

THE IMPLEMENTATION OF CREATIVE DRAMA IN ENHANCING STUDENTS' PRONUNCIATION SKILL

Vanosy Cista Vanqiesta, Angga Taufan Dayu, Nurhasanah

Universitas Islam Kalimantan Muhammad Arsyad Al Banjari, Indonesia
E-mail:vanosy.cista.vanqiest@gmail.com/081351974686

ABSTRACT

This research is aimed to find out the implementation of creative drama in enhancing students' pronunciation skill. The researcher used qualitative interview method. Researcher used semi-structured interview to get in depth understanding of the participants experiences. The subjects of this research are three former creative drama students. The data obtained were analyzed by using WhatsApp chat as a media for the interview. The activities of the implementation involved teacher introduce and explain the role play then practice the dialogue by rehearsal. The result of this research shows that each participant has a strategy they used in learning through creative drama in order to foster their English pronunciation including rehearsal. In addition, the effect that is gained by the students after participating in creative drama performance are mostly their improvements in pronunciation. Therefore, not only the correct way of pronouncing the words but also they learnt how to use the correct intonation and articulation when speaking English. Overall, it may be said that creative drama is an effective method to enhance students' pronunciation skill.

Keywords: Creative drama, Pronunciation

PRELIMINARY

Creative drama is pedagogy that reaches students with multiple intelligences and different learning styles. It is a multi-sensory learning mode involving the mind, body, senses and emotions to make personal connections to the real world and help increase understanding and retention, Prochazka (2009). Drama is a coherency of thoughts, language and feelings in an energetic range and creative ways, although there are recognizable practices in which drama students may acquire but through creative drama students learn not only the subject but also other domains of personality, Neelands (2004). The term 'creative drama' is preferred throughout the article to differentiate it other types of drama, such as script-based theater or other forms of performance. Creative drama refers to enactment of ideas or concepts with the group, using techniques such as improvisation and role playing based on group life experiences. This enactment takes place according to the principle here and now, spontaneity, and fake play and immediately take advantage of common features of child's play. (Adıgüzel 2010: 56)

In general, pronunciation learning is closely related to speaking. Pronunciation is micro skill of speaking. Aspects of that pronunciation can be taught not only consisting of segmental features such as how to pronounce vowels and consonants, but also supra-segmental features such as rhythm and intonation. However, pronunciation must be clear so that our interlocutors can respond and not cause misunderstandings in communicating. Our habit of speaking in a language that we want to master when communicating can naturally improve our pronunciation, in short, the more actively we communicate, our language skills will improve. This means, apply the specific technique that it provides communicative activities, provide sufficient opportunities for students to practice English and the creators best situation will encourage students willingness to speak practice more. One of the recommended techniques is creative drama. By creative drama, the students can learn and express themselves both through spoken language and language language expression, which mean the students are more active in verbal communication. Creative drama is also effective in teaching pronunciation. 'Through student drama techniques become more expressive and more willing to experiment with sounds or intonation patterns', Hişmanoğlu (2006: 105).

Furthermore, creative drama is able to make students focus more on learning every skill in language because in this method students are required to play a role in various characters and responsibilities. It is in this training process that students will spontaneously improve their language skills. Spontaneously, the process of reading and memorizing the script will encourage them to get perfect mimics, expressions, intonations and pronunciation. In addition, creative drama allows for reconstructions

by making it possible to piece language into its elements during rehearsals, Neelands (2004). Rehearsals in the drama practice process will help students to know and correct their mistakes when speaking the dialogue especially in pronunciation, articulation, intonation and expression.

Since the students enjoyed the speaking activity through drama, their feeling afraid of making mistake or shy when they are speaking in front of their friends will not exist any longer. Drama and its technique is an ideal tool to stimulate and carry on different speaking activities with the focus on fluency, pronunciation (stress & intonation), and articulation. In confidence may affect students' performance in their articulation and pronunciation, since they are hesitant to speak. Many drama activities are especially aimed at helping them gain confidence. In a sense, drama permits the subtle use of peer or community pressure on the individual in the classroom. Those enabled the students to be willing in performing their speaking in front of their friends and having some practices that support their vocal clarity concerning its articulation especially through vocal-warms.

