

TEACHING SPEAKING BY USING MINI MUSICAL DRAMA TO IMPROVE SENIOR HIGH SCHOOL STUDENTS' SPEAKING PERFORMANCE

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Abstrak

Makalah ini bertujuan untuk membahas mengenai bagaimana mengimplementasikan penggunaan "Mini Musical Drama" dalam peningkatan motivasi dan kemampuan siswa dalam berkomunikasi. Penulis memaparkan langkah penggunaan teknik ini sebagai salah satu kegiatan yang digunakan dalam pengajaran berbicara, meningkatkan minat dan kepercayaan diri siswa dalam pengajaran berbicara. Namun juga memberikan mereka motivasi untuk lebih intensif lagi dalam berkomunikasi menggunakan bahasa Inggris. Teknik ini bertujuan untuk pengajaran berbicara, siswa dituntut untuk melatih kemampuan mereka dalam berbicara agar mereka menyerupai *native speaker*. Penulis berharap makalah ini dapat bermanfaat sehingga guru Bahasa Inggris dapat berkreasi sendiri dalam meningkatkan kemampuan siswa dalam berbicara.

Key words: speaking performance, improvement of speaking, mini musical drama.

A. Introduction

Speaking is an activity which is used by someone to communicate with others. Speaking can be defined as a way to express or communicate opinions, feelings, ideas, thoughts and also involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages (Advance English Dictionary; Oxford). In learning English especially speaking, the

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students are expected to be able to communicate well in English. For this reason, speaking becomes one of the important skills in English curriculum to be learned. It is clearly mentioned in curriculum KTSP 2006 (Depdiknas, 2003) that the primary goal of teaching and learning English is to develop students' competency to communicate in English.

Speaking is essentially needed in language learning; however it is still difficult for the students to be fluent in using English and even to masters it but that is the problem that is faced by the students recently. It becomes a problem when the students speak with their English in public. The cause of the problems are lack of confidence, less chance to perform, lack material of speaking and less chance for the students to develop their ability in speaking. Teachers should emphasis the students ability to develop their in performance speaking. In order to develop the ability of the learners in speaking, the teacher should create an activity to teach the target language with a fun activity and interesting material that the students will be easily to involve.

A competent speaker of a language needs to develop speaking skills in a great number of situations in order to send or receive a message and to be able to engage in meaningful communication Schejbal (2006:14). To make it easy, the teachers should create a situation where the students should use encourage a real communication; many activities can be designed to make the English learning be fun. Drama is one of the choices that can be applied in teaching speaking because drama is one of potential activities that give students a feeling of freedom to express themselves.

Drama is an activity where someone takes a chance to play a different character in a set of actionable stage. Wikipedia (2012) states that drama is the specific mode of fiction represented in performance. This activity is a character play, where actor or actress who role a character that he or she plays on the stage based on the theme of the drama those they will perform on the stage. It can determine that drama is a performance of a character in a stage or theater in order to entertain or amuse the audience.

The implementation of drama in teaching English should be applied in the teacher teaching plan. According to Wessels (1987:137) "drama in education uses the same tools employed by actors in the theatre. In particular, it uses improvisation and mime. But while in the theatre everything is contrived for the benefit of the audience, in classroom drama everything is contrived for the benefit of the learners". Moreover, Prochazka (2007:12) drama is both a creative and holistic form of learning. Involving students in cooperative, process-oriented and at the same time peace-related drama activities, is therefore one of the most challenging tasks for the language teachers. However, today

there are some of the teachers who try to apply drama activity in teaching English. Although not much of teachers included drama in his or his technique in teaching English, the use of drama techniques in language teaching will help students much in fluent in using English and drama will gives a lot of advantages for the students to develop their English language performance.

