

**INTERACTIVE DRAMA TECHNIQUE
TO IMPROVE STUDENTS' SPEAKING SKILL**

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ABSTRAK

Speaking skill dalam bahasa Inggris adalah salah satu keahlian yang tergolong sulit bagi sebagian siswa saat proses pengajaran ataupun pembelajarannya sehingga mengharuskan seorang guru ataupun tenaga pengajar lainnya menggunakan tehnik yang tepat untuk diaplikasikan di dalam kelas. Salah satu tehnik yang bisa dan efektif digunakan oleh seorang tenaga pengajar dalam kelas *speaking skill* adalah *interactive drama technique*. *Interactive drama technique* adalah tehnik yang secara langsung mengaplikasikan keahlian berbicara siswa dalam bahasa Inggris melalui dialog atau script drama yang akan dipentaskan. Tehnik ini efektif digunakan untuk meningkatkan kemampuan siswa dalam berbicara bahasa Inggris karena penggunaan materi dan media pembelajaran yang akan memotivasi siswa untuk berbicara. Selain itu, aktivitas kelas selama penerapan *Interactive Drama Technique* akan membuat siswa menjadi aktif dan kreatif untuk berbicara mengolah dialog drama. Kerja kelompok dalam tehnik ini juga akan membuat mereka lebih percaya diri dalam penampilan berbicara. Oleh karena itu, *Interactive Drama Technique* efektif untuk diterapkan dalam mengajar keahlian berbicara dalam bahasa Inggris.

Key words: *interactive drama technique, speaking skill.*

A. INTRODUCTION

Speaking skill is one of the four basic skills that should be mastered by the students in English language learning. English language teachers should be able to play their role as facilitator to help students develop their speaking skill. To speak English well, the students should master all components of speaking skill, namely vocabulary, grammar, pronunciation, fluency and comprehension. By mastering speaking skills, the students can express ideas and purposes, persuade other people and communicate effectively.

A teacher has some techniques to improve students' speaking skill. One of technique that can be used is interactive drama technique. Interactive drama technique is

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justifiable to improve students' competence in speaking and the application of interactive drama increase students' interest in learning speaking.² It means, interactive drama technique is an alternative strategy to improve students' speaking skill because through this technique, the students become more motivated to speak and more active in verbal communication. Besides, the students can learn and express themselves through language spoken and language expression.

Interactive drama technique is a style of live theater where a scene is performed by actors and the audience can interact with actors to give comment or alternative solution to the scene. Interaction comes in a variety of forms: students discussing the scene just witnessed, then students suggesting changes to the scene and then actors replaying it, and then students actually joining the scene as performers to try out alternative solutions. It is a technique in language learning activity in which the activity was combined of the creative ideas of its participants and cooperation with other member. This cooperative process includes discussing, negotiating, rehearsing, and performing. In interactive drama, audience can be actors to give the alternative solutions in players.

B. DISCUSSION

1. SPEAKING SKILL

Speaking is the productive skill in the oral mode as a fundamental factor of human communication to verbalize their thoughts and ideas. Speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned.³ The process of speaking skill has proceeded by listening skill. Increasing listening skill is very beneficial for speaking ability. Learners should be able to make themselves understood and using their current proficiency to the fullest. They should also try to avoid confusion in the message due to faulty pronunciation, grammar, and to observe the social and cultural rules that apply in each communication situation.

²Joni, Listanto, "Interactive Drama as A Teaching Strategy to Improve Students' Competence in Speaking (A Quasi Experimental Study)". *Journal of Management Education*, Vol. 31. No. 6. P.832-858, (Maluku: Pulau Buru, 2010), Accessed at (<http://www.interactivedramas.info/journal.htm>, on August, 03rd, 2017).

³Henry G. T, *Berbicara Sebagai Suatu Keterampilan Berbahasa*. (Bandung, Angkasa, 1990), p. 3.