Creative drama techniques are compatible to the use of poetry, song and chants have been shown to be effective in presenting segmental and suprasegmental elements (Burgess and Spencer 2000). Previous research has shown the effect of creative drama sessions was measured through reading aloud assignments given to participants as tests before and after the test. All of the participating students did better in the post-test. The results showed that students' pronunciation got higher score in the post test. The participants developed well in terms of suprasegmental elements; tonic prominence and intonation. Creative drama can provide an effective alternative to traditional ways of teaching pronunciation, Korkut & Özkan Çelik (2018). Along with correct grammar, accuracy of pronunciation was a high- priority goal' in the audiolingual method and situational language teaching. Pronunciation teaching has become a challenge for English teachers. The teacher has to make some important decisions such as the variety of teaching methods that should be taught. In reality, the teacher cannot avoid from the fact that the method used in teaching pronunciation must have specific criteria. Creative drama is one of the method that is expected to be an effective teaching method. Therefore, in this study the researcher was interested in digging deeper into information about the implementation of creative drama in pronunciation learning.

METHOD

This research employs a qualitative interview to explore the effect of using the creative drama method in an effort to enhance students' pronunciation skill. Researcher has used semi-structured interviews to get an in depth understanding of the participants experiences. In inquire the data, researcher used semi-structured interviews to get their emotional experiences while they were participating in the creative drama class. Before interviewing the three participants, researcher first contacted them via WhatsApp chat to ask for their willingness to participate in this research.

RESULTS AND DISCUSSION

1. The strategy that is used by the student to foster English pronunciation in creative drama performance

Based on interview guidelines that have been conducted by the researcher to the participants, the results obtained are as follows:

a. Repetition drills

Repetition drill is one of the strategies used by the participants in order to fostering their English pronunciation while learning in creative drama. Repetition drill is a way of memorizing a piece of language by repeating it. According to the participant reading the script repeatedly while listening and correcting the way each other's reading will help their pronunciation. It can be an effective approach to learn new vocabulary and its pronunciation or even the language structure.

AC: "My strategy is more like repetition drill by reading the script over and over until eventually I know how to pronounce correctly"

b. Rehearshal

Other participants stated that rehearsal helps them in improving the way they read the script and dialogue. Rehearsal is an activity in performing arts that occurs in preparation for a performance. Rehearsal is a repeating activity; read the script or have a dialogue done to find out if there are any mistakes in their conversation. The rehearsal itself that made us familiar with English words and how to pronounce it. During rehearsal not only our partner but our teacher also listening and gave us evaluation if we did not say the word correctly or even when

we use the wrong intonation they will help us during the rehearsal and we can find out how far our pronunciation ability is and also find out what needs to be fixed before the performance.

LA: "The strategy that I used was doing rehearsal as often as I can and also read the script over and over again"

AC: "Yes of course. It helps a lot because during rehearsal not only our partner but our teacher also listening and gave us evaluation if we did not say the word correctly or even when we use the wrong intonation they will help us during this rehearsal"

LA: "That is right because of the rehearsal itself that made us familiar with English words and how to pronounce it"

NO: "Yes, because in rehearsal we can find out how far our pronunciation ability is and also find out what needs to be fixed before the performance"

c. Watching videos

One of the other participants watched some creative drama videos as a strategy to develop pronunciation in English. According to her, by watching these videos, she can imitate and learn the correct pronunciation of words by repeating the words in the videos.

NO: "I watched some creative drama videos as a strategy to foster my English pronunciation. Because with watching those videos I can copied and learnt how to pronounce words correctly by repeating the words in the videos"

2. The effect that is gained by the students after participating creative drama performance

According to the interview guidelines that have been conducted by the researcher to the participants, the results obtained are as follows:

- a. The participants gains benefit from the advantages of learning through the creative drama method, such as studying together and the teacher will show the correct way to pronounce the words that misspronounced, having a partner for dialogue together who can correct each other, rehearsal helps them to perfect the way they read the script.

AC: "I think there are a lot of advantages that I get. Especially when we learn creative drama, we get script to read and memorized so I will repeat the words over and over until I pronounce it correctly. And during rehearsal the teacher will show me the correct way to pronounce the words that I said wrong before. And I can practice conversation with my partner in Creative drama"

LA: "The advantage is that I can pronounce English words better than before I joined creative drama class. Because of the rehearsal and by reading the script over and over again really helps me to find the right way to pronouce English words"

NO: "The advantage is that we are able to speak and pronounce words in English correctly because we practice frequently"

- b. This creative drama method helps students who are not confident in speaking English because the role they get in the script requires them who are not confident when speaking English must try to pronounce every word in the script while practicing in order to perform well in the performance. On the other hand, together with other students the students can learn how to say words slowly and repeatedly which will make students finally able to speak English well and that will make them more confident.

