

## **Chapter Four**

### **Finding and Discussion**

This chapter attempts to reveal the findings related to benefits and drawbacks of drama implementation in English classroom from the students' perspective. At this point, the researcher is not going to mention participants' name in reporting the findings in order to keep their privacy. The researcher only use the initial for each participants such as P1 for participant 1, P2 for Participant 2, P3 for Participant 3, and the last is P4 for participant 4. Furthermore, there are nine findings related to the benefits of drama implementation in the classroom, and eight findings related to drawbacks of drama implementation in the classroom. Each finding is going to be discussed as follows:

#### **Benefits of Drama Implementation in English classroom**

Based on the data obtained from four participants who were involved in this research, there were nine main findings found related to the first research question, namely the benefits of drama implementation in English classroom. Those were increasing students' interpersonal skill, increasing students' vocabularies, building students' confidence to speak up, providing medium for practicing theories had been taught, enhancing students' awareness about certain culture, increasing students' pronunciation skill, increasing students' writing skill, increasing students' reading skill, and the last was increasing students' knowledge about drama. The following explanations are going discussed as follows:

**Finding 1: Increasing students' interpersonal skill.** According to Ozdemir and Cakmak (2008), drama was not only be able to develop students' language skill in the classroom, but drama could also improve other skills such as interpersonal skill, bodily-kinesthetic, and musical skill. At this point, the researcher also found one of the results like the previous researcher, namely interpersonal skill. During the implementation of drama, students acknowledged that they got several benefits in terms of interpersonal skill such as communication, togetherness, teamwork, and disciplines. The following results would be explained as follows:

***Building students' communication skill.*** One out of four participants shared the opinion that drama could build students' interpersonal skill in terms of communication. Participant Two said, "Because this project was held at the first semester, I think it can build our personal skill, I mean we can communicate each other" (P.2.6).

According to Sirisrimangkorn and Suwanthep (2013), adapting drama into the classroom is not merely to train students' language skill, but also to stimulate students to be more active and to form a communicative and cooperative learning environment. Not only that, Buchanan (2017) also argued that drama gives students who are less likely to have difficulty to speak in front of people will be easier in communicating with others because drama can give new experience to students to communicate with others in other ways.

From the statement above, it could be summed up that drama could help students to communicate each other especially for those who were still in the first year. It might be difficult for students to communicate since they did not know each

other. That was way drama as a group form could be a golden chance for students to make a communication with each other in the classroom.

***Building students' togetherness.*** Besides building students' communication, drama also could build other aspects of interpersonal skill, namely togetherness. This was shared by one out four participants involved in this study. Participant Two asserted that drama can increase the togetherness between him and his friends (P.2.7).

This could not be indisputable that drama could build students' togetherness in the classroom since they needed to prepare all of the things together. They had to share their own idea to make script, giving suggestion to each other, rehearsing together, and even consoling to each other so that each member was not anxious on the stage. From the process that they had been through, it was believed that their sense of belonging could emerge especially for those who were still in the first semester.

***Building students' teamwork.*** Based on the data gathered from all participants, two out of four participants agreed that drama could build students' teamwork. They argued that team work was really necessary in drama because once someone could not work together, it would ruin the recording process. This statement was proven by Participant Three who argued as the following:

“If we want to make a final project, we need a teamwork. It will be difficult to do recording if one person did not come. Moreover, this drama is playback, so when one person did not attend the recording, it will be difficult to arrange the order. Fortunately, our team can be asked to work in team. I can tell that drama can increase our togetherness and teamwork” (P.3.12).

Another idea was also conveyed by Participant Four who asserted that drama can increase increase their teamwork. This argument came up because they could rely on each member of the group so that they could decide who is responsible for making script, editing, and finding properties (P.4.17).

Two statements above were in line with Boudreault (2010), who asserted, drama can develop students' team work skill. At this point, he argued that teamwork can build students' social awareness and understanding as they walk in the shoes of another. Moreover, Boudreault also stated that drama can teach students in learnnig about human nature and working in harmony.

To sum up, teamwork played as one of important keys in playing drama because without teamwork the goal that was set from the beginning would not run well. At this point, they needed to know the capabilities from each indiviual so that they could work based on their expertise. Moreover, the most important point working in team was responsibilty. If they had been able to keep their responsibilty to work based on job given to them, they must be able to achieve their goal.