The purpose of speaking is to communicate efficiently. Speaking mean negotiating intended meanings and adjusting a speech to produce the desired effect on the listener.⁴ It means the speaker anticipating the response from the listener, possible misunderstandings and then makes clarification. In addition, speaking is one of the elements of communication.⁵ It means speaking is a communication skill that enables a person to verbalize thoughts and ideas. The speakers say words to the listeners which conveyed in an effective way to express what in their mind and also to express what their needs. Moreover, speaking is a speech production which is used by someone to make a communication with other people to keep his relationship with others and to fulfill his needs.⁶

Speaking skill is a primary skill to be owned by human because they have to interact with others through spoken interaction or conversation. Speaking skills consist of systematic verbal utterances.⁷ The function of speaking skill is to produce a good direct communication in oral interaction to convey the meaning. Moreover, in speaking skill the students should have four skills in speaking, they are information skill, interactional skill, managing interaction and present all monologue text.⁸ Related to information skill the students should be able to provide personal and non personal information, require information, comment and explanation. Then, in interactional skill the students should be able to recognize other speakers' purpose, modify statement and comment and also response it. Next, in managing interaction the students should be able to initiate interaction and move to other interaction topics. Last, the students should be able to comprehend the texts and then present it through monologue. From theories above, it can be concluded that speaking skill is an

⁴J. M., and Pierce. L. V, *Authentic Assessment for English Language Learners. Practical Approaches for Teachers*, (New York : Addison Wesley Publishing Company, 1996), p. 59.

⁵Jack, C, R and Willy Renandya. A., *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 210.

⁶Scott, Thornbury, *How to Teach Speaking*, (Kuala Lumpur: Pearson Longman, 2005), p. 2.

⁷David, Nunan, *Practical English Language Teaching*, (Singapore: McGraw-Hill Companies, 2003), p. 48.

⁸Arthur, Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 2005), p. 114.

ability to perform the linguistics knowledge in actual communication in order to communicate efficiently.

Good speaking skills are the act of generating words that can be understood by listeners. A good speaker is clear and informative. In doing a good speaking, a speaker should consider several components of speaking. These components refer to some aspect influencing how well people speak English. There are five components in speaking skill.⁹ The first is speaking. It means in a good speaking, the speakers are able to communicate completely in social and classroom settings in order to transfer messages between speakers as sender and listener as receiver through spoken words. Second is listening. To be a good speaker, the speaker must be a good listener, be able to listen carefully, be able to clarify what they have heard and to understand messages spoken by others. Third is fluency. It refers to the ability to speak smoothly, continuously and effective speed. Fourth is structure. In this case, the speakers must be masters in a variety of grammatical structures. Fifth is vocabulary. The speaker must use extensive vocabulary in speaking.

A good composition in speaking covers some components of speaking skill such as; the speaker can speak English completely and fluently, mastering the variety of grammatical structures, uses extensive vocabulary in speaking, understands the meaning of conversation without difficulties and then could give respond it very well.

2. SPEAKING ASSESSMENT

Speaking assessment varies in some models depending on the learners' proficiency. The teacher can choose the most suitable type of students' condition to assess their speaking. There are two assessment activities to assess speaking performance, namely dialogue and monologue¹⁰. Dialogue is divided in two parts; transactional and interpersonal. It involves two or more speakers to exchange goods and services in a specific message (transactional) and to

⁹J. M., and Pierce. L. V., *Op. Cit.*, p. 68.

¹⁰Douglas, H, Brown & Priyanvada Abeywickrama, *Language Assessment Principle and Classroom Practice*, (New York: Pearson Education, 2010), p. 237.

create and maintain social relationships (interpersonal). While, monologue means the student use spoken language to present monologue text.

Scoring rubric has an essential role in gathering an authentic result in a test. It is detail, complete, more practical and easy to be used in the classroom. There are two main types of scoring speaking skill; holistic scoring and analytic scoring.¹¹ Each type has a different purpose and focus. The holistic scoring commonly uses a variety of criteria to produce a single score. In this scoring, speaking is viewed as an integrated whole. A researcher scores the students' speaking skill without evaluating the indicators of speaking separately. Then, on the contrary, the analytic scoring is a type of speaking scoring, where each of speaking components is scored separately.

3. CONCEPT OF DRAMA

Drama is an art form, a practical activity and an intellectual discipline.¹² It means that drama is a composition in verse or prose intended to portray life or character or to tell a story usually involving conflicts and emotions through action and dialogue. Drama activities facilitate the type of language behavior that should lead to fluency. Dramatic activities are activities which give the students an opportunity to use their own personality in creating the material on which part of the language class to be based.

