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## THE EFFECT OF RECORDED (VIDEOTAPED) MINI-DRAMA TOWARD STUDENTS' SPEAKING ABILITY

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### *Abstract*

*The aim of this study is to determine the effects of using the technique named recorded (videotaped) mini-drama toward students' speaking ability. Students' speaking ability can be seen from the five aspects of a rubric used, which are pronunciation, fluency, comprehension, grammar, and vocabulary. Researchers conducted observations at SMA N 2 Padang in order to see the techniques applied by the teachers in the classroom that affect to students' speaking ability. Researchers found several weaknesses of the teaching techniques which are implemented in schools. Those techniques influence students' speaking ability. To overcome the problems, the researchers applied a technique called recorded (videotaped) mini-drama. In this technique, students performed a mini-drama and the researcher record the performance. In the next meeting, the recording was showed in front of the class and then the researchers discussed it with the students by considering the five aspects of the rubric. After the technique applied in the classroom, the researchers held a posttest to see the effect of the technique. Posttest assessed by two English teachers from SMA N 2 Padang with reference to the five aspects previously mentioned. Based on this research, it was found that the technique recorded (videotaped) mini-drama gives a significant effect on students' speaking ability.*

**Keywords:** *Speaking, ability, technique, videotaped, mini-drama*

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### 1. INTRODUCTION

In learning English, there are four skills that should be mastered by the learner. They are listening, reading, speaking and writing. Bailey (2005:2) says that listening and reading are called receptive skill. Then, speaking and writing are included in productive skill. By speaking, the student can express messages, information, thought, ideas and opinion to someone else. They can tell their feeling through speaking. Besides, others will get point and meaning of someone's expression.

Speaking is regarded as one of the complicated skills in learning English. However, Bailey and Savage (1994:7) say that speaking has often been viewed as the most demanding of the four skills. It is because this skill is the most basic means of human communication. The situation is like having conversation or may be doing public speaking is called the process of communication. Speaking is also a verbal language that used by people to communicate in social life. It is a process of communication where the people take some information from others while speaking.

Speaking can be said as one of the important skills in learning English. One of the linguists who consider the importance of studying speaking is Scott Thornbury. In this case, Thornbury (2005:1) said that speaking takes so much part of our life. He expresses the importance of speaking in everyday life so that he suggests learning it, especially to the learners of foreign language. Since English is a foreign language for Indonesia's students, the teachers have to help them in studying speaking skill.

However, the process of teaching speaking is not always well. Most of the students in Indonesia especially in senior high school get problems when they are speaking. Based on the interview with English teacher and observation which were held at SMA N 2 Padang, there were some problems faced by students in speaking. The first one is *the ability of students*; students do not want to speak because their ability in speaking is low. The second one is *lack of self-confident*. In

truth, students can speak fluently, but they do not want to speak since they always feel unconfident. The next one is they are *afraid to make mistakes*. This is the biggest problem that students always have. Students do not want to be ridiculed by their friends if they say something wrong. So, they just keep silent during speaking class. Last one, the problem that students usually have is *they feel that learning English, especially speaking, is not interesting*. Students easily get bored since teacher applies the monotonous technique in teaching. Teachers teach students by giving them some dialogues and then ask them to read it. This technique makes students feel that learning speaking is not interesting.

Due to the problems faced by the students in speaking, recorded (videotaped) mini-drama is used as a technique in teaching speaking in order to overcome these problems. It is one of the good techniques that can be used in improving students' speaking ability.

## 2. REVIEW OF RELATED THEORIES

### 2.1 The Nature of Speaking

Speaking is a language skill that can be delivered orally. This is a skill that is used by people while doing communication in daily activities. As Baigate in Nunan (1995:40) says the communication can be done by the people who generally control the interaction by paying attention to who is saying what, to whom, when, and how. In other words, speaking produces a speech act that aims to express their opinions or ideas in order to maintain social relationships or to convey information.

Speaking is also one of the complex skills since it has some considerations that must be considered by the students. As Levelt, Roelofs & Meyer (2000) said that speaking has been regarded as a complex cognitive skill. Some things that students have to consider are how to pronounce the word, the ideas of speech, fluency of the speech, and also grammar and vocabulary that they use.