More specifically, Scrivener (1994: 69) drama in the context of language teaching gives the following list of a number of drama activities that are commonly found in English language teaching: first is a role play – role plays enable students to step outside themselves, to accept and change into a different character. Students either improvise or create their own character or they are given role-cards. In either case, it has a stimulating effect and students feel freer to engage themselves in learning. This is a chance for the students to explore their potential in expressing a language. Second, simulation - In the initial stages of their learning, students become acquainted with various roles starting from the simpler ones, usually those they are used to from everyday life i.e. a mother, a father, a shop assistant, a customer, a tourist etc., before they take up more complex ones i.e. a consultation, problem solving, plays etc. In other case, it has a stimulating effect and students feel free to engage themselves in learning. It is clearly states that drama can be greatly enriched the learning and teaching process. It further stimulates and reinforces the use of a language because students act roles as if it was in the real life situation.

The last list of a number of drama activities that are commonly found in English language teaching is guided improvisation – This kind of practice requires the teacher to guide students through the initial stage of an activity. When students join in and become part of the evolving activity, they use their imagination and improvisation, than the teacher steps out and becomes more like an observer who helps if there is a need. This help might be in a form of suggestions or even joining back in the story if the progress of the students is slow or if they are finding the work too difficult. The following are examples of activities for guided improvisation: a scene of a crime; a company meeting; a summer camp at night etc. The process on guided improvisation enlarge the ability of the students' in explore their language use with English based on the context.

There are many advantages of using musical drama activities in the classroom. Schejbal (2006: 6) says, when brought drama into the learning process, has the means to enhance to a large extent the whole experience acquiring a foreign language. It helps learners in many areas. To name a few, it is the development of the awareness of the use of a language in different environment and situations, building self-confidence, creativity, spontaneity, improvisation and involving

emotions of the participants. It encourages the natural use of a foreign language according to the particular situation. Moreover, Schejbal (2006:7) add the outlined some of the areas where drama is very useful to language learners and teachers, and they are listed below.

First, it will help learners gain the confidence and self-esteem needed to use the language spontaneously by taking a role, students can escape from their everyday identity and "hide behind" another character. When you give students special roles, it encourages them to be that character and abandon their shyness. To make this thing work, it will help the student face their fearless in using English in classroom even they can bring it out of the class. By solving this common problem that is faced by the students will make the teacher job easier in building students' motivation in English.

Second, this drama activities will bring the real world into the classroom (problem solving, research, consulting dictionaries, real time and space, cross-curricular content) When using drama the aim can be more than linguistic, teachers can use topics from other subjects: the students can act out scenes from history, they can work on ideas and issues that run through the curriculum. Drama can also be used to introduce the culture of the new language, through stories and customs, and with a context for working on different kinds of behavior. This activity able to empower students' knowledge in learning English.

Finally, when students dramatize, they use all the channels (sight, hearing, and physical bodies) and each student will draw to the one that suits them best. This means they all will be actively involved in the activity and the language will "enter" through the channel most appropriate for them. While doing it, their experience in using of a foreign language in a natural way and they will develop their language skills. Teachers should set in their mind that drama is a tool that helps the students to become competent in using the English language.

The combination between music and drama are hard to separate. Wikipedia (2011) states that drama is often combined with music and dance: the drama in opera is generally sung throughout; musicals generally include both spoken dialogue and songs; and some forms of drama have incidental music or musical accompaniment underscoring the dialogue. Moreover, Webster (2012:6) explains that musical drama is an opera in which the action is not interrupted by formal song divisions (as recitatives or arias) and the music is determined solely by dramatic appropriateness. It means that musical drama is one of unity that work together to deliver a message of the story and make the story more interesting, enjoyable and people will get a sense with a touch of music on that drama.

Moreover, Wikipedia (2012) states that musical drama is a form of theatre that combines songs, spoken dialogue, acting, and dance. The story and emotional content of the piece – humor, pathos, love, anger – communicated through the words, music, movement and technical aspects of the entertainment as an integrated whole. Just like a previous opinion that the essence of music in drama will lead the audience in a situation where the audience will be easy to rolling deep in a sense of a situation that the actor or actress act the expression.

