

## Developing the Speaking Skills of the Students through Drama Technique

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### ABSTRACT

One of the techniques that can be used to improve students' ability in speaking is by performing a drama in English class. Therefore, drama provides more chances for the students to speak in English fluently and accurately. The objective of the research was to examine whether or not the use of drama technique can develop the speaking skills of the eleventh-grade students of SMA Negeri 6 Gowa. The research used pre-experimental method with 35 eleventh-grade students, academic year 2017/2018 as respondents. Data of the research were collected by using the speaking test. The data collected were then analyzed by using Mann-Whitney and t-test. The result showed that the students' score on the post-test were significantly higher the pre-test. It is seen from the significant level;  $0,005 < 0,05$ . students' scores. The mean score of the pre-test is 48,32, and the post-test is 68,18. It means that the use of drama technique can develop the students' speaking skills significantly.

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## 1. INTRODUCTION

Nowadays, English is an important language, it is a means of communication among countries with different national languages, it has also been used to transfer knowledge, especially in science, technology, and art. The teaching of English as a foreign language is part of education and it has been in the core of the school curriculum for a long time. However, the result of the teaching of English in Indonesia still characterized as unsatisfactory, especially in speaking skills.

However, one of the objectives of the English curriculum in most non-native English countries, including Indonesia, is how to encourage students to be able to communicate with any people worldwide (Alsagoff, 2012). Therefore, one of the ways to make students get motivation in learning English is to use literature as a part of teaching English. It will be a variety that is interesting, like using drama script as one material for teaching. Indeed, it is not easy for the teachers to guide the students to speak English, they have many handicaps. One of them is the

student's low achievement in speaking English is probably due to the lack of opportunity in practicing it.

In Indonesia's context, some problems arise in the classroom situation which culturally characterized students' speaking skills (Fauzi, 2016). Many students feel that English subject is more difficult than other subjects. Therefore, there are four skills that make up language proficiency, oral participation is the most observable phenomenon in the classroom. Therefore, when the students fail to participate in class in the language being taught, it can be generally accepted that the practitioner is likely to feel there is a deficiency either in the learners or in their practice (Tsou, 2005).

Harmmer (2017) said that here are two elements of speaking become a problem for students. Those elements are accuracy and fluency. In speaking, the students have to consider those two elements because without considering them, their speaking will not be good and can cause misunderstanding between speaker and listener.

Therefore, English teachers have to make efforts to make their classes interesting through variety of methods, techniques, and materials. In this case, the students should be served with conducive learning activity, so they can practice English as well as possible. The first things is a teacher should do to create the best condition in order to support learning. Furthermore, the teachers' responsibilities are how to create the situation that provide opportunity and stimulate the students to create their speaking skills in order to get confidence. Moreover, speaking is one way of sharing information, ideas, or feelings through oral communication.

Communication is a language, which a carried out through two basic human activities, namely speaking and listening. In speaking we up our idea into words for other people to understand our ideas and hope they give us feedback. That is why the two activities can not be separated from a non to another. They are an integral part of the language. It means that when we study language we also think of how people speak and understand each other (Clark, 1977).

In teaching English, drama technique is one of the good techniques that can be used. Another very important benefit stated that drama is able to employ all the learning styles. In fact, as we commented so far, drama does not only involve the cognitive sphere, but also the effective and psychological ones (Ashton-Hay, 2005).

Therefore, drama is when the students create ideas and put them together on a scene with its own character and situations after they were given encouragement by the teacher so the scene is valuable to them and others. He also stated that drama techniques help teachers in the English learning process to organize the class which made all the students more active. A finding stated that children enjoyed learning language and developing their multiple intelligences to learn language through drama activities. Furthermore, also cited that drama activity combines action and entertainment for students while achieving teaching goals (Hu, 2011).

Another assumption, students performing the story not only have fun but also learn a variety of elements, like how to pronounce English well. It is also can use in English Second language classes as an effective pedagogy (Chauhan, 2004).

Therefore, it will be very useful and essential to use drama technique in encouraging the students to develop their speaking skills. Thus, the drama will be useful if they are considered the core teaching activity on learning speaking to meet the objective set in the speaking class as stated in the curriculum.

Realizing the fact above, it is urged to conduct research on teaching speaking through drama to the eleventh-grade students of SMA Negeri 6 Gowa.

