

STUDENTS' PERCEPTION TOWARDS DRAMA TECHNIQUE TO REDUCE SPEAKING ANXIETY OF SEVENTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT UNISMA

Maslindatun Ni'mah¹, Ali Ashari²

Universitas Islam Malang^{1, 2}

lindapjm9597@gmail.com¹, aliashari1967@gmail.com²

Abstract: This study aimed to describe students' perceptions toward drama techniques to reduce speaking anxiety in speaking English. Students' anxiety is a problem that is often found in learning English, especially in speaking. Speaking anxiety has an impact on the students' speaking skills. This study was conducted with 20 seventh semester students of the English Department at University of Islam Malang who had taken drama courses. This research was descriptive qualitative. The researcher collected the data by giving questionnaire. The questionnaire consisted of 20 items related to drama and speaking anxiety. Those questionnaire consisted of 2 parts. For questions number 1-10 it is students response toward drama activity in their English lessons, and questions number 11-20 it is students' perception toward the impacts of using drama presentations. The researcher found that 80% students agree that they are now more confident when speaking English in public.

Keywords: Students' Perception, Drama Technique, Speaking Anxiety.

INTRODUCTION

It is widely that language is one of the important tools that helps people to communication and makes relationship with others. With the present language, people can share their information with other people, especially to express the ideas or feelings. It will make people feel easier to interact with other. From many languages, English is a universal language used as a communication tools between countries of different language. Ability to communicate in English as the international language is prominent (Herwanto, 2013). In this era, English has an important role in many sides, such as in educational world, international relationship, economy and many things.

To learn English, there are some basic language skills that should be mastered. They consist of four skills; listening, speaking, writing, and reading. From four English skills, Kurum (2017) said that Speaking is considered to be the mostly

needed skill for an individual to be accepted competent in a foreign language. It means that speaking becomes the most important skill for many people, especially for learners. Speaking is the skill that the learners will be judged upon most in real-life situation (Nirmawati, 2014). Speaking is one of the most anxiety-provoking activity in foreign language acquisition. Every learner has a different psychological condition, some learners feel confident when speaking in front of the class, but there are also learners who have anxiety reactions that can interfere their speaking ability, such as feeling nervous, shy, and even afraid of making mistakes.

Anxiety is a condition in which a person feels uncomfortable, a condition that makes a person feel worried, tense, anxious when someone is afraid of something that is not clear that can appear at certain times. Anxiety will create insecurity and inadequacy in dealing with a problem. Anxiety is kind of disadvantage that makes students unable to perform their competence (Herwanto, 2013). Factors that cause speaking anxiety such as correct spelling, pronunciation and intonation can lead to students' lack of confidence to express themselves in speaking English. Anxiety itself makes students feel reluctant to speak. Therefore, it is necessary to find solutions so that students can reduce anxiety and encourage self-confidence when speaking English.

The strategy that will be used by the teacher is one of the success factors in teaching speaking. Drama has become a teaching technique which encourages in a creative way (Atas, 2015). With this strategy students are required to work in a group. With a communicative approach, students will feel more confident, creative, and more active in the learning process. Drama techniques create an atmosphere where students learn in context, use their imagination, and spontaneously react. Cheng (2008) stated that interactive dramas are a language learning activity in which each student has a role with specific goals and then interacts with other in class to build alliances and complete common goals. It means that in drama activities students will interact with their partners to make partnerships, negotiate or exchange information. In other words, drama is an activity where students will interact with the role of other characters involved in a story.

Although some experts have said that applying drama techniques as a method of learning to speak has a positive impact, there are still many students who are pros and cons of it because everyone has a different perception. It is supported by Adipranata (2009) who said that not every person can have exactly the same perception about particular things even though the object is the same.

In this research, perception refers to students' responses to drama techniques to form some information as a learning process. Students' perception is the way for students to analyze one issue or one situation (Zahara, 2018). This is a process of thinking which represents understanding. A student's perception will become stronger when he or she has experienced or really been involved in the event. Based on their experiences, students can influence their interpretations of learning strategies. The expectations of students have a great influence on comprehension, when students see their learning environment positively, their experience of the learning technique will also be positive, they will learn better, and vice versa.

METHOD

In this research, the researcher used descriptive qualitative research as research design. Bolderston (2006) states that qualitative research is an approach that tries to gain an understanding of social phenomena or perspectives from participants' experiences. The researcher collected the data from the participant. The participants of this study were seventh semester students of English Department of University of Islam Malang; there are 20 participants, those are students of the seventh semester of English Department who had taken a drama class. According to Arikunto (2006), research instrument is a tool or facility used by researcher to collect data. To collect the data, the researcher used questionnaire as research instrument to find out students' perception of drama technique that can reduce their speaking anxiety. The questionnaire is adopted from Zahrina (2014). The questionnaire consist of twenty items related to drama and speaking anxiety. Those questionnaire consisted of two parts. For questions number 1,2,3,4,5,6,7,8,9,10 it is students response toward drama activity in their English

lessons, and questions number 11,12,13,14,15,16,17,18,19,20 it is students' perception toward the impacts of using drama presentations.

