

## Drama Performance to Increase Students' Practical English for Daily Conversation

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### Abstract

*This seminar of community services as the respond to the solution of speaking problems encountered by students of SMA Panca Bakti, Pontianak while having the practical conversation among team. The limited usage of vocabulary and not fluent in doing practical English for their daily conversation are the problems students have. This community services inquiry using Drama technique to boost students ability to do the practical English for daily conversation. Drama technique is an interesting and widely used by many teachers to overcome their students' speaking problems. The video recording is the data collection technique used while students are practicing speaking within team. Then, the video is assessed from speaking aspects, such as grammar, pronunciation, fluency, comprehension, then the vocabulary used. From the recording we see that students are motivated to do the correct practical English conversation, although still have some mistakes done. Furthermore, drama technique is a good beginning to set up their motivation to boost their speaking skill.*

*Keywords : seminar of community services, practical English conversation, drama technique, to boost*

### Abstrak

*Seminar Pengabdian kepada Masyarakat ini merupakan tindak lanjut dari penyelesaian masalah speaking yang dihadapi siswa – siswi SMA Panca Bakhti, Pontianak saat melakukan berdialog singkat dengan team. Penggunaan kosakata yang terbatas dan tidak lancar dalam melakukan percakapan sederhana merupakan masalah yang dihadapi oleh siswa-siswi. Penelitian pengabdian kepada masyarakat ini menerapkan penggunaan metode Drama untuk meningkatkan kemampuan siswa untuk melakukan percakapan sederhana sehari-hari. Metode drama merupakan metode yang menarik dan sudah digunakan oleh banyak pengajar untuk mengatasi permasalahan ketrampilan berbicara siswa. Data diperoleh dengan merekam kegiatan yang dilakukan saat siswa-siswi mempraktekkan percakapan dengan team. Selanjutnya rekaman video tersebut dinilai dari aspek speaking, seperti grammar, pronunciation, fluency, comprehension, juga vocabulary yang digunakan. Dari rekaman yang dihasilkan tampak siswa-siswi menunjukkan minat yang besar untuk bisa melakukan percakapan yang baik dan benar, walaupun masih ada banyak kesalahan yang dilakukan. Selanjutnya metode drama ini merupakan awal yang baik untuk menumbuhkan semangat untuk meningkatkan ketrampilan berbicara.*

*Kata kunci : seminar PKM, percakapan Inggris sehari-hari, teknik drama, untuk meningkatkan*

### 1. INTRODUCTION

Speaking is one hardly aspects to be mastered by students. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar

and vocabulary, pronunciation, as well as listening to and reacting to the person you are communicating with. It means that speaking skill is one of productive abilities that should be conquered by students to converse with others, according to Pollard (2008) in [1]. (Brown, 2001; Mufaidah, 2014), mentioned that oral communication competence or speaking skill is the target of English learning in elementary schools [1]. It means that speaking skill as an initial skill that leads young learners to develop interaction and speaking is the first step to students learn English language. Speaking skill is often reflected the most significant part of an EFL course [2]. The proficiency to converse in Foreign Language teaching is the most crucial skill as it is the fundamental for communication [2]. In short, one is imperfect if he does not attain capability in speaking when learning a language. Speaking is defined as the most usual technique to deliver idea to other, then the aptitude to converse effectively must be reserved seriously since it is a fundamental obligation in English education [2]. Burkart (1998 : 11), says that speaking is an activity which involves the areas of knowledge, they are the mechanism (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation [2].

Teacher can use some methods to teach the students and it will help the students to learn speaking [1]. Teaching speaking is unlike teaching reading, listening, and writing. Formation pattern is needed as it is really a factual interaction and speaking is a productive competence then practicing is needed as many as possible.[2]. According to Kumari (2014), some techniques in teaching speaking which can be applied to develop speaking skills are dialogue, role-play, opinions/ideas, problems (group work), surveys and interviews, visual comprehension, dreams or ambitions, rhymes and tongue twisters, and songs [3]. Some even after years of English teaching, the learners do not reach the confidence of using English in and outside the class properly [4]. And in fact this is also encountered by the students of SMA Panca Bhakti, Pontianak when visited by the team of community services from STMIK Pontianak. The problems they found while speaking, students are having problems in using some practical English for daily conversation, of course because of lack of vocabulary, and some speaking aspects, also not confidence in speaking using target language. The success of teaching speaking should be determined by many factors such as the material and the strategy applied by the teacher. Drama is an alternative strategy to improve students competence in speaking. Drama technique can help students to learn and express themselves both through language spoken and language expression as well. Since the learners are more energetic in verbal interaction, drama is a particular action too to increase learning process more active, exciting, communicative and contextual [4]. Drama technique also refer to all those techniques which accompany a dramatic discourse to help a better understanding and better performance of the text. Body, mind, emotions and motivation to use their own personalities and experiences as resources for language production are included in Drama technique (Maley and Duff, 1978) in [4].