In summary, musical drama is an activity that entertaining and fun, and can provide motivation to learn for the students. This activity will lead the students into the improvement that teacher hope, were the student able to apply it into their daily life. The process that the students pass through by musical drama will make them brave and confidence in using English.

Applying musical drama in teaching English speaking will make the students easier develop the use of the English language of the students into a good one. A *Mini Musical Drama* is set of musical drama in a limited time. The times that allocated for one performance of a group to perform their musical drama is ten minutes. It is an act stage activity which is done by the students in a group in order to improve the students' performance in speaking after viewing a scene theater act or movie that has been displayed in the classroom. Musical drama is affective way for the teachers to attach students' interest in developing their speaking performance. Schejbal (2006:32) says that "in the context of the language learning drama is, however, focused on the students, providing them with deeper experience of the acquisition of the language. It gives an opportunity to use the foreign language in a natural and motivating way by helping students to develop their language skills in order to become competent users of the language". Drama can be enriched the learning and teaching process greatly. It can be developed by involving the creative side of the students to do an improvisation with the uses of language, and it stimulates imagination and involves the emotional aspects of a human nature. It further stimulates and reinforces the use of a language because students act roles just like in the real life situation. The students are involved their self in meaningful activities where the students able to move around the class to build their confidence, change their positions and work with different partners in order to make them accustom to uses English. The students use the language in different stages in order to communicate plans and perform the task. The experience in using of a foreign language in a natural way and they will develop their language skills. Teachers should set in their mind that drama is a tool that helps the students to become competent in using the English language.

In this paper, the writer focuses on the playing mini musical drama as improvement for senior high school students in their abilities

in speaking performance. The reason why mini musical drama is used is to give more opportunities to the students in speaking during the times allocated. The writer assumes that playing mini musical drama is able to build the confidence of the students in order to overcome the problem of their shy and fear in showing their ability in speaking. In order to solve that problems, the teacher should make the students feel relax and easily encourage their self to perform in front of the classroom. The drama also stimulates the students to show up their creative potential and to apply their artistic talent in individually. Students are motivated to improve their speaking performance their experience, their sense of achievement so that it reinforces their learning language.

B. Teaching Implementation

In implementing *Mini Musical Drama* role-play in the classroom, teachers should follow some stages in teaching speaking activity. Teaching speaking activity can be divided into three stages: pre, whilst, and post activity.

1. Pre-teaching activities

In this phase, the teachers greets the students first, the teachers starts to orientation the general thing on the material or the topic that the students will be learned later. In the beginning of this process the teacher starts to build background knowledge of the students about the topic that will be learned by asking the general things about drama. Then, the teacher asks the students whether they're familiar or not with musical drama. Next, the teachers start to illustrate what musical drama is about; the teachers should deliver it in a simple explanation in order to make the students able to catch the point. It can start to give a clue to the students that musical drama has a strong relationship with music. Then, the teachers show the slideshows that show a picture of people that doing musical drama. It is used to create a fun atmosphere in the class and make students interested in the lesson, for example showing a picture. The picture is about the movie that will be shown to the students, for example; the picture of High School Musical movie.

After showing this picture, the introduces the lesson trough asking about what the students saw and experience with the picture that teachers show and then the teachers tells the students about the aim of learning the topic. It can start with asking the students whether they are familiar with the picture or not. If the students do not give a good response, the teacher should give the detail description and information about the picture but if the students give a good response, the teachers could start to show the other picture. The teachers keeps explaining the picture in detail with involve the students to interact with the picture that already display in front of the class. In these process teachers has to invite the students more active in figure out each picture. The teachers could involve the students with asking what the picture is about, what is

the content of the picture and what students can see on the picture.

The teachers can pick some of the students randomly and asking their opinion about the picture that they already saw. The teachers have to keep this activity until all of the pictures done. Before the teachers comes to deeper explanation, teachers has to ask again about what students get from the pictures and involve the students to interact in repeated the overall information that they get from the picture. The teachers has to make sure that all of the students already have a clue in their mind about what is a musical drama about, in order to make sure whether the students has knowledge about musical drama. By doing this “Question and Answer” activity and showing a slideshow of pictures, the students will be easier to recognize what is the musical drama tells about; such as how musical drama looks like, the set of musical drama and another thing about musical drama in order to create a background of knowledge of the students about musical drama.