The method of drama is used to develop a character, includes showing the character's appearance, displaying the character's actions, revealing the character's thought letting the character speak and getting the reactions of others. From the explanation about drama above, it is needed to mention some elements of drama, which later will be used in teaching speaking that employ those elements in building dramatic activities. Elements of drama refer to the basic principles of drama that must be learned to fully understand and appreciate drama both as a subject and as a performance.

¹¹Arthur, Hughes, *Op. Cit.*, p. 110.

¹²Lesley, King, *Drama in School: Second Edition*, (London: Arts Council England, 2003), p. 4.

There are four elements of drama; imitation, plot, action and dialogue.¹³ The first element is imitation. Imitation is an act of copying the ways somebody talks and behaves. Imitation is used to describe a realistic portrayal of life, a reproduction of natural objects and actions. Second element is plot. Plot is the organization of a series of action and events as a sequence of important moments arranged chronologically. The third element is Action. Action is the activity of doing the performance itself that includes what the characters say, do and think. Dramatic action includes facial expression, mimic, gestures and movements. The fourth element is dialogue. Dialogue described as a verbal interchange of thoughts or ideas between two or more people in form of expression, conversation form, debate, argument and exchange of views.

Drama is a performance that conducted by some people to show their communication through touch, facial expression, gestures and also a convention of time and place. They try to imitate, carry, reproduce, condense, or tell a specific action. Drama consists of some elements and genre. Drama is an appealing teaching strategy which promotes cooperation, collaboration, self-control, goal-oriented learning as well as emotional intelligence skills.

4. INTERACTIVE DRAMA TECHNIQUE

Interactive drama is a form of deconstructed drama which takes the environmental theatre paradigm of combining spaces for audience and performer and eliminates the difference between the two completely. In interactive drama, audience can be actors to give the alternative solutions in players. The points out that interactive drama provide an alternative way to expose students to the culture that native English speakers have as part of their background knowledge. They also provide students with an activity for practicing the appropriate use of language. Interactive dramas are also social activities that are played through the verbal interchange of the players making them ideal activities for language learners.

¹³ Oscar Gross, Brocket, *The Essential Theatre*, (New York: Holt, Rinehart, and Winston, 1980), p. 21.

Interactive drama is a style of live theater wherein a scene is performed by actors and the audience can interact with actors to give comment or alternative solution to the scene. Interaction comes in a variety of forms: students discussing the scene just witnessed, then students suggesting changes to the scene and then actors replaying it, and then students actually joining the scene as performers to try out alternative solutions. Interactive drama is a language learning activity in which each student in the class takes a distinct role with specific goals.¹⁴ The player interact in small groups to exchange information, create alliances and complete common goals, or negotiate treaties, immerses him or herself into the role, and then begins to interact with the other characters involved in the activity. It means that an interactive drama is an event in which the director and players work together to create a role.

Interactive drama technique is an alternative strategy to improve students' competence in speaking. Interactive drama are justifiable to improve students' competence in speaking and the application of text types of interactive drama increase students' interest in learning speaking. It means, interactive drama is a technique that can be used in language learning activity to improve students' competence in speaking and increase students' interest in learning speaking because the students can learn and express themselves through language spoken and language expression.

In conclusion, interactive drama is a form of drama that audience can be actors to give the alternative solutions in players. It is a technique in language learning activity in order to build the students' motivates to interact and communicate with other students in classroom.

5. INTERACTIVE DRAMA TECHNIQUE IN TEACHING SPEAKING

There are some procedures of applying interactive drama in teaching speaking.¹⁵ First, the teacher presents the idea to the students. Second, the teacher organizing any preliminary work and making sure that the students know precisely what to do. Third, the students discuss in groups what they are

¹⁴Michael, Cheng, *Student Perceptions of Interactive Drama Activities*, (Journal of Interactive Drama, Vol. 2, 2007), p. 2.

¹⁵Susan, Susan, *Drama in Language Teaching*, (Longman, 1982), p. 14.

going to do and exactly how they are going to do. Fourth, the students experiment in groups with various interpretations. Fifth, the students show their interpretation or solution to another group. Last, the students discuss their solution in groups or with the rest of the class.