The objective of the research was to examine whether or not the use of drama technique can develop the speaking skills of the eleventh-grade students of SMA Negeri 6 Gowa. The area of assessment covered the development of students' speaking accuracy in pronunciation, grammar, vocabulary, fluency, and comprehension. The result of this research was expected to provide useful information to increase the teaching of speaking skills, especially at SMAN 6 Gowa. The result of this research could be used as an alternative to teach English-speaking skills to teachers and gave more motivation to the learners to develop speaking skills through drama. Whereas the research question of this research is "can the use of drama technique develop the speaking skills of the eleventh-grade students of SMA Negeri 6 Gowa."

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This research, by discipline, was under applied linguistics. It was restricted to the teaching of English. By content, the learning materials were divided into three drama topics, namely: Jaka Tarub and Nawangwulan, Baso and Basse, Commander to Dilating. Whereas the speaking competencies whose indicators investigated through drama are:

- Expressing sadness
- Expressing embarrassment
- Expressing annoyance
- Expressing love

In this research, the research focuses on scripts, where the researcher prepared some scripts to be performed by students in front of the class.

## 2. LITERATURE REVIEW

In learning English for communicative purposes, it is expected that the classroom and outside the classroom, as the main environment provided as much as possible communicative activities to make students active in oral communication activities. Drama technique is one of techniques that can make students active. Hopefully, through drama students can develop their English speaking skills. Speaking is a means of oral communication in giving ideas or information to others. It is the most essential way in which the speaker can express himself through language.

Many researches have been conducted the research that concerns the students speaking skills related to drama technique. Some of them are enabled to support this research.

Drama not only improves their speaking skills, it can be seen on pre-test and post-test results, the writer concluded that drama also made them interested in learning English, they could minimize their fear and shyness to speak. They were more confident to actively speak and had great participation in speaking activities inside the classroom (Utami, 2018). Another finding, using drama technique can increase and improve the student's ability in speaking (Repina, 2019)).

### 2.1. Speaking

Many definitions of speaking have been suggested by some scholars in language teaching and learning.

Speaking is the activity to use language to express meanings, so other people can make sense of them. If someone can speak well, it can help the speaker to distribute what she /he wants to say, so the listener understands. By speaking the speaker can give more information without doing directly. Using good speaking will make good interaction and avoid a misunderstanding in communication (Cameron, 2021).

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is maybe the most important and interesting component of any language. It represents the most natural and common form of communication among humans (Chaney, 2004).

Another point, is that speaking is depicted as the learners' ability in expressing their selves in life conditions, the ability in reporting the acts of situations/ conditions, or the ability in expressing a series of ideas effectively (Lado, 2003).

Furthermore, the principles for designing speaking techniques, namely:

1. Technique should cover the spectrum of learners' needs, from language-based focus on accuracy to messages-based focus on interaction, meaning, and fluency.
2. Techniques should be intrinsically motivating;
3. Techniques should be encouraging the use of authentic language in meaningful contexts;
4. Provide appropriate feedback and corrections;
5. Capitalize on the natural units between speaking and listening;
6. Give students an opportunity to imitate oral communication;
7. Encourage the development of speaking strategies (Brown, 2021).

Success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language (Bunkart, 2004). Another point, speaking is a productive skill,

like writing, it involves using the organ of speech to express meanings to other people. Therefore, speaking is probably a priority for most learners of English (Spratt, 2005).

Therefore, speaking is one of the most important skills to be mastered, because just by speaking we can transfer knowledge, ideas, and feeling to another one orally. Indeed, every one can communicate without speaking, because we can do it by writing via a letter or note. However, sometimes there is something we must to deliver orally.

In teaching and learning process of speaking, the learners should be able to:

1. use the word and sentence stress, intonation patterns, and the rhythm of the target language;
2. select appropriate words and sentences based on a particular social setting, audience, and situation;
3. organize their thought in meaningful and logical sequence;
4. use the language quickly, confidently, and fluently to express their ideas (Kayi, 2006).

There are three components of speaking skills that are normally recognized as crucial aspects that should be mastered for those learning English. These three components should be understood well by bytes teachers and students in order to apply and practice improving the students' speaking ability using referential questions. The English-speaking components are pronunciation, vocabulary, and grammar.