***Building students' disciplines.*** To achieve maximum performance, students needed to rehearsal regularly. Due to that regular rehearsal, one participant believed that drama could increase students' disciplines. Participant One shared, "I think it can increase students' disciplines because when our part have been decided, automatically we have to practice intensely in order to perform a maximum performance. It is embarrassing when our friend practice, and we are not" (P1.19).

In sequence, drama could increase students' disciplines in terms of time management. It is because in playing drama students need to consider about the time.

If the students could not come on time, the performance could not be maximum. Moreover, if the students coming late, it would make students embarrassed to other members. That was way they need to come on time.

**Finding 2: Increasing students' vocabulary.** The implementation of drama in the classroom could give students several benefits in terms of increasing students' vocabulary. The statement was explained by three out of four participants in this research. Participant One and Four admitted that drama could make them experience to know several new vocabulary they never heard before. This statement was supported by him who said, "I think it is about new vocabulary which we never listen previously, but we know it after playing drama (P1.17). Not only that, he also gave example what vocabulary obtained during drama implementation in the classroom. He stated that since he could improve his vocabulary during drama implementation, especially for several vocabulary whose rarely to be used in daily life such as 'who on earth are you' which means '*siapa gerangan dirimu*' (P.1.9).

Moreover, another example was also mentioned by Participant One who mentioned, "The vocabulary that I remembered is standard vocabulary such as queen, king, witch, prince, princess, god, and goddess" (P.1.18). Similarly, Participant Four also proposed the same statement like participant one. He proposed that he could increase his vocabulary because he needed to find new vocabulary in order to find a correct diction related to the script so that the audience understood with the plot of the story (P.4.12). Besides, an example was also expressed by Participant Four who mentioned, "Fortunately, my drama title is *Tangkuban Perahu*. In that story, there is a part where Sangkuriang said '*curse*' when he wants to kick the boat. I just know that

word of *'curse'* means *'mengutuk'* (P4.13).

This finding is related to the theory from Shakfa (2012), who argued that authentic literature such as drama can give benefit in vocabulary improvement in meaningful context. Besides, According to Demircioglu (2010), drama can develop students' vocabulary through one of elements in drama, which is movement. Movement can ease students to remember every single detail of words in the script. Besides, he also added that way drama works in increasing students' vocabulary is not difficult. Students did not memorize words by words of the script, they just read a script regularly. Then, they pick up information about what the words meant and how the words were used. After they knew it, they automatically would try those words in daily life. Furthermore, acting out and using the words in different sense will help students to save those words in the long term memory.

In conclusion, vocabulary improvement emerge as one of benefits from drama implementation in the classroom. This finding rose because students needed to make a script. During the script making, there were several rare words which might be never found by them in their daily life. However, because they should read the script regularly, without they realized those vocabulary automatically would be saved in their memory.

**Finding 3: Building students' confidence to speak up.** Actually speaking in front of people was not something easy to do. However, through performing drama in public was believed could build students' confidence to speak up in front of people. Based on the data gathered from four participants, two out of four students agreed that drama implementation could build their confidence to speak up in front of

people. Participant Three expressed that she could be more confident after playing drama because she was an English student and did not have any background knowledge about drama (P.3.7). In addition, Participant Four also shared the same thought as the previous participant. He perceived that what he mean by increase his confident was like he wanted to perform drama again (P.4.14)

The students experienced the benefits of drama implementation regarding of self-confidence because they did not have any background to perform in front of people. However, since this drama was a final project, regardless of they want to do it or not, they had to still perform. Moreover, the result was they became more confident even they want to perform again. This finding was in line with Freeman (2000) who argued that “using creative drama technique in classes improved students’ self-confidence and that the students found these activities interesting, motivating and fun allowing them to focus on the topic easily” (p.198).

**Finding 4: Providing medium for practice theories that had been taught.**

Drama as the students’ final project can be a medium for real practice to implement the lessons taught in that semester by the lecturer. Those lessons include: daily life talk, speaking to older people, and describing people. This was conveyed by one out of four participants who was involved in this research. Participant One asserted, “Drama can be a place to apply teaching process” (P.1.10). Not only that, he also added, “I said drama can be a place for applying teaching process because almost one semester the lecturer discusses about speaking. Fortunately, our final project for that course is playing a drama. Through drama, we can practice directly what we’ve been taught previously” (P.1.11). Besides, Participant One also did not forget to put

example on the statement, “For example is when we talk about daily life, speaking to older people, describing people. Those theories have been taught previously” (P.1.12)

This finding showed that drama could be a place for students to applied theories which had been taught previously, especially the subject which related to speaking course. This finding was similar to Teresa (2007) who appealed that drama provided context which made them could applied theories they had previously learnt.