AC: "In my opinion this method will helps a lot. Because the student will get the role in the creative drama and they will get some dialogues. For student who was not confident while talking English must try to said every words in the script when practicing so they can perform well at the stage. This is the perfect reason for them to be confident while performing"

LA: "Creative drama helps student to be more confident because when they read the script over and over again during rehearsal. And also by performing in front of a lot of people really helps them to overcome their lack of confidence"

NO: "Yes definitely, because learning creative drama can help or train the students in speaking English. For example the students can learn how to say words slowly and repeatedly that will make the students finally able to speak English properly and that will make them gain more confidence"

- c. For students who can't speak English at all, this method will be useful because it can be an alternative way of learning English because basically everyone who can't speak English doesn't know what to say. Whereas in Creative dramas they will get dialogue, so they only need to say what is written in the script and because the system is a repetition exercise so what they say can be applied in their daily lives because the script tends to use everyday language. They have just studied through their script to improve their speaking skills. In creative drama the teacher teaches us slowly on how to pronounce word by word in English and teaches how to speak English properly to perform.

1) Alternative in Learning Pronunciation

AC: "In my opinion creative drama can be an alternative way of learning English because basically everyone who cannot speak English is because they do not know what to say. Meanwhile in Creative drama they will get dialogues, so they just have to say what is written in the script and because the system is repetition drill so what they say can be applied on their daily basis because the script tends to use daily language. They just have learnt through their script to improve their speaking skill"

LA: "I think creative drama is capable of being an alternative because from there the students can learn and get a lot of knowledge about English. And because of reading the script repeatedly during rehearsal really helps them to learn how to speak English"

NO: "Of course, because in creative drama the teacher teaches us slowly on how to pronounce word by word in English and teaches how to speak English properly to perform in creative drama"

2) Significant Progress

AC: "I personally feel a progress in pronouncing words better and I am more able to use the correct intonation and articulation while speaking. Not only myself but also my friends feel the same way about the progress after joining the creative drama class"

LA: "Of course there are significant progress that I felt after joining the creative drama class. Such as increasing knowledge in English both in the vocabulary or the pronunciation itself"

NO: "Yes, because I can be a part of the creative drama performance and from it I am able to pronounce words correctly and talking English with more confidence"

DISCUSSION

1. The participant's strategy to support their learning activities through the creative drama method

First, reading the script is one of the practicing processes in learning using the creative drama method. This is a crucial stage that will sharpen students' pronunciation ability and practice intonation and articulation in every dialogue. Students will keep reading the script over and over until they feel familiar with the dialogue they play. In this stage repetition drill can be used as a strategy to help students' pronunciation ability. They engaged in the communicative activity and still get the benefit from repetition and focus-on-form while learning pronunciation, Korkut (2018). The repetition made their quality of pronunciation better. In behaviorist approaches, one could see a lot of focus on pronunciation with repetition drills with immediate

reinforcement, in other words stimulus-response type habit-formation exercises, Ketabi (2015).

Second, in creative drama there is a stage where the participants can re-check their pre-show performance, this called rehearsal. The rehearsal required that learners studied the meaning of their lines rather than memorize them, Galante (2018). The rehearsal itself means they repeated the whole drama activity before performing the actual show. During the rehearsal both of the teacher and students will doing evaluation for their performance to find the tiniest mistakes and fix them together including thow they pronounce their dialogue because pronunciation is one of the important factor in order to make the audience understand the storyline.

Last, terms of watching videos means alternative choice that participants can do to foster their pronunciation ability because by watching the other creative drama performance can make them imitate the pronunciation style of the character their watch. Video is a powerful medium-more so than its audio counterpart due to the visual element, Simanullang (2018).

2.The effect gained by the students after participating creative drama performance

Speaking skill must be teach with a method that can make students active in learning so that they can have a bigger chance to enhance their speaking ability. Drama provides a context to practice listening and speaking for learners and it makes language practice more meaningful, Nanda (2016). This also happens in learning pronunciation. Through creative drama students are required to take a part in every learning activity because they will get the role that they have to played. Drama in language classrooms. Drama activities could be useful for practising and acquiring vocabulary, lowering the affective filter and providing a genuine need for learners, Salgamel (2013). And not only about receiving and understanding the material then get a good score, but students also required to be able to work together and build a chemistry to match the role they get. The students and their partners will work together to correct each other's mistakes.