Speaking is a useful skill since it takes a main aspect to interact in society. As Baker & Heather (2003:6) state that by learning to speak English well, students gains a valuable skill which can be useful in their lives and contribute to their community and country. Students who can speak English well may have a greater chance of further education, finding employment and gaining promotion.

Actually, speaking is an oral language that can be done by a person or more than one person. As Brown (2004) mentions that speaking is a mean of oral language which can be conducted individually or by more than one person who involved in spoken language. Speech is one of the examples of oral language that can be conducted individually. On the other hand, dialogue is an example of spoken language that needs more than one person.

Speaking is a skill that people use when they have a communication with others. As Bailey (2005:2) states that speaking is an interactive process of constructing meaning that involves: producing, processing, and receiving information. Its form and meaning are depending on the context in which it occurs. It includes the participants themselves, their collective experience, the physical environment, and purpose of speaking. He also add, speaking requires the learners not only to know how to produce specific points of the language such as grammar, pronunciation, and vocabulary but also they can understand "when, why, and in what ways to produce language."

In conclusion, speaking is an activity and process of interaction between people that involves producing, processing, and also receiving information. It is important to be learnt since people, including students, need to interact and communication society. It means speaking is one of skills which useful in students' life.

### 2.2 The Concept of Mini – Drama

Drama is usually used as a technique of teaching speaking since it can bring a different learning atmosphere in the class. As Kao & O'Neill (1998:81) state that drama activity creates a lively, enjoyable learning environment, motivate students to participate in classroom activities, and help to build up the students' confidence in learning the target language. It means drama can motivate students in learning speaking.

Drama is known as the performing of stories through action. It is not just explained through narration. It is one of the techniques that can be used in teaching, especially speaking. As Chauhan (2004) says that drama involves ideas, emotions, feelings appropriateness and adaptability; in short

an opportunity to use language in operation which is absent in a conventional language class. Drama also can make the process of learning become fun and the class will not get bored anymore like the other class.

Based on the opinion above, by using drama techniques to teach speaking, the monotonous of a conventional speaking class can be broken. The monotonous of speaking class happen since the way of teaching is still like the usual one. Teachers have to create various techniques in order to break that. One of the techniques is asking the students to create a role play or drama in groups. Each group is given a certain theme and plays the role as suitable as the characteristic and situation given. Students are free using their words and sentences as suitable with characteristics and situation they role.

Furthermore, based on the experts' opinion above, the researcher concludes that drama is not so different from role play. In drama students are given a freedom to observe the problem of daily life such as social problems, political problems, economical problems, and others. On the other hand, in role play students are given a certain characteristic and contexts. Furthermore, students are free to use their own words and sentences as appropriate with characteristics and contexts.

Since drama as a technique of teaching speaking, the duration will be shorter than the common drama. It will be called as mini-drama. Mini – drama is brief dialogues that demonstrate the relationship (s) between ideas. As Education (2007:212) says that mini - dramas are a great technique to help students to build their visualization skills. Mini-drama allows students in team or pairs to summarize what they have seen and learned in an interactive way.

Mini – drama is rather similar to drama. The difference between drama and mini-drama is only in the duration of time. The common drama takes a longer time, but mini-drama runs for 20-30 minutes. The definition of mini-drama is still the same with drama. Drama or mini-drama is a composition in verse or prose intended to portray life or character. The function of mini-drama is to tell a story usually involving conflicts and emotions through action and dialogue and typically designed for theatrical performance. Mini-drama is shorter than drama, but it is quite longer than role-play. It also has plot, character, theme, genre, and also style like the common drama. Mini-drama takes 20-30 minutes time to play.

There is also scene inside mini-drama. Duncan (2006: 162) says mini-drama has scene that should become very clear to the player and the audience that they can never go back to the previous scene. It means that the events inside the mini-drama are in sequence. It has some scenes just like the common drama.