According to the researcher, one way of overcoming speaking problems is by improving speaking skills through drama. Drama is one of the techniques that can be used in teaching English and should be central, rather than peripheral, in education.

## 2.2. Drama

Drama is a powerful language teaching tool that involves all of the students interactively during the class period. Drama can also provide the means for connecting students' emotions and cognition as it enables students to take a risk with language and experience the connection between thought and action.

Furthermore, drama is all about communication. Every word in it is communication-communication between actor and actor, between actor and audience as they view the play. However, drama can also be used as an educational activity or for therapeutic purposes; it is even used for religious ministry. It has a unique ability for us to play, allowing us to be another person or in a situation that we would not normally encounter such as; being a general in a war. This is what makes drama as useful way of teaching, learning, and growing as a person.

Another definition, drama, reading, and writing all involve language, perceptions, concept development, aesthetic appreciation, and ultimately, the whole range of experience itself. Drama, reading, and writing are all language arts and communication skills that can be integrated into many exciting ways and for a variety of purposes from enhancing language and vocabulary development to applying comprehension and critical reading skills (Wagner in Cox, 1999).

According to extensive empirical research language activities, over the last three decades have confirmed that drama activities enchant all areas of language acquisition in the classroom. (Manuel Peter, 2011).

Furthermore, Drama is very useful to language learners and teachers, and they have listened below:

1. To give learners an experience (dry-run) of using the language for genuine communication and real-life purposes, and by generating a need to speak;
  2. To make language learning, an active, motivating experience;
  3. To help learners gain the confidence and self-esteem needed to use the language spontaneously by taking a role. Students can escape from their everyday identity and hide behind another character;
  4. To bring the real world into the classroom;
  5. To emulate the way students naturally acquire language through play, make-believe, and meaningful interaction;
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6. To make what is learned memorable through direct experience and affect;
7. Then students dramatize, they use all the channels (sight, hearing, and physical);
8. To stimulate learner's intact and imagination;
9. To develop students' ability to empathize with others and thus become better communicators. (Desiatova, 2009).

Furthermore, there are seven main advantages of drama when used in a language class, namely:

1. They provide a framework for communicating;
2. They allow for unpredictability in language use;
3. They provide a bridge between the classroom and the real world;
4. They allow for creativity and involve the "whole person";
5. They provide physical involvement and release;
6. They develop confidence and can be motivating;
7. They help cater for mixed-ability classes and large numbers (Dougill, 1987).

Another very important benefit stated by Ashton-Hay (2005), is that drama is able to employ all the learning styles. In fact, as we commented so far, drama does not only involve the cognitive sphere, but also the effective and psychological ones.

Drama activities foster pupils' socialization, critical thinking, and, problem-solving and improve oral communication skills, by exploring different language styles and registers (Aldavero, 2008). Another benefit coming from dramatization is that shy students can "hide" behind" (Philips, 2003). Dramatizing enhances students' motivation and creates a joyful and pleasant environment, both for students and for the teacher (Desiatova, 2009).

Drama is authentic, it can be used in real conversations, where students can express their emotions and ideas while listening to the feelings and ideas of their classmates (Aldavero, 2008). In the other words, English is taught in a communicative context, as a real means of communication, which is far from the list of vocabulary or grammar exercises.

Two elements of drama are action and dialogue, and both have a place in the foreign-language learning experience. They may be introduced into the classroom by means of a "drama lab," a learning activity that permits students to act out foreign language materials such as tableaux, poetry, ballads, folklore, and plays. Drama allows the student to express his individuality, and the material, if it is culture related, brings to life the cultural context of the foreign language." (Blanch, 1974).

Another point, drama enables students, at all levels of education, to develop their intellectual skills such as creativity, problem-solving, communication, socialization, and empathy and it gives individuals the opportunity for self-actualization, group work, and sharing their responsibilities (Bogdan, 2007).

Furthermore, drama activities consist of some types, namely:

- a. Mime
- b. Role play
- c. Simulation
- d. Improvisation
- e. Scripts

### 3. METHOD

The researcher used pre-experimental method. The purposes of the pre-experimental method were to find out the development of students' achievement in speaking skills taught through drama technique.

The pre-experimental method used the following steps: selection and defining the problem, selecting the subject and measuring instruments selecting the design, executing the procedure, analyzing the data, and formulating the conclusion.

