

Exploring the transformative role of drama in Enhancing English Language learning: benefits, challenges, and strategies

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ABSTRAK

Artikel ini menjelajahi integrasi drama dalam kelas Bahasa Inggris sebagai Bahasa Asing untuk meningkatkan pembelajaran bahasa. Di tengah berbagai metode pembelajaran Bahasa Inggris, fokus beralih dari pendekatan pengajaran tradisional ke sastra, khususnya drama. Potensi pendidikan sastra ditekankan, meliputi eksplorasi budaya dan pertumbuhan pribadi. Diskusi menekankan manfaat dan tantangan drama dalam kelas EFL. Drama tidak hanya meningkatkan akuisisi bahasa tetapi juga meningkatkan pelafalan,

kosakata, dan kepercayaan diri. Tantangan meliputi perencanaan efektif dan mengatasi kecemasan siswa. Sebagai kesimpulan, dampak transformasional drama terhadap pembelajaran bahasa sangat jelas. Dengan memupuk kreativitas, kerjasama, dan keterlibatan, drama menjadi alat dinamis untuk meningkatkan keterampilan bahasa. Strategi praktis untuk integrasi drama disorot, menganjurkan persiapan komprehensif dan pelaksanaan yang berpikiran matang dalam kelas EFL.

ABSTRACT

This article explores the integration of drama in English as a Foreign Language (EFL) classes to enhance language learning. Amidst varied methods of English learning, the focus shifts from traditional teaching approaches to literature, particularly drama. Literature's educational potential is underscored, encompassing cultural exploration and personal growth. The discussion emphasizes drama's benefits and challenges in EFL classrooms. Drama not only enhances language acquisition but also boosts pronunciation, vocabulary, and confidence. Challenges include effective planning and addressing student anxieties. In conclusion, drama's transformative impact on language learning is evident. By fostering creativity, cooperation, and engagement, drama becomes a dynamic tool to enhance language skills. Practical strategies for drama integration are highlighted, advocating for comprehensive preparation and thoughtful execution in EFL classrooms.

Introduction

Nowadays, various methods of developing English learning have been found. Not limited to vocabulary recognition, daily conversation dialogues, or learning formulas or sentence patterns in teaching English. However, the ministry of education has developed a systematic curriculum to produce, support, and enhance student learning with character and effectiveness. In this study we focus on literature as one of the focuses in teaching English. Creating and appreciating literary works is an experience intellectual and emotional high degree that will be more humane to human beings. From this statement it can be analogized that the application of literature will succeed in the



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curriculum system that has been described previously. Thus it can be concluded that the application of literature in learning English will have a good impact.

Literature is one of the arts. When human talk about writing as well as literature, we praise it, and we also recognize its importance (Arsitades et al., n.d.). It can be concluded that literature is essentially educational. Literature provides a lot of exploration of customs, culture, human truth, religion, and so on. Literature also provides many functions consisting of entertainment functions, social and political functions, ideological functions, moral functions, linguistic functions, cultural functions, educational functions, and historical functions. In Indonesia, the application of literature in class has been adapted to the curriculum prepared by the education office, such as short stories, poetry, poem, and drama. In its application there are still many challenges that must be faced by teachers. Teachers must be as creative as possible so that the application of literature in foreign language classes can be in accordance with the desired curriculum.

Literature is growing by leaps and bounds today, and many books, novels, short stories, and poems are written each year. The medium for writing literature is also growing today. It shows that literature grows in every era (Patel et al., 2021) said, "It is not our intention to summarize this vast body of literature, the motivation for much of the empirical growth literature is unconditional convergence". Indeed, the study of literature in language classes is primarily concerned with reading and writing. However, it plays an equally important role in improving speaking, reading, pronunciation and listening. The developmental components of drama had been emphasized and the way drama may be used to grow awareness, self-expression, and creativity (Tuttle, 1985).

Literature, which is now a learning trend in various language classes, has added a new dimension to language learning. Although this system was initially rejected by some people because it was considered too difficult to teach during the learning process. As stated by theories of language teaching and learning have changed over the last hundred years. This may be due to linguistic, psychological, political and pedagogical influences, all stemming from a mixture of propositions, theory, observation and experimentation. However, in the last two decades, literature has been seen as a means of communication and a trend that has greatly influenced the teaching of foreign language lessons plays a very important role.