The researcher collected data through the following procedures, such as:

1. Because of this pandemic (covid-19), the researcher asked the class leader to create a WhatsApp group to make it easier for researcher to distribute the questionnaire.
2. The researcher explained the purpose of the study.
3. The participants were asked to answer the questionnaire distributed by the researcher.
4. The students who took the questionnaire first to fill out their names.
5. Twenty questions had to be answered by students.
6. Then, the researcher analyzed and transcribed the data collected.

After the data are collected, it must be analyzed. The data were gained from the questionnaire which showed the answers to the students' perception of the drama technique used for learning methods that can help reduce anxiety in speaking English. The data were analyzed using Google Form, the results showed of each item in the questionnaire in the form of percentage describing the students' answers from the questionnaire.

FINDING AND DISCUSSION

In order to answer the research question above, this chapter showed the detailed of the findings from the process of collecting data. In this research, the researcher gained the data from the questionnaire distributed to twenty students of seventh semester of English Department as participant. The questionnaire discusses students' perceptions of drama techniques as a method of reducing anxiety in speaking foreign languages. In this research the students' responses ranged from strongly agree to strongly disagree. The questionnaires are included in the category of situation perception; it is because the learning situation in the drama class is more active and less boring. students feel more relaxed, comfortable, and they are also having fun in the learning process. It is a positive influence on their behavior and experiences with drama techniques in the speaking class, so that they have a positive perception of it. They said that this

could help them to increase their confidence when speaking English in front of the class.

No	Statement	SA	A	DA	SDA
1.	It is fun to participate in the making of an English drama in this course	10%	80%	10%	0%
2.	Acting out my role in English in the drama is not really difficult	10%	55%	35%	0%
3.	I enjoy the drama activity very much because I have the chance to speak	25%	50%	25%	0%
4.	I feel more confident to express myself in English	15%	60%	25%	0%
5.	The drama activity is different from other oral activities because it is more interesting	40%	45%	10%	5%
6.	Although I have to memorize my script, I do not feel stressed to do so	20%	45%	25%	10%
7.	I believe that drama is good way to improve my English-speaking skills	35%	35%	30%	0%
8.	I am keen to learn about English through the drama presentation	5%	70%	25%	0%
9.	I feel motivated to explore the various the expressions in English through the drama	15%	60%	25%	0%
10.	Overall, I enjoy learning English course in this semester	30%	50%	15%	5%
11.	I am now more aware of the need to use appropriate expressions in various situation	5%	80%	15%	0%
12.	My pronunciation of English words has also improve	15%	85%	0%	0%
13.	I am now more confident with myself when speaking in public	10%	70%	20%	0%
14.	I do not feel nervous of making mistake when speaking in public	5%	60%	35%	0%
15.	I am now not reluctant anymore to express my opinion in public	0%	55%	45%	0%
16.	I do not panic anymore if I have speak in public without any preparation	5%	75%	20%	0%
17.	I do not feel my heart pounding anymore when I get called to present my speech in class	0%	60%	40%	0%
18.	I am confident when speaking in English with my classmates	10%	70%	20%	0%
19.	I am not afraid being laughed at by my friends for speaking English	5%	75%	20%	0%

20.	Now, I have a better control of my fears of failure when speaking in English	5%	75%	20%	0%
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Based on the table above, data has been presented on students' perception toward the impacts of using drama activity in their English lessons. The results of the first statement showed that (10%) students' answered "strongly agree", (80%) students answered "agree", and (10%) students answered "disagree". The second statement, the percentage shows (10%) students answered "strongly agree", (55%) answered "agree", and (35%) answered "disagree". The result of statement number 3 showed (25%) students responded "strongly agree", (50%) answered "agree", and (25%) answered "disagree". For statement number 4 showed (15%) students answer "strongly agree", (60%) "agree" and (26%) "disagree". The statement number 5, the result indicated that (40%) students stated that they "strongly agreed" and (45%) "agrees", while (10%) answered "disagree" and (5%) "strongly disagree".

The next statement is number 6, (20%) students' answers "strongly agree", (45%) answer "agree", (25%) "disagree", and (10%) "strongly disagree". The results of statement number 7 showed that (20%) respondents answered "strongly agree", (45%) answered "agree", (25%) "disagree", and (10%) "strongly disagree". The next from the statement number 8, the percentage results showed (5%) have answered "strongly agree", (70%) answered "agree", (25%) answered "disagree". The statement number 9, the percentage results shows (15%) students choose to "strongly agree", and (60%) "agree", and (25%) others answered "disagree". The statement number 10 showed (30%) students answered "strongly agree", (50%) "agree", (15%) disagree, and (5%) strongly disagree.

