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## The Contribution of Applying Drama Techniques in Teaching English

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### **Abstract**

*Study discussed the contribution or effect offered by the use of drama as a technique in teaching in the EFL classroom, whether it is a good or bad contribution. Through a literature review, several scientific articles were used in this study, of which selected scientific journals from 2000 to 2020 which were obtained from official sources or educational websites. First, the data collection technique is carried out by analyzing the related studies/articles that have been done previously. Second, the data that has been obtained from several scientific articles containing the same research is managed by paraphrasing technique in order to obtain valid data. The result in this study shows that the use of drama has a good contribution in improving language skills, motivation and good character building for students but also drama cannot be applied to all student characters.*

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**Keywords: Drama, Teaching English, EFL**

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### **INTRODUCTION**

The use of drama as a topic or medium of learning in the world of education is not a new thing, in fact, it is very common to be taught to students in schools, also it has been used in various countries as something that helps in the field of education. Efforts to introduce drama in learning have been going on since the 1970s, this was an effort to introduce drama into the educational curriculum and until the 1990s began or formed the basis for the use of drama in schools which are still strongly influenced by traditions from America and England (Österlind & Thorkelsdóttir, 2016). The use of drama in education is growing and has a very strong presence in several countries (Fleming, 2018). This drama is a teaching technique that emphasizes student action in class. One of the reasons why drama is interesting for students is because students can "learn by doing", meaning that they focus on action in acquiring language knowledge (Masoumi, 2018). As part of the literature, drama contains and facilitates aspects of the English language, such as language and culture, helping students to find new expressions in different ways to improve their language skills (Hermaniar, 2015). As previously stated, this field is commonplace to be transfused in the field of education, namely precisely as a topic or learning material and also as an interesting learning medium, drama is one of them. Drama is a word from the Greek language, namely from the word *draomai* which means to react and act (Karlina, 2017). Drama is a learning topic that is under the field of literature. The use of drama in class or during learning is the use of drama as a technique to support teaching and learning activities in class (Andersen, 2004). Where this drama is a lesson that has been loaded or included in an educational program that has been designed by the government which is often referred to as a curriculum. In language learning at every level of education, this topic has become an important and interesting part of learning also very helpful for the student. Üstündağ (1997) stated that drama is one of the lessons that has a significant development for students

and in this learning is the basis, drama is very helpful for students to use thinking and learn to explore thoughts, problems and events so that students will be able to utilize their knowledge and experiences.

The use of drama in learning has been carried out from the initial level of education, which consists of skills in reading and speaking, where role play is the most frequently used activity (Hermaniar, 2015). Alasmari (2020) argues that in education drama is not a new thing as a teaching tool for students, in history from a long time it has been used for effective learning. Drama is a refresher in the field of teaching and learning by using drama as a topic and also a learning medium. This is in stark contrast to conventional English learning or traditional learning, where conventional learning is usually very difficult to lead students to success or failure to achieve learning objectives or goals often occurs. So the use of this drama can be very needed by teachers or students in learning languages in very different atmospheres and views because it can improve student's skills. Four students' skills in learning languages, namely listening, reading, speaking, and writing are greatly assisted by the use of drama in classroom learning (Angelinawati, 2019). In addition to students, the drama also has a function for teachers in the field of teaching. Boudreault (2010) argues that in teaching language the use of drama provides several facilities, namely, providing smooth interaction in the target language, acquiring new contextual vocabulary, practicing thinking independently and more creatively, and helping teachers explore students' imaginations. In studying language variations, it can not only be done directly by watching or participating in community interactions but this can also be done in interesting ways, namely in dramas or in drama scripts (Nuryani & Santoso, 2018). Learning with drama topics in the classroom is something interesting that needs to be increased in its use in increasing students' interest in learning languages. Huang (2008) states that drama has an important role in the communication approach because students are given an opportunity to practice their communication skills in different contexts.