2. Whilst-speaking activities

In whilst-speaking activities, teacher increases the progress of the technique *Mini Musical Drama* in running this activity into four stages: *Orientation or Introduction, Detail discussion, Set up and concept Plan, Final Perform*. The technique in teaching speaking through musical drama is enabling to apply in regular class. There are some genres of reading texts that commonly used in senior high school. The genres of the texts are narrative, recount, spoof, anecdote, descriptive, report, review, explanation, discussion, exposition (hortatory exposition and analytical exposition), news item and the last procedure. With using musical drama as an technique in teaching speaking, the teacher able to link or relate this technique in order to teaching one of those genre. For example, the teacher choosing one of the scripts from musical drama and then use it as reading material. For example the title is “*Bohemian Rhapsody*” the teacher may link it into genre narrative, descriptive, report, discussion and explanation. That is some of the genre of the text that teacher can apply while using technique musical drama. If it is used to narrative, the teacher may ask the student to read the script first, and then find the generic structure of the text base on the orientation, complication, resolution and reorientation that students can found on that script. And maybe the teacher asks the students to retell the story of the script that the students already read.

If the technique of musical drama is used for first grade at senior high school students. Teacher may link and relate the musical drama into the lesson about complimenting someone, congratulating someone, responding to compliments, congratulations and saying that you are excited. The teacher adds this lesson in the middle stage when the students practice the drama, where the student will able to give

compliment, congratulation and the respond. The teacher can start it by asking some group to give a compliment and congratulation for the groups that already perform. If there is no one of the students able to give a compliment and congratulation in the right way the teacher may to start it teach the student about how to give a compliment, congratulation and the way to respond it. And if this technique is used for second grade at senior high school students. Teacher may link and relate the musical drama into the lesson about expressing satisfaction, expressing dissatisfaction, asking for opinions, giving opinions and giving advice.

a. Orientation or Introduction

On the first stage for orientation musical drama or introducing the *Mini Musical Drama* role-play, second stage students practice the *Mini Musical Drama* base on the script, third stage teachers and students set the stage and fourth stage is a final performance of the students' musical drama. In the first week of this role-play *Mini Musical Drama* activity, the teachers divided the students into seven groups. The reasons why they are divided into seven groups: it makes the students being able to communicate in sharing their ideas and their opinion to another member of the group, also makes all of them have the same chance to perform and show their ability in using English, and the last; it is not too crowded when one group performs their musical drama in front of the class. It is a proportional limit for a group to develop their skills, talent and performance in a group.

After dividing them into a group, the teachers ask the leader of the group to choose one of the titles of musical drama that teachers already listed. Those lists of title are: a song from "Queen" just like; *Bohemian Rhapsody, Killer Queen, Love of My Life, Somebody to Love, and We Are the Champion*. Then, some songs from "Nine" movies like; *My Husband Makes Movies, Be Italian, And Unusual Way*. Also, some songs from "Mama Mia" movies like; *I Have a Dream, Money, Money, Money, Dancing Queen, and Slipping through My Fingers*. And the last some songs from "High School Musical" movies like; *Start of Something New, What I've Been Looking For, and We're All in This Together*. Those are the list of the titles of musical drama that the students will choose.

b. Detail discussion

In the second stage of this whilst-speaking activity, the groups already choose the title of their musical drama then the teachers asks them to sit in the groups. Teacher displays the movies and video about the title that student has already taken. The teacher asks the students to pay attention into details thing on the movies. Students have to take a note about the point that will be a result of their performance at the

ends of the meeting. The point that students have to note are: the intonation of the voice, the expression of the actress or the actor in musical drama, the movement and blocking place that happen on the musical drama, and the fluency when stage perform they dialog. Those are the point that the students have to pay attention to their group performance.