This seminar of community services leads to questions as follows :

1. How does Drama performance technique boost students speaking competence ?
2. How effective Drama performance in overcoming students speaking problems ?

## 2. LITERATURE REVIEW

McGregor, Tate and Robinson (1977) in Learning through Drama, stated that “ Drama resolves around the process of behavior through interpersonal response”. It strengths students to cooperate because acting-out involves a “negotiation of meaning” [4]. The more essential factors that interact in the process

of acquiring language and learning new conceptual information through drama is learning by doing. Maley and Duff (1978), drama could be reflected as an educational objective since it releases imagination and energy. Fernandez and Coil (1986) drama creates learning more authentic and significant as it inspires learners to practice their sensitivity and imagination [5]. Drama as educational instrument boosts the social, intellectual, and the linguistic growth of the child (Dougill, 1987) [5]. Next, drama increases motivation and provides the incentive to work hard (Mordecai, 1985; Scharengnivei, 1970). The activities using drama tend to be purposeful. The student sees the need to communicate and concentrate on how to go about a task since drama provides him with a meaningful context. Drama has a therapeutic effect. It may support in solving emotional and behavioral complications (Stern, 1980; Scharengnivei, 1970). Drama as a technique for unactive students spending energy, and to boost the shy and stubborn students to engage in learning [5]. Holden (1981) described drama as any kind of activity where learners are requested either to portray themselves or to portray someone else in an imaginary situation. She concentrated on the 'let's pretend' characteristic of drama where learners project themselves imaginatively into another atmosphere and the personality of another person [6].

In his studies Seungyeun Rew (2013) states that students are assisted in acquiring English expressions that used in English drama regardless of gender and proficiency as the conclusion. Then more positive aspects become apparent [6]. In his study Deri Sis Nanda says that drama encourages the learners to develop their creativity, strengthen their confidences, and improve the ability to cooperate with others. Also students have their own stage to express their thoughts and show their initiative [7].

Drama can be applied in teaching English L2 for a variety of purposes [5] :

1. Language is used in factual situations (Scharengnivei, 1970; Early and Tarlington, 1982; Mordecai, 1985). Drama reflects the language in existent or imagined situations in and out of the classroom. Language in the class that uses drama activities is explored, tried out and practiced in meaningful situations.
2. Drama activities can be portrayed as a means of strengthening of language learnt (Mordecai, 1985; Fernandez and Coil, 1986). It helps to lengthen maintain and reinforce vocabulary and sentence structure through role-play and communication games.
3. Drama increases verbal communication. As a outline of communication methodology, drama offers the opportunity for the student to use language meaningfully and aptly. Maley and Duff (1978) state that drama sets back some of the forgotten emotional content into language. Accuracy and meaning are more important than form or structure of the language. Drama can help rebuild the totality of the situation by reversing the learning process, beginning with meaning and moving towards language form. This creates language learning more significant and attempts to prepare the student for real-life situations.
4. Through drama performance learning second language more attractive, motivating, and significant (Mordecai, 1985).
5. The problem of mixed ability is reduced when drama activities are used. Students who are more fluent can take the main roles which require more oral communication, while the weaker students compensate for their lack of linguistic ability by paralinguistic communication e.g. body language and general acting ability (miming).

6. Earl Stevick (1980) defines language learning must attractive to the creative intuitive aspect of personality as well as the sensible and realistic part. Drama gives students opportunity to be actively involved. And it encompasses both student's whole personality and mental process. Effective learning takes place as the student involves himself in the tasks and is motivated to use the target language.

### 3. COMMUNITY SERVICES METHOD

The seminar of community services (PKM) held as the lecturers duty to overcoming the speaking learning problems encountered by learners of SMA Panca Bhakti, Pontianak. It is held on 31<sup>st</sup> of July 2019 at SMA Panca Bhakti, located on jln Haji Rais A. Rahman, Sungai Jawi, Pontianak Kota, from 08.00 -10.00 in the morning. Consisted of 27 students, 12 boys and 15 girls. Then, there are some requirements must be attached before this activity approved by the school principle, such as we are asked to prepare the permission letter, and letter of assignment from University we work for, then it is approved by the school principle, so this community services seminar can be conducted. This seminar is divided into some sessions, first, the interviewee come to the class then give some information or give some models also videos about the topic, that is about the practical English for daily conversation material. Interviewee explains about the practical English used for their daily conversation with friends, with teacher, and also with other people met. There are some topics to be discussed, with its practical conversation, such as Introduction and Small Talk, Greetings and Farewells, What Time Is It, A Telephone Call, Coincidences, Weather Report, Ordering Meals, and At The doctor's Office [8]. Second, students are asked to joined in some small groups then they are given time to practice for a drama, then finally they have to perform it, it is recorded. Those are the activities conducted in seminar of community services in increase students' speaking skill.