In addition, the procedures of applying interactive drama in the classroom are through grouping students.¹⁶ The first, students work in group to brainstorm ideas or plots. After that, each group write out the characters, the plot and the action of the story from start to finish. Then, they divide the story into scenes and then rehearse their plays in and out of class. They are helped by the teacher on pronunciation, intonation, etc. They also prepare their properties, costumes and setting. Finally, they play their performance in front of class. The teacher can record their plays with video tape to review and evaluate their performance. Evaluations depend on the objectives and standards that consist of the script, the performance, teamwork and overall effort.

Based on some theories about implementation of interactive drama that proposed by some experts, teaching speaking on by using interactive drama technique, there are some procedures that can be used by a teacher:

- a. The teacher explains about material an interactive drama technique
- b. The teacher divides students into some groups.
- c. The teacher gives a topic to the each group and then asks them to make a plot of drama based on topic related. During student working in group, the teacher led students to analyze their plot of drama and assist the students who have problem.
- d. The teacher asks students to rehearse their plays in and out of class and help them on vocabulary, pronunciation, grammar and fluency and intonation.
- e. The teacher asks students to perform their drama and other students should watch attentively. After performer finished their drama performance, the teacher asks the audience to give comment and

¹⁶Nigel A, Caplan, *Effective Uses of Drama in the Language Classroom*, 2005, p. 3, Accessed at <http://www.edusoft.ro/brain/index.php/libri/article/viewFile/71/190>, on Augusts 4th, 2017.

suggestion, and then join to the scene as performer to try out alternative solutions.

- f. The students give their interpretation or solution to another group and to the rest of the class.

In short, an interactive drama is an event in which the director and players work together to create a role. The player comes to the venue of the activity, immerses themselves into the role, and then begins to interact with the other characters involved in the activity. They often interact to exchange information, create alliances and negotiate treaties. By applying this activity, the researcher hope that the students become more motivate and active in learning speaking and able to improve their speaking skill because this activity give more opportunity to the students to speak and communicate with other students in classroom.

6. The Advantages and Disadvantages of Using Drama in Speaking Classroom Activities

The implementation of drama offers many advantages for language learning. It encourages students to speak, gives them the chance to communicate, and using non-verbal communication such as body movements and facial expression. Drama has some benefits in language teaching. Drama consists of acquisition of meaningful, fluent interaction in the target language, the assimilation of a whole range of pronunciation and prosodic features in a fully contextualized and interactional manner. Also, drama gives learners the chance to use their own personalities. In this case, by learning speaking by using interactive drama, the students are able to imitate and express themselves, arouse their interest and imagination. Drama encourages adaptability, fluency, and communicative competence. In short, it can make students confidence in English language learning.

There are several advantages of teaching language through drama; funny, helping, and building confidence.¹⁷ He considers it as a funny, relaxed and informal way to learn English. Moreover, he states that drama can help in learning new vocabulary and proper pronunciation and intonation, builds confidence for the learner to speak English, creates atmosphere in the better understanding of culture, motivates the language learner, removes the focus from English textbook and involves the whole person as a total physical activity.

However, apart from all the advantages drama has, there are some disadvantages such as grouping, timing, and planning.¹⁸ Drama can be used effectively only with small groups of volunteer students and not all students will perceive it as being inherently useful and will fail to bring with them the high degree of “motivational readiness” essential for the success of such a project. Drama also needs the time-intensive, requiring considerable planning and organizational skills from the teacher, dedication and loyalty from the students.

C. CONCLUSION

Teaching learning process by using interactive drama technique will help students to be more active in speaking skill and will help teacher to organize students in a classroom. The students will practice their speaking through dialog and script of drama. They will show the performance in speaking English in front of the audiences. It will make them to be confident and not to be shy in their performance. This classroom activity will be done by grouping and following plot. In sum up, interactive drama technique will improve students' speaking skill.

¹⁷ Muhammad Rashid, Hafeez, *Impact of Dramatics on Composition Skills of Secondary School English Language Learners in Pakistan*, (Language in India, 2010), p. 3, accessed at www.languageinindia.com, on August 12th, 2017.

¹⁸ Charlyn, Wessels, *Drama*, (New York: Oxford University Press, 1987), p. 10.

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