don't have mother like you, my mom is dead. |
| Old Friend | | Don't you remember? She is your mom. | Mother | Astagfirullah, Malin I'm really your mother. Wowan who birth you. Don't say like that my son. |
| Mother | | Yeah Malin, I'm your mother, I miss you so much. Everyday I come here, hope you come here. Finally, you are here. | Malins' wife | Hey old woman, my husband said you are not his mother. Impossible. |
| Malins' wife | | My husband, she said, she is your mother. Is that true? | Old friend | Oh my God, Malin don't be the prodigal son. |
| | | | Malin | I talk to you, she is not my mother. |
| | | | Malins' wife | Get out from here, don't bother us. |

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|---------------|--|---------------|------------------------------------|
| Mother | I love you, I miss you so much. Don't ignore me my son. | Old friend | Let's go from here Malins' mom. |
| Old friend | Please Malin, don't be like this. | | |
| Malin | You are crazy people who wants to get my property. | | |
| Mother | If that you want, Ya Allah, he doesn't know who I am, he is perfidious. Give him anathema to be stone. | | |
| Wife | What wrong my husband? | | |
| Old friend | That your punishment Malin. | | |
| Malin | Hey ugly woman, what are you doing? Give me apologize. I will give you some money. <i>(suddenly malin turn be stone)</i> | | |
| Mother | It's my destiny. I will accept it God. | | |