**Finding 5: Enhancing students’ awareness certain culture.** Based on the data obtained from the participant, the researcher can tell that drama enhance students’ awareness about certain culture. This statement was mentioned by Participant One who stated, “Through the implementation English drama using local folktale we can increase our awareness toward our own culture were we are actually rich of culture, especially in local folktale story” (P. 1.14). In addition, another thought was also expressed by the same participant who asserted, “Because drama that we perform is a local folktale from Indonesia, we can know that actually the use of local folktale is good if it used for English drama, even can compete with drama from overseas which is after we listen to”. (P.1.13)

It could be summed up that drama could enhance students’ awareness toward their own local culture especially about their traditional folktale story. This situation happened because students realized something new in the way of performing that local folktale. If students got used to listen to local folktale in Indonesian language. However, at this point, they were asked to perform the local folktale in English version. This might be new for them, and for the reason that they argued that Indonesian local folktale actually was also as good as other dramas from overseas. It



was in line with Teresa (2007) who revealed that besides developing students' language sensitivity, drama also could increase students' cultural awareness as well as their creativity and critical thinking. In addition, Heldenbarnd (2005) also asserted that cultural awareness is easier to be communicated through drama. It was because through drama, cultural elements could be described and understood well.

**Finding 6: Increasing students' pronunciation skill.** Three out of four participants argued that the implementation of drama in the classroom could increase their pronunciation. Students were asked to read the script before doing recording, however since this drama was performed in English, students had to make sure whether their pronunciation were correct or not. It was because once students mispronounced, it would make the meaning of the words changed. That was why students needed to practice their pronunciation before doing recording by checking it on the dictionary. This was supported by Participant Two who said the following:

“Since drama is using English, so our lecturer said we cannot do as we want, he said that we have to pay attention to its pronunciation whether the pronunciation has been correct or not. That is why he asked us to check in google before doing recording first. Instead of miss pronunciation, it is better to take a recording for quite long time. Therefore, in this drama, we do not just perform an Indonesian drama which is translated into English, but we also have to learn its pronunciation correctly” (P.2.14).

Furthermore, Participant Three also added:

“Because there are dialogues in that script, so we have to work on our pronunciation well before doing the recording, and we have to make sure

whether the pronunciation has been already correct or not. We realized that there are some vocabularies which we do not know how to pronounce it.

However, we are forced to be perfect because it is not good when we perform but there are some dialogues which still incorrect. As we know that, when we pronounce the words differently, the meaning also will be changed” (P.3.3).

In addition, Participant Four also supported the previous subject, he argued, “I think it can be beneficial for speaking skill because when we are dealing with recording, once we mispronunciation during the recording, we have to repeat the recording over and over until we heard the pronunciation has been correct in that audio”. (P.4.15)

According to Ulas (2008) who argued that drama gave students an authentic communicative environment experience in which students could heighten their speaking ability, especially their pronunciation. Ulas also added that the communicative environment stimulate students to speak naturally without having fear and hesitant to speak up. Not only that, those environment could also build students awareness about making mispronunciation.

It was clear that students who were taught by using drama could enhance their speaking ability since they had been through certain rehearsal on how the dialogues to be pronounced when doing rehearsal activity.

**Finding 7: Increasing students’ writing skill.** Based on the data obtained from the participants, three out of four participants expressed the same opinion related to the benefits of drama implementation toward their improvement in writing skill. They argued that drama can develop their writing related to drama script. Not

only that, besides their opportunity in writing script, students also be able to know the usage of correct grammar and tenses properly. This was shown by the statement from Participant Two who who shared, “From the beginning until the end of this process, I think I can also increase my writing skill because we have to make our own script. In that writing, we have to know the use of grammar and tenses” (P.2.15). Besides, some support statements was also proposed by Participants Three and four in order. Participant Three asserted as the followinh:

“Indirectly, we are forced to make our own script. Therefore, we have to make sure whether our writing has been correct or not. That was why we have to learn grammar again. Besides, the lecturer also asked us to consult the script to be checked first, so we can understand our mistake. Not only our grammar, our dictions are also to be checked” (P.3.9).