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The design of the research was one group (pre-test and post-test design). The procedure of treatment was given between the pre-test (T1) and post-test(T2). The pre-test was administered to find out whether the drama technique can develop the students' speaking skills. The research design can be seen in figure as follow:

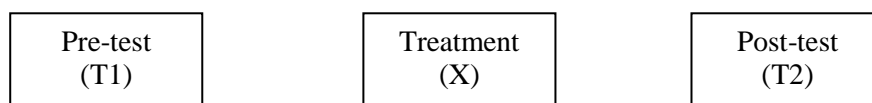


Figure. The design of the research

The legend:

T1 = The result of the students' pre-test

X = The treatment by using drama technique

T2 = The result of the students' post-test

The design above involves one group with pre-test and post-test. The group is selected from populations that receive treatment using drama technique in learning speaking skills.

This research manipulated variables, namely the dependent variable and the independent variable. The dependent variable of this research was the students' speaking skills dealing with accuracy, fluency, and comprehensibility. Speaking skills were indicated by the use of speaker's utterance which was restricted in the area of speaking accuracy covering acceptable pronunciation, correct grammar, and appropriate vocabulary, speaking fluency covering the wide range of meaningful expressions without unnatural pause, and the extent of speaking comprehensibility covering easy for the listener to understand the speaker's intention and general meaning.

The independent variable was the teaching of speaking skills through drama technique. Drama technique is a way to facilitate speaking dramas; link how to express students' sadness, embarrassment, annoyance, and love.

The population of this research was the eleventh-grade students of SMA Negeri 6 Gowa 2017/2018 academic year. They were 136 students. They were divided into four classes, three natural science one consisted of 35 students, natural science two considered of 35 students, natural science three consisted of 32 students and social science consisted of 34 students. The researcher chose one class (35 students) as a sample. They were natural science class two. This class is considered representative for all classes. The sample was taken by purposive sampling technique.

The researcher used a speaking test as pre-test and post-test. Then, the procedure of collecting data is presented in chronological order as follows: pre-test, treatment, and post-test. Before presenting materials, the researcher gave a speaking test in order to know the students' speaking skills. Then, giving treatments are done 6 times or 6 meetings. Each meeting lasted 90 minutes.

The procedures for giving treatments were as follows:

1. Teacher gave stimulation and motivation to the students before the process of teaching speaking skills;
2. Teacher introduced the topic;
3. Teacher gave description about the material of drama;
4. Teacher divided the students into small group;
5. Teacher shared some scripts of drama;
6. Every group is asked to discuss the dialogue of drama;
7. The students are asked to choose the characters which they want to play;
8. Every group is asked to play the drama.

The data was collected in line with instruments and analyzed through the procedures:

1. Scoring the students' answers of pre-test and post-test;
2. Tabulating the score of the students;
3. Classifying the students' scores;
4. Calculating the mean score using SPSS version 23.00 for windows;
5. Scoring speaking skills using the following scoring system.

The mean score of the students is classified into seven levels as follows:

Table 1. Classification of students' score

| Score  | Category    |
|--------|-------------|
| 81-100 | Excellent   |
| 61-80  | Good        |
| 41-60  | Fairly Good |
| 21-40  | Fair        |
| 0-20   | Poor        |

(Depdiknas, 2006)

The data collection technique in this research is quantitative. The data was collected through pre-test and post-test and data related to the teaching and learning process of speaking in the classroom. This research used pre-test and post-test as two sample-dependent tests. To analyze the data, the writer used parametric test; descriptive statistics, which consist of three steps: normality test, homogeneity test, and T-test.

#### 4. RESULTS AND DISCUSSION

Pretest was given before the treatment, which was aimed to know the precondition of the student's speaking ability. In analyzing the data, the writer used ten criteria for assessing speaking (5 scores for fluency and accuracy each). The researcher analyzed by quantitative analysis.