As a medium or topic for learning drama, it can be said that it helps and has a significant contribution to teachers and also foreign language students in the language learning process. Drama is a passion in helping students develop their language skills in the learning process (Hermaniar, 2015). There are many benefits offered by learning that uses drama in the classroom, students will be very interested in learning the language, and with drama students will also learn creatively and innovatively in language skills, so that with this students will be able to learn the language in a different, unique way but not out of a complete learning context. But not a few students are also less able to learn by using drama or have different views about using it in learning. Although drama has a good contribution to learning and teaching, in fact the use of drama in (English as a foreign language) EFL and (English as a second language) ESL classes still encounters many obstacles or difficulties for both teachers and students (Olaniyan, 2015). This requires further evaluation in the future because there will be deficiencies, and it is also necessary to assess or review what is wrong with the use of drama or the views of students who are unable to learn language through drama. So the analysis in this article will discuss more about how the contribution made or offered by the use of drama in education as a method and teaching material. This is an action regarding the phenomenon of the use of drama in schools as teaching materials or techniques, but it still needs to be investigated how much it contributes to students and whether there are deficiencies in its application. So the contributions to be explored or analyzed are those that are good or bad to students.

## **METHOD**

This research was a literature review study, where articles that are appropriate to the topic in this study are taken, analyzed and then summarized in paragraphs. This study analyzes

research related to the use of drama in learning English in related and selected scientific journals from 1990 to 2020 which were obtained from official sources or educational websites, namely Google Scholar. Literature review is carried out systematically with several stages and analytical processes. First, the data collection technique is done by use of data analysis obtained from related studies that have been carried out previously. Second, the data that has been obtained from several scientific articles containing the same research or study are managed or processed by paraphrasing techniques so as to obtain new valid data. Data analysis is an effort made by researchers in obtaining data either by means of observation or interviews in order to provide additional understanding for researchers and present them as data or findings from outside and further analysis is needed to understand the meaning and improve understanding.

## **FINDINGS AND DISCUSSIONS**

Drama is one of the learning topics that is now widely used by teaching and learning. Drama is a special activity in the learning process because it can make the learning process in the classroom more interesting, exciting, active, contextual, and communicative (Masoumi, 2018). Technical drama is a daily tool used in teaching by teachers, it serves to form skills, understanding and also students' creativity (Hu, 2011). In the following, it will be mentioned and explained what positive and negative contributions of drama in language learning for EFL students are, drama helps students in practicing pronunciation and improves students' vocabulary, helps students to be creative, increases students' learning motivation, as a character shaper for students. Regardless of what benefits drama offers in learning, its use also often encounters obstacles or challenges.

### ***Improve language skills***

Drama really allows us to learn languages in different and interesting ways, so it is possible that this drama has a role in improving students' language skills. Drama is a very artistic medium or technique used in school learning and is also very practical, its use as a very structured and interesting game for students, can also be improvised as an interesting show (Hornbrook, 2012). Using drama can give opportunity for student to use language and talk with others although they have less vocabulary (Hu, 2011). Iamphitakporn (2002) stated that learning using drama has a good contribution and is also able to develop students' language skills compared to learning languages using traditional methods. Huang (2008) states that drama has an important role in the communication approach because students are given an opportunity to practice their communication skills in different contexts. Writing and reading activities that may be brought to the drama will increase students' vocabulary and will also be very good in the future for their language skills. In addition to writing, students will also learn language from audio and visual or through the drama that is shown. According to Suharianto (2005) Drama literary works are implementations or forms of human behavior that are enjoyed by watching and reading texts or scenarios. Drama guides students to read a script and also a story that is and will be presented so that it can help them practice using English directly. Its use offers and enables learners to tell a story so that it prepares students to be good readers as well as fluent speakers (Alasmari, 2020).

### ***Improve student creativity***

Creativity is also very important when we talk about drama in literature. Because in language learning we as students must be able to creatively build language skills and or must be able to capture and understand a lot of vocabulary so that the goal of learning language can be achieved. Baykal et al. (2019) stated that drama as a forum for students to train and also use

existing imaginations to express themselves and their body language. So with this drama, students will learn a language that is creative and interesting. For example, when students write a script, there they will indirectly use their creativity and language skills, this means that they will practice their language with good use of creativity as well. So this drama text can be used as a forum for students to learn languages in different ways and of course, although it is not easy to do. Drama is very helpful in teaching because drama makes learning activities a unique and fun experience, is able to create real targets that must be achieved by students and is able to connect language learning experiences with students' daily lives, so this is a very creative thing for and able to increase student's creativity (Ulas, 2008).