Since the students are at the centre and active throughout drama, and meaning rather than form is promoted, drama is communicative in approach. The learning system of creative drama which requires students to study in group will help them boost their self-confidence. It means, this method also take a part in reducing students' anxiety when learning English. Statistically significant decrease was found in the language anxiety levels of students who participated in the creative drama programmme, Salgamel (2013). By performing in front of the people really helps them to overcome their lack of confidence.

For students who are completely unable to speak English this method can be an alternative to learning English, especially pronunciation. Drama activities promote interesting ways of motivating language learners. With drama the learners can play, move, act and learn at the same time. Therefore, the use of drama is proved to be useful in learning English, Nanda (2016). Basically, the inability of students' speaking skill in English is caused by their lack of knowledge in vocabulary. Whereas in creative drama they will get a script with dialogue according to their role, they have just studied through their script to practice their pronunciation by repetition exercise. In this phase, the teacher's role is teaching students how to pronounce word by word to speak English properly for the performance. The significant result that they gain is the improvement in their pronunciation ability.

CLOSING

Each participant has a strategy they used in learning through creative drama in order to foster their English pronunciation including rehearsal. In this stage, the participants stated that they can learn pronunciation by reading the script over and over again. Thus, the teacher often communicate with giving instruction and correction with the students in order to help them to read the dialogue in the script correctly so that the audience can understand the storyline while performing. One of the participants added that watch creative drama videos can be a strategy to foster pronunciation. By watching those videos the students can imitate and learn how to pronounce word correctly by hearing it and repeat the words in the video.

The effect that is gained by the students after participating in creative drama performance are mostly their improvements in pronunciation. The finding shows that all three of the participants are able to pronounce words better after joining the creative drama class. Therefore, not only the correct way of pronouncing the words but also they learnt how to use the correct intonation and articulation when speaking English. This method take a part in helps them to feel more confidence while speaking and interacting with other people since creative drama is required to perform in front of a lot of people. Creative drama videos can be a strategy to foster pronunciation. By watching those videos the students can imitate and learn how to pronounce word correctly by hearing it and repeat the words in the video.

REFERENCE

Journal Articles with DOI

Aini, N., Yufrizal, H. and Hasan, H., The Implementation of Drama in Teaching Speaking.

Journal Articles with DOI

Arslan, R., 2013. Enhancing Non-Native Prospective English Language Teachers' Competency in Sentential Stress Patterns in English. pp.183-195

Journal Articles with DOI

Galante, A., 2018. Drama for L2 Speaking and Language Anxiety: Evidence from Brazilian EFL Learners. RELC Journal. pp.1-17

Journal Articles with DOI

Huensch, A., 2018. Pronunciation in Foreign Language Classrooms: Instructors' Training, Classroom Practices, and Beliefs. Language Teaching Research. pp.1-20

Journal Articles with DOI

Korkut, P. and Celik, O. 2018. Developing Pronunciation Through Creative Drama. The Language Learning Journal.

Journal Articles with DOI

Nanda, D., 2016. Fostering the Use of Drama for English Language Learners in the EFL Classroom.

Journal Articles with DOI

Pitfield, M., 2006. Making a Crisis Out of a Drama: The Relationship Between English and Drama Within the English Curriculum for Ages 11-14. Changing English: Studies in Culture and Education. 13:1, pp.97-109

Journal Articles with DOI

Saglamel, H. and Kayaoglu M., 2013. Creative Drama: A Possible Way to Alleviate Foreign Language Anxiety. RELC Journal. 44(3), pp.377-394.

Journal Articles with DOI

Supriya, D., 2018. Improving Students' Speaking Ability Through Play Scripts. KnE Social Sciences, 3(4), p.156.

Journal Articles with DOI

Ulas., A., 2008. Effects of Creative, Educational Drama Activities on Developing Oral Skills in Primary School Children. American Journal of Applied Sciences. 5(7), p.876-880.

Journal Articles with DOI

Wibawa, Y., 2014. Improving Students' Pronunciation Through Role Plays for Class VII C at SMPN 3 Tempel.