Learning English especially for speaking skill is quite difficult for many students, especially here the students of SMA Panca Bhakti, Pontianak. This seminar of community services conducted to help the learners of SMA Panca Bhakti to overcome their practical English for daily conversation problems found when they do the dialogue.

### 4. RESULTS

First, teacher resources trying to explain about the target language they want to learn, that is learning English language to students. Then teacher resources explains more about the target language itself, the language skills to be mastered, especially speaking skill, then the grammar, the difficulties students may come across in learning English, also some methods can be used in learning. The teacher resources are always trying to keep speaking in English with students, arouse students motivation, then even ask them to participate in seminar of community services held at their school, by acting out to perform dialogue in frontage of the class. Students got problems to do the dialogue in front of the class, nothing to talk, no ideas to talk, lack of confidence, and some other speaking aspects.

Teacher resources gives some topics to be discussed in this seminar of community services, as stated above, such as how to do introduction, small talk, greetings, farewells, what time is it, a telephone call, etc for their practical English for daily conversation. Teacher resources explains some practical/simple daily conversation, such as about introduction, it is as follows :

Anna : Good morning Prof Austin, how are you ?

Prof : Good morning Anna. I'm doing well. And you ?

- Anna : I'm great, thanks. This is my friend Emma. She is thinking about applying to this College. She has a few questions. Would you mind telling us about the process, please ?
- Prof : Hello Emma ! it's a pleasure to meet you. I'm more than happy to speak to you. Please Stop by my office tomorrow.
- Emma : It's a pleasure to meet you prof. Thank you so much for helping us.
- Prof : Don't mention it. Hopefully, I will be able to answer your questions.

After some topics practiced and elaborated by teacher researcher to students, then students are grouped into some small groups, they are asked to discuss one topic then have to perform it in the class, then it is recorded to be analyzed referred to rubric of speaking aspects of pronunciation, grammar, fluency, vocabulary, and comprehension. Before, students are provided with the topics, then they choose with topics to be practiced and acted out. Time is allocated for them to rehearsal in groups before the performance. In group students are discussing, practicing, answering and act it out. In their performance students are free to say what do they want but suitable to the context and topic chosen. At last, students have to perform their drama. Here are the photo of their performance :



Figure 1 : Drama Performance



Figure 2 : Drama Performance

Speaking tests vary according to the language elements being assessed and the objectives of the tests. The functional speaking test can be organized in an interactive communication or trans active one.

Then referring to a type of communication that is focused on conveying the message. Here are the description of speaking aspects assessed :

Table 1 : Speaking Aspects [9]

No	Language Components	Description
1	Pronunciation	1. Pronunciation of individual sounds and words 2. Pronunciation of sentences, the right intonation and stress
2	Grammatical Accuracy	Accurate use of structure, or how the learner gets his/her utterance correct
3	Vocabulary	The learner's ability in choosing appropriate words and how to solve the problems when he/she cannot find suitable words by explaining around the word
4	Fluency	1. The ability to keep the conversation going 2. Read a text smoothly without hesitation, or inappropriate pause, or repeating words/lines
5	Interactive Communication	The ability to get the meaning across the listener

All students get their turn to perform their drama in the classroom, all have the chance to speak up, especially for daily and simple dialogue. Then, the graphic of students' speaking performance before and after the drama performance in teaching practical English for daily conversation is delineated in Diagram 1 below, 45% of students' score before drama performance then 65% score gained after the drama performance in learning Speaking.

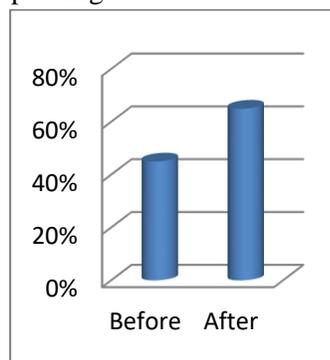


Diagram 1 : Students Achievement

## 5. CONCLUSION

In conclusion, this research conducted as a technique to handle students of SMA Panca Bhakti's problems for speaking skill, especially in using the practical English for daily conversation. Their problems encountered are the absence of confidence in speaking, no ideas, and some speaking aspects, such as pronunciation, grammar, fluency, vocabulary and comprehension. Drama technique is considered effective in improving students speaking performance caused of some activities involved such as the group discussion, role play, work group, in line with [10] said that drama helps students develop self-

confidence, enhances cooperation, understanding, and decision making skills. There is improvement of students speaking skills after the use of drama in learning in this seminar of community services, although not significantly high, but at least there is the increasing achievement before and after the use of drama performance.

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#### SARAN

The next inquiry of this community services journal is recommended to be conducted to help overcoming students' problems in learning English, especially for speaking skill. More provided of time allocation is suggested for the significant outcomes.

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