In addition, the last participant told what part of writing which getting improvement. The evident was “In writing, especially in the grammatical used. It is because when we are writing the script we have to make sure our grammar is correct so that the audiences understand with that script” (P.4.16)

The finding showed that drama could increase students’ writing skill, especially in enhancing students’ grammar and tenses. In sequence, Nurhayati (2016) also revealed that drama could contribute on their speaking ability and their writing skill. In Nurhayati’s study, students are asked to create script, consult the script to check the grammatical error and semantical error. For the result, students conveyed that they could improve their genre based writing, ability in writing script, willingness to write script, concentration, and their imagination to write a script,

concentration, and imagination to create the script.

**Finding 8: Increasing students' reading skill.** One out of four participants argued that drama could also increase students' reading skill. This was acknowledged by the following statement from Participant Three who said that drama could increase students' language skill in reading, speaking, listening and writing (P.3.9). In addition, she also added, "After we finished our script, we asked our friends to read the script, and then we started to rehearse our own part by internalizing our own part" (P.3.10).

This finding was supported by Gomez (2010) who argued that drama allows students to integrate their competences of speaking, listening, reading, and writing in English as a Second Language classes.

**Finding 9: Increasing students' knowledge about playing drama.**

Although participants who got involved in this study were English students. However, since they were given opportunity to experience drama implementation in the classroom, they appealed that they can learn about acting and details about drama.

***Giving students an opportunity to learn acting.*** One out of four students admitted that drama implementation give students a benefit related to acting skill. Participant F our argued that drama gave him an opportunity to learn acting in the classroom since (P.4.11). It was in line with Su (2014) who reported that students who were taught by using drama admitted that their skill in acting getting improved. Besides, other aspects such as expression ability, English ability, the sense of teamwork, body language expression, and the performance on stage in presenting their own acting styles also getting improve.

It was clear since drama is related to acting, automatically students who participated in this drama would develop their acting skill especially for those who never experience playing a drama.

***Giving students an opportunity to learn about details in playing drama.***

Based on the data obtained, one out of four participant argued that playing drama gave the participants new experience related to details in drama such how to record the voice and how to take vocal. This was expressed by the Participant Four who stated that he got new experience in learning about technique details in playing drama, especially during recording process and taking a vocal (P.4.7).

Based on this statement, it could be seen that besides improving their acting skill, drama implementation in the classroom which notably performed in playback (recorded) and involve musical also could develop their knowledge about details in playing drama especially on how to record their voice.

**Drawbacks of drama implementation in the classroom from the students' perspective.**

Beside of investigating the benefits of drama implementation in the classroom, the researcher also attempted to find drawbacks of drama implementation in the classroom. At this point, there are several points related to the drawbacks of drama implementation in the classroom. Those are intimidating some students, causing students' boredom, taking much time, feeling forced, feeling exhausted, stimulating students' anxiety, taking much money, and feeling unfair about role distribution. The following explanation will be discussed as follows.

**Finding 1: Intimidating some students.** Based on the data collected from the participant, one out of four participants argued that drama implementation could make the participant feeling intimidated when seeing other performers did better in playing drama. It could be seen from the statement from Participant One who said, “I think, when I am on the stage, I feel less confident when I see my opponent player acting well on the stage although I have fought my nervousness. It can make me intimidated by her/his playing” (P.1.20).

This finding was in line with Teresa (2007) who mentioned that some of students admitted that they were feeling intimidated by students who have good skill in acting. It occurs because not all students have experience in acting. Not only that, she added that what makes them more intimidated is because they also do not have good skill in language. Based on this statement, it could be concluded students might be intimidated only by seeing other performers perform well on the stage.

**Finding 2: Causing students’ boredom.** One out of four participants expressed that doing rehearsal for several times with the same script could make the participant bored. It was shown by Participant One who revealed, “Before performing drama, we always rehearse, especially when the day when we want to perform has been near. We must practice every day until I feel bored. Moreover, the script that I read over and over is the same script” (P.1.21).