The next is statement number 11; the result showed (5%) students answered "strongly agree", (80%) "agree", and (15%) answered "disagree". The results of the statement number 12 show (15%) students answered "strongly agree", and (85%) "agree". Statement number 13, the result indicated that (10%) said they "strongly agree", (70%) answered that they "agree", while (20%) said they "disagree". The statement number 14 showed that (5%) students answered "strongly agree", (60%) "agree", (35%) others "disagree". Next, the results of statement number 15, show that (55%) "agree, while other (45%) "disagree".

From statement number 16, the results showed (5%) students answered “strongly agree”, (75%) answered “agree”, and (20%) answered “disagree”. Statement number 17, the percentage showed (60%) students “agree”, and (40%) students answer “disagree”. From statement number 18, the results showed (10%) “strongly agree”, (70%) students answered “agree”, and (20%) others answered “disagree”. From the statement number 19, (5%) students answered “strongly agree”, (75%) answered “agree”, (20%) answered “disagree”. The results of the statement number 20 showed that (5%) students answered “strongly agree”, (75%) others answered “agree”, while (20%) “disagree”.

Based on those explanation above, it can be concluded that the overall results of the majority of students’ answers indicate that they agree that drama technique is a good learning method to reduce English speaking anxiety. They said that after taking dram class they became more confidence. They also agree that their speaking skills are improved.

After the researcher knew the result of the test that have given to the students, the researcher found that students have different perceptions about drama technique as a method of learning English. Mouly in Adipranata (2009) stated that two persons looking at the same phenomenon may see very different things. Someone is going to perceive something as a positive or a negative perception depending on what they see, hear and feel. That's because everyone has different psychological conditions.

In this study, researchers took data from seventh semester students who had taken drama classes. Most of the students said that with this technique they feel more confident when speaking English, and also don't feel nervous anymore, they can also control their fear well. The overall result of the data obtained showed that the majority of the students agree that they enjoy learning English using drama techniques, they are more confident when speaking in public.

In previous studies students experienced speaking anxiety such as feeling embarrassed, nervous, afraid of making mistakes, and also afraid of negative judgments. Based on research conducted by Susilawati (2013), the results of her research show that this technique can reduce student anxiety, they feel more confident when speaking, students also agree that the application of drama

techniques is effective in improving students' speaking skills. Similar to the results of research conducted by Sari (2016) supports that students believe that drama is a good way to improve their speaking skills. the same as research conducted by and from Zahara's (2018) research based on the results of interviews from four students showing that they have positive perceptions about the use of drama in the speaking class.

All in all, it can be concluded that drama technique has a possitive effect on reducing speaking anxiety, and can also improve students speaking skills. students speaking anxiety can be overcome by trying to implement drama technique in the teaching learning process. This is indicated by the result of findings which show that drama technique can help students reduce anxiety when speaking English in public, help increase students self-convidence, and can also help improve students' speaking skills.

CONCLUSION AND SUGGESTION

The conclusion of the research deals with the answer of the statement of the study based on the findings and discussions. Speaking is one of the most challenging skill. Often students feel anxious and afraid when they have to speak in public. The result of research shows that the implementation of drama techniques can reduce anxiety and can also improve students' speaking skills in learning foreign languages. It shows that 80% students agree that they are now more confident when speaking English in public.

The data show that the drama technique is an affective technique for helping students reduce anxiety when speaking foreign language in public. Students agree that the drama technique is a fun method for learning a foreign language; moreover, they agree that learning a foreign language using this technique can improve their speaking skills. Because every student has the opportunity to speak, they are able to learn more vocabulary, and their self-confidence also increases.

Based on the result of this research, the researcher would like to give some suggestions. For English students, the students must realize that they have deficiencies in speaking performance. By realizing their abilities, students can

determine effective ways to overcome them. The application of drama techniques has been shown to help reduce speaking anxiety. This technique also provides opportunities for students to get a lot of new vocabulary. Therefore, students are advised to take drama classes in order to train their self-confidence and achieve better speaking learning outcomes. For English lecturers, As a teacher, the lecturers must be able to provide a comfortable learning atmosphere in the classroom so that students can learn better. The lecturer must really consider the learning methods that will be used. Based on the results of this study which are positive, the lecturers are expected to apply the drama technique because this technique has many advantages; drama is relaxing and fun learning method, and students can learn language while having fun. It can help them reduce anxiety. By using drama technique, all students will participate in role plays and get many opportunities to practice their speaking skills. Students can also express their ideas and experiences, which can also increase their confidence in their speaking skill, And for further researcher, Because of the imperfections of this study, the future researcher are expected to be able to investigate more deeply by using other instruments to find out the results of other studies related to students' perceptions of efforts to reduce students' speaking anxiety by using drama techniques in learning speaking foreign languages.

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