### ***Increases students' learning motivation***

Learning with drama topics in the classroom is something interesting that needs to be increased in its use in increasing students' interest in learning languages. Through drama, the teacher must be able to involve his students in a variety of learning situations and are very useful in enhancing and empowering their students' experiences in learning (Prior, 2005). This topic has a touch of art that learning topics outside of literature do not have, which then causes a good interest in the process being carried out by students in class. The situation created in the use of drama is able to motivate students because of the uniqueness of the activities offered, so that students will become good participants in class, students who do not enjoy learning languages will feel gradually attracted to their friends who have fun in learning (Sam, 1990). The art of language is the main thing in this literary topic, so that with this students will be able to learn the language in a different, unique way but not out of a complete learning context. Speaking is not only about grammar, word order, and pronunciation but in speaking we need feelings, motivation and also deep meaning, so drama is important here because drama includes all of these things (Miccoli, 2003). In the drama there are also role play activities for students, which will really help students in learning the language by speaking, memorizing and acting in front of the class. Role play is a very good and effective activity in the learning atmosphere, making learning interesting and language absorption going well too (Liu & Ding, 2009)

### ***Character shaper for students***

The field of literature in addition to highlighting art in language is also able to be a place to instill positive social values to readers or students, which means that having drama as a learning topic will affect the personality or character formation of students. According to Wuryani (2017), literary works are a place for educators and for inculcating good values, by frequently reading folklore, legends, or fairy tales and also drama to children by parents, it will be a process of inculcating moral values. Students will be able to get and come up with their new ideas in making a story either from the plot, characters, or situations that occur, which have meaning or relate to themselves or others, this happens because of the stimulus that the teacher gives to students at the time of writing (Gaudart, 1990). Learning and building or shaping character is the goal of an education. Role play in drama really helps students in terms of motivation, many positive things are given by this activity to encourage them to learn language. Alabsi (2017) argues that role play activities that are instructed to students display effectiveness in learning languages, these activities are able to increase students' self-confidence, enthusiasm and empathy. So this activity really motivates students in learning so they can improve their language skills. Where with this, drama is a good topic and its existence is important in order to spread many benefits to students. The stories contained in a drama or in a drama script must have positive values that become role models for students, such as responsibility, good communication, and good behavior.

### ***Barriers and drawbacks to using Drama***

When viewed from the benefits offered by drama in learning, of course, there are many things that can be obtained by students in their ability to use language, but we also cannot miss or forget what are the challenges or obstacles in using it. Apart from the great and good potential offered by drama in education, its use in the classroom also causes many difficulties or challenges that are quite influential for both students and teachers (Angelinawati, 2019). Of course teachers in schools cannot believe that all students will enjoy learning to use drama, or claim that all students will be very capable of mastering language by using drama as a teaching tool or medium, of course there are one or even more students who are not in line with this. Although it can be said that the obstacles or shortcomings of this drama are very few compared to what good things it has to offer in learning. Angelinawati also believes that there are several barriers and drawbacks to the use of drama, the first is that students who are shy in karate will feel bad and frustrated with the presence of drama in their class. Second, the teacher will be very burdened in preparing lesson plans, especially during the time needed to provide language teaching through drama in the classroom. Finally, justifying students' mistakes in using language in the use of drama will also make it difficult for teachers in the classroom.

### **CONCLUSION**

Drama is one way that can be offered in learning. With the use of this drama will help both teachers and students in learning. Drama makes students more interesting in learning and creative. This study explains the contribution of the use of drama in learning, for example that drama has several influences or contributions. Its use also results in many shortcomings in language learning or there are also some problems encountered in the use of drama in the classroom. So this is where drama is important in education. Starting from the differences in abilities and enjoyment of students in each class, so it is difficult to use drama. But this is no big deal given the many positives the drama has to offer. Drama is one of the media and teaching techniques that are very helpful for both students and teachers in schools in teaching language, it is also an interesting medium for students although it still has shortcomings in its application. So this needs to be done in schools. The results found in this research or study are important things to be studied or developed again. It is hoped that there will be new researches that appear in accordance with this topic which can lead to new findings and are more useful for education.

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