With a long period of using literature in class, the researcher wants to know how teachers treat literature as a learning medium, with a focus on one type of literature: drama. In this paper, the researcher answers several research questions: 1) What is the challenge in applying drama in an EFL classroom?. This study aims to provide information to teachers and students about how drama is implemented in class and how important it is to apply literature in class. This study implies teachers apply literature in EFL classrooms.

Discussion

This session will discuss how drama can be used in EFL classes and the challenges faced in this class. A more detailed definition was proposed by (George, n.d.) "This allows learners to use their imagination to project themselves into the skin and personality of others" (p. 1). We focus on renunciation (p. The 8th). This definition states that drama is an activity in which learners are asked to portray themselves or someone else in an imaginative way.

It is not without reason that drama is used as the first implementation of literature in the EFL classroom of this pioneer school. Drama has many advantages that can be achieved if this implementation is success describes the many benefits of drama in its application in EFL classes, such as (1) the emergence of good social interactions among drama actors and being able to achieve the expected targets in language acquisition, (2) improvement in pronunciation and prosodic features in a fully contextual and interactional way, (3) the addition of a new vocabulary that is fully contextualized and grammar structure, (4) and increase students' confidence in their abilities to learn the target language." (Wessels, n.d.). Drama will provide sufficient opportunities to make students more creative, expressive, and cooperative (Astiandani & Mustofa, 2021) explained if when considering the application of drama in the process of language teaching and learning, drama cannot be separated from the positive contribution it makes to students. There are several advantages that come from using drama in the EFL classroom. Encourages speaking skills, develops imagination and improves emotional aspects.

For the application of drama in EFL classes, teachers also need to know about the challenges in implementing drama in the classroom considering it is the first application, can be frustrating to play. To solve this problem, teachers must find ways to help students overcome their fears and anxieties and want to actively participate. Second, teachers often need extra time to carefully plan lessons. I am emphasizing. What keeps students active and alert?" (Wessels, n.d.). Therefore, they should always be ready for lessons. You have to anticipate when the game will be too long or end too quickly. A third drawback is that errors are difficult to fix student in action. Mistakes are a natural part of language learning. They still have to learn from their mistakes. In this regard, teachers should use feedback techniques to correct mistakes so as not to disturb or discourage students during the game. Finally, discipline should be maintained in the classroom to avoid confusion and misunderstandings. During dramatic action, the class has the opportunity to get rowdy. Some students may scream or yell. To prevent such situations, teachers must have techniques to keep students calm and not turn dramatic activities into chaotic situations.

From the challenges above, you can create steps that can be used to introduce drama in EFL classes in pioneering schools such as: (1) Produces plays and language games. Drama and language play can be natural precursors to dramatic action and preparation for role-playing, improvisation, and other dramatic experiences (Davies, n.d.). It also aims to provide immediate motivation and physical and mental stimulation to engage learners in active learning focused on authentic/genuine communication in