In conclusion, it was usual to receive a feedback from students who stated that they were bored during drama implementation. It was because during drama implementation they only practice with the same script every day. In addition, in line with the statement above, Teresa (2007) asserted that drama implementation in

the classroom also can cause some of students feeling bored. It occurs because they have to look at some performances with similar ideas. Besides, they also have to wait for a long time for their turn to perform.

**Finding 3: Taking much time.** Three out of four participants shared their thought about how drama could take their time. They shared that rehearsing took a lot their time. Moreover, they also shared that doing rehearsal for drama performance made them could not do other works. This was stated by Participant One who stated, “It feels like we spent the whole time for rehearsals” (P.1.21).

Besides, another evidence also shared by Participant Two who said explained, “Discussing before doing something is needed to achieve something, especially when playing drama. It is because when students do not discuss everything when decide something, there might be a disagreement in that decision which can make the time wasted” (P.2.19).

In the other case, drama also can make students feel that drama take their time. It is because students have their own work beside drama. This was appealed by Participant Three who said, “like I said earlier, drama consumes much time. Actually, we still need to deal with other work because our assignment is not just drama. However, we have to rehearse every day and it really takes time” (P.3.16).

This finding relate to the previous theories who said that drama consumes much time. However, at this point, Shakfa (2012) had different perception about how drama could takes much time. Shakfa argued that some students felt frustrated with the length of play while the finding that the researcher found said drama could

take students' time for rehearsal so that students could not do any other work.

Besides, less discussion on the team could also trigger the time wasted uselessly.

**Finding 4: Feeling forced.** Actually, playing drama halfheartedly could give disadvantages to the performance and score. It was shown by one out of four participants in this study. Participant Two confessed, "Actually, he/she is not interested with drama, but he/she is forced to play it so that she/he play halfheartedly. It will harm the group, especially the performance will be bad, and the score will be low, too" (P.2.18).

The finding showed that there was one of students who might feeling forced in playing drama in the classroom. Therefore, the students who did not play tend to show the negative attitude with playing halfheartedly. However, since drama was a group project, it might affect to other students performance and the worst was to their grade.

**Finding 5: Feeling exhausted.** Long time preparation could make students exhausted in playing drama. It was revealed by one out of four participants in this study. The Participant Three expressed, "drama makes me tired because drama needs long time preparation" (P.3.18).

From the statement above, it could be concluded that long time preparation for the performance could because students felt exhausted. It might be happened because they had to practice every day before the performance.

**Finding 6: Spending much budget.** Surprisingly, one out of four participant appealed that drama implementation spent much money to prepare make up and costume for the performance. This was mentioned Participant Three who stated,



“Besides, from the financial aspect, drama spend much money such as: for costume and make up. Moreover, some of us don’t have money at the time. Therefore, the alternative way is we have to do contribution. However, not all of us can pay the contribution quickly. Therefore, we have to cover up first” (P.3.15).

From the statement, it could be summed up that drama implementation could give disadvantage related to financial budget. Since there were stuff needed to be prepare for performance, it could not be indisputable that students needed to allocate their budget for makeup and costume. Hence, they needed to do distribution so that they could cover all of the stuff needed for the performance.

**Finding 7: Stimulating students’ anxiety.** Besides increasing students’ confident, drama also can increase students’ anxiety. It was shown by Participant Four who stated, “The drawback is feeling anxiety. I am anxiety if drama does not run well and make my grade low. Besides, I am also worried to my friends who are not often doing rehearsal. I am afraid if it his/her grade being low because there is a mistake that she/he did on the stage” (P.4.19).

From the statement above. It could be concluded that drama could increase students’ anxiety. This anxiety came if the performance could not run well. In addition, since this drama was a final project, the students were anxiety if they would get low grade.

**Finding 8: Feeling unfair about role distribution.** Students might feel that different roles distribution can affect to their grade. Student think that main character will get grade higher than students who get less part in playing drama. It was shown by one out of four participant who asserted, “Automatically will be different between

the main characters with the extras. So the score also will different” (P2.19)

Based on the statement, it could be concluded that unfair role distribution might cause prejudice which was actually not true. In this case, some students thought that the one who got many parts in drama would get high score and the one who got less part in drama would get low score. At the fact, after the researcher clarified the aspects which were graded by the lecturer on that assignment was not based on how many parts they had, but on how good teamwork they had and how they perform on the stage.