The teachers have to make sure that the students have already noted the detail things about the movies and the videos that they choose. The teachers have to remind the students about the point and what they have to do with their musical drama. When the students already understood about their job and what they want to do with their musical drama, the teacher distributes the script to the student's based on the musical drama title that they choose. Then, ask the students to practice their musical drama each group one by one.

While the groups rule their musical drama in front of the class. The teachers correct the students' mistake by reminding the point that will be a result of their performance at the ends of the meeting. The teachers cheers up and motivated the students by involving and gets along with the students during practice their musical drama.

c. Set up and Concept Plan

At the third stage of this role-play *Mini Musical Drama* activity, the teachers and students have to discuss the set and concept plan of musical drama. The teachers start this third stage by replay the video and movies about the *Mini Musical Drama* based on the title that students have chosen. Then, the teachers should add some reference of the students about *Mini Musical Drama* by display the picture about the set of musical drama.

After the teachers review the previous lesson the teachers give some illustration for the students as their basic things in setting and planning the concept for their musical drama that the students will perform. For each theme or title that students have chosen, teacher gives a suggestion first before the teachers let the student develop their own set and concept plan of musical drama. The teachers suggest the students to apply the minimalist concept. It is because the students will perform their musical drama in front of the class and that needs details preparation for their musical drama performance such as: the set of the stage should simple in order to not make the stage cramped with their stuff.

The spaciousness of the stage will be influential in the performance of musical drama of the students. In real drama theater, the actress or the actor use the space on the stage to take a blocking place and movement in order to make the performance of the drama become

attractive and not static. Thus points that students should consider in perform their musical drama where the student will enjoy doing the movement and blocking place when they act. The students may move over the chair or the table in the classroom in order to make them free to put their property over the stage.

And the last point in this concept plan of the students' musical drama is the dress that student will wear. It should be simple and practice where it will reduce the time that students will waste when they prepare themselves before the performance. It is better for the student to wear their drama dress as simple as they can just like using some long cloth that they can band around their body. The simplest thing that students may use as their dress to perform in their musical drama, maybe they can put some attribute as a symbol to describe their character. It needs a brief discussion between teachers and students in choosing appropriate dress for the students' musical drama performance.

The last things that teachers should do, is checking up and review the set of musical drama that students had prepare. The teachers have to remind the details that students should aware for their concept. Then, the teachers should warn the students to be aware with detail explanation that teachers had explain before the student musical drama performed at the fourth week.

d. Final perform

At the final stage of this *Mini Musical Drama* role-play, teachers checks up the set of the *Mini Musical Drama* of the students. Then, the teacher remains the time that allocated to the students' performance, the point that will be a score for their result performance. Before all of the groups perform their musical drama, the teacher distributes a scoring sheet where that sheet the students have to give score the groups that perform by filling the column that the teachers already serve. The teachers start to call each group to perform. Students perform their musical drama in front of the class based on the number of groups that teachers listed at the first week.

3. Post-speaking activities

In post-speaking activity, the teachers give feedback to the students' performance by giving applause, comments and reward by giving a better score to them. Then, students make a comment and evaluate the other group that performance in the class then rate them into a column that the teacher already make also choose the best group performance. At the last session of the class the students share the experience that they have done with the lesson.

D. Conclusion

Teaching mini musical drama role-play is used to improve student's ability in speaking performance. A Mini Musical Drama is a set of musical drama in a limit time. The time that is allocated for one performance of a group to perform their musical drama is ten minutes. It is an act stage which is done by the students in a group in order to improve the learner performance in speaking after viewing a scene act that has been displayed in the classroom. They involve themselves in meaningful activities where they can be physically move around the class, change their positions and work with different partners. The students use the language in different stages in order to communicate plan and perform the task. While doing it, their experience in using of a foreign language in a natural way and they will develop their language skills. Teachers should set in their mind that drama is a tool that helps the students to be competent in using English language.

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