Table 2. The Percentage of students' Pre-test and Post-test

| Classification | Score     | Pre-test |       | Post-test |       |
|----------------|-----------|----------|-------|-----------|-------|
|                |           | F        | %     | F         | %     |
| Excellent      | 81 to 100 | 0        | 0     | 0         | 0.00  |
| Good           | 61 to 80  | 3        | 8.57  | 20        | 57.14 |
| Fairly Good    | 41- 60    | 7        | 20.00 | 9         | 25.71 |
| Fair           | 21-40     | 20       | 57.14 | 6         | 17.14 |
| Poor           | 0 to 20   | 5        | 14.28 | 0         | 0     |
| Total          |           | 35       | 100   | 35        | 100   |

Table 2 above shows the frequency and percentage of the students' pre-test scores. There are no students (0.00%) in pre-test and post-test who could reach excellent score. Furthermore, a larger frequency and percentage of the students at post-test or after giving treatment. In fact, 20 of 35 students (57.14%) are able to reach good scores, and none students get poor scoring. However, before giving treatment there are five students (14,28%) get poor scores.

The implementation of teaching using drama technique in improving the students' speaking skills as indicated by the significant difference between the mean score of their pre-test and post-test as shown in the table below.

Table 3. The Students' Speaking Skill Development

| Group     | Mean Score | Standard Deviation |
|-----------|------------|--------------------|
| Pre-test  | 48,32      | 12,13              |
| Post-test | 68,18      | 8,28               |

Table 3 showed the standard deviation of the pre-test and post-test. The pre-test standard deviation is 12,13, while the post-test is 8,28. Therefore, the post-test standard deviation is reduced from 12,13 to 8,28. This data indicates that variations in categories are becoming smaller. Initially, there are four categories namely: good, fairly good, fair, and poor. After the treatment, variations remain (good, fairly good, fair). It means that the use of drama technique in teaching speaking skills is able to give a significant difference between the pre-test and post-test.

The researcher collected and analyzed the data and elaborated them in the findings point. The result of the post-test indicated that the use of drama techniques gave significant progress in developing students' speaking skills. This is related to what Burkart & Sheppard (2004) argued that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language.

Along with using drama technique, the students could gain significant progress in developing their speaking skills. It can be seen in the result of their test. The students' pre-test result was a fairly good category and the students' post-test result was a good category.

The finding was supported by a theory, by Brown (2001) that there are some principles for designing speaking techniques as follows:

1. Technique should cover the spectrum of learners' needs, from language-based focus on accuracy to messages-based focus on interaction, meaning, and fluency.
2. Techniques should be intrinsically motivating;
3. Techniques should be encouraging the use of authentic language in meaningful contexts;
4. Provide appropriate feedback and corrections;
5. Capitalize on the natural units between speaking and listening;
6. Give students an opportunity to imitate oral communication;
7. Encourage the development of speaking strategies.

The result of this research seems to be consistent with the result of a case study research by Utami Ardyani Ananto and Irma Rusmiati (2018) that drama not only improves their speaking skills but also made them interested in learning English, could minimize their fear and shyness to speak. They were more confident to actively speak and had great participation in speaking activities inside the classroom.

Therefore, the students can train themselves and develop their speaking skills without feeling worried about what will the other students say. The drama technique gives them the opportunity to be actively engaged in the learning process. This condition is in line with Repina, Yuesi Setyorini, Ibnu Subroto (2019) that using drama techniques can increase and improve the student's ability in speaking.

Based on the result of this research, it can be concluded that the students were enthusiastic about learning English using drama technique. They seemed to enjoy performing the drama as one of the teaching-learning processes. They even prepared the setting and equipment that support their performance before the class is begun. They got the motivation to practice outside of the class. In front of the class, they were not afraid or shy to speak while acting followed the script. Most of the students were more confident to speak if they were not alone, they share the same responsibility and their fear also, so they can be less nervous when they spoke in front of the class. However, they were not only speaking but acting also, almost most of them were shy but since they were doing it together, it became fun for them.

After applying drama technique, the researcher had opinions that drama technique is a way to assist the students to practice speaking together and the advantages of drama technique are:

- a. The students become more active in the classroom;
- b. The students get self-confidence in speaking

It showed that drama can be effective in teaching speaking and can be a reference to another teacher in teaching learning English.

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## 5. CONCLUSION

Based on the problem statement, the researcher concluded that drama technique is a way facilitate speaking dramas. In doing this research the researcher found some problems in treating this approach such as: (1) in dividing group, (2) the students were still nervous in demonstrating the drama, and (3) the students still influenced by mother tongue.

After giving treatment for six meetings, the students developed their speaking skills. They were not nervous anymore. Moreover, the mean score of the pre-test is 48,32, and the post-test is 68,18. It means that the use of drama technique can develop the students' speaking skills significantly.

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