the target language . It is important to choose the right timing and integrate it into the regular curriculum and curriculum. So that drama literature learning continues little by little to develop the potential of students. (2) Playing drama. Role-playing is a speaker activity in which when you place yourself, you place yourself in front of other people, or when you are still in your place and you have to put yourself in an imaginary situation (Suryani STKIP Siliwangi Bandung, 2015). Many teachers feel that when they are going to do a play, they need a lot of preparation, not only that but also preparing mentally so that students have confidence when they are going to appear on the stage. Another objection raised was that role-playing games were too emotional and did not require performing tasks in front of others. Therefore, the question of the existence of emotionally demanding tasks does not arise. There is evidence of audience absence in all dramatic classroom activities, not just role-plays. (3) Improvisation. Improvisation is an unscripted sequence of actions, a rehearsal in response to directions from a teacher, usually including a description of what, where, and what a character is doing . In improvisation, students have to perform actions, and scenes, speak, act, and move on stage without any preparations being made in advance (Davies, n.d.). When going to do improvisational exercises, students generally take advantage of a number of skills they can do. Students must also actively listen to their peers, recognize body language and other contextual cues, maintain eye contact and respond quickly, usually with a stick . The problem with the pantomime format is that it is difficult to remove personality traits from it. Students who enjoy watching pantomimes probably don't want to act. Therefore, teachers should accommodate students when planning activities and make way for students who do not want to attend. Thus, rather than forcing students to attend, teachers encourage their enthusiasm and confidence to come forward . (5) Simulation. A simulation is a case study where students participate in an event/problem and shape the course of the event. Simulations are usually viewed as a series of structured situations that mirror real life and that students act upon as instructed. Simulation activities also provide a special setting for students to practice various communication skills. Asserting, expressing opinions, persuading others, expressing opinions in discussions, solving group problems, analyzing situations, etc. (6) Reader Drama. According to (Sloyer & National Council of Teachers of English., 1982), reading drama is a play, recitation, or oral presentation of poetry by two or more people. Readers first read the story and then translate it into a multi-character script. The scenario is then presented to the target group. To describe the character, the reader strives for "vocal flexibility, excellent intelligibility, accurate pronunciation, and projection." The "Theater of Readers" has been introduced in Western educational institutions to improve reading comprehension and improve student reading comprehension. (7) Construction of frozen images. Frozen character construction is a drama teaching technique in which participants first create "frozen characters" and then develop animated situations involving multiple interviews with each character. Techniques are especially effective in EFL courses. Participants can collaborate with others as a team to create their own paintings. L2 learners are arguably more confident when encouraged to share ideas and work in groups. Frozen images require the viewer to infer and interpret many possible meanings, thus promoting the production of fearless language and allowing teachers to recognize the forms received by students

increase. They have not yet learned how to convey their thoughts and ideas accurately and idiomatically, and how to adopt and enhance these forms according to their communication needs. (8) Screenplay. According to (Davies, n.d.), scenario writing is an activity in which students write and dramatize their words (and sometimes their actions). Students can write what they say, the direction of movement, and other elements of the script. It can be as simple as a short dialogue or an entire play. Once the students have finished writing the script, they can act it out. Scenarios can be created by one person, two people, or a group. Scripts help students focus on note-taking, matching, vocabulary in context, and fluency. Manuscripts can be edited and rewritten to focus on the writing process. An added benefit is that students can create scripts after finishing. An easy way to get students excited about learning new vocabulary is to have them create very short scenes that dramatize certain concepts. According to (Porcaro, n.d.), in addition to writing exercises, role-playing scenarios provide an opportunity to integrate other basic language skills. EFL learning reading, speaking and listening. It provides an opportunity for thoughtful expression and the exercise of the imagination. Effectively integrates all basic language skills. Everyone in the class participated and it was very informative and fun.

Not only the challenges that will be faced by teachers. Students will also be challenged by the teacher in implementing this drama. After the application takes place, students are required to be able to practice drama (practical exams) in an effort to qualify for graduation at the end of the semester.

Conclusion

The discussion in the previous section showed the many possible uses of drama in EFL classrooms. Not only the challenges that will be faced by teachers. Students will also be challenged by the teacher in implementing this drama. After the application takes place, students are required to be able to practice drama (practical exams) in an effort to qualify for graduation at the end of the semester. Regardless of the challenges or weaknesses that will be faced, the advantages can still cover these shortcomings, because drama is fundamental, a language of instruction that expresses itself and others through actions and words that encourages students to use and develop their language skills, thinking skills, and creativity in interesting ways. Another factor that makes drama useful is that it allows students to be proactive learners. Creating drama often requires multiple stages of group preparation in which students work collaboratively with other students. Not only will you have more time to speak while preparing your presentation, but it will also improve your student's maturity and motivation. A search of various literature shows that the use of drama offers many advantages. Based on this, several authors recommend using drama in their EFL classes. a number of recent empirical studies also show the benefits of drama in language teaching. As with any educational approach, drama has some potential problems. However, with good preparation, this can be anticipated, reduced, or avoided. To use drama effectively, teachers must first analyze which lessons can be learned in an interesting way through drama. Based on student readiness, the teacher must decide

which type of drama activity is best used. Performances of plays, skits, pantomimes, etc. In addition, the teacher must also make thorough preparations. This article provides general guidelines suggested by Holden.

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