As a researcher said before, the duration of mini-drama is shorter than drama. Although it does not take much time to be performed, the actors could be allowed to use some properties if it is needed. Zingher (2006: 80) says that students could be allowed to use a few simple props or costume pieces-perhaps a hat, some kind of fabric, a mask, or a walking stick. It is important since the players can feel that they are in the real life. The mini-drama seems real and believable to the player and also audience.

Mini-drama for second language learners can provide an opportunity to develop the imagination of the students. As Richardson and Jackson (2004: 92) say that one way to encourage students to extend their imagination is to engage them in the process of creating mini-dramas. By working in group, students could develop improvised scenes tied to particular themes.

In conclusion, mini-drama is also a great technique in teaching speaking. Since this technique takes shorter time than the common drama, it can be applied easily during learning activities in the classroom. The process of learning activity that uses mini-drama is interesting and makes students interested to do it.

### **2.2.1 The Advantages of Practicing Drama in Teaching Speaking**

Some experts have discussed the advantages of drama activities in teaching speaking. According to Maley and Duffs (1982:13-14) problem solving tasks and opinion gaps that stimulate the need to speak are provided by the drama activities. To create a performance, the speakers need to exchange idea, make decisions, and negotiate the shape of the final product.

Drama activities give valuable contribution to both students and teacher. Drama encourages students to speak and give them the change to communicate, using nonverbal communication, such

as body movements and facial expression. The use of drama can reduce the pressure that students feel, so they become ready to talk. Furthermore, drama can help teachers to prepare learners for the real world (Davies 1990:97 in Barbu), purely by immersing learners in authentic communication.

Drama provides an opportunity for independent thinking. As Boudreault (2010) says that students are encouraged to express their own ideas and contribute to the whole. Drama also offers exercises in critical thinking and the chance for the students to be creative.

### **2.3 The Concept of Recorded (Videotaped) English Mini - Drama**

Videotaped mini-drama is a new technique that can be done by using camcorder. Teacher can use the camera to record the process of performing mini-drama during learning. According to Magnusson (1996) using a camcorder can be an effective teaching tool since it can capture the students' attention in class. It also provides information about the students' abilities of speaking. As Kao & O'Neill (1998) say that videotape of how a group of students create drama together in the classroom will provide information about the students' abilities.

Doing videotaping is something which is pretty fun. Kita & Kinghorn (2002) state that videotaping is an activity that always fun, useful, and addictive, but sometimes needs hard work. Students will love to do it because they like to be "shot" by the camera. They will do it happily since they know their performance will be recorded. It is like the real drama or movie that has the real actor and actress. It will be more fun if they wear the costume that is related to the theme of their drama. It can make the performance "real".

According to Orlova (2009:30) videotaping or video recording provides an objective and permanent source that can be viewed repeatedly to observe various aspects of classroom practice. It can be used in speaking class since speaking needs more classroom practices. One of classroom practices of speaking is through drama. Since teacher adds the videotaped mini-drama technique, the activities can be funnier than just a common drama.

There are some advantages of recording the drama. According to Wright, Betteridge & Buckby (2006) recording the drama invites more creativities and participation of the learners. Students will give their best to the drama by performing it creatively since they know it will be recorded. The other good thing about the recorded of the drama is student can replay the recorded easily later.

After recording the drama, the teacher can show it to the students. Teacher and students can discuss the recorded of the drama. Teacher starts to ask the comments from the students. They can comment their own performance, and also their friends' performance. The comments must be about how the students pronounce the word, their fluency, the comprehension, grammar, and also vocabulary that they use in the script. After that, teacher gives her comment to her students. The aspects of comments from teacher will be the same as the students, e.g. pronunciation, fluency, grammar, comprehension, grammar, and vocabulary. The comments from friends and teacher will be the helpful comments to each of the student. If the students said the word in the wrong pronunciation, they will know how to pronounce the word after the teacher teaches them how to pronounce it correctly.

## **3. RESEARCH METHOD**

This research was an experimental research which aimed to investigate the effect of recorded (videotaped) an English mini-drama for speaking ability. It examined the hypothesis proposed to prove whether using recorded (videotaped) mini-drama method in teaching speaking gave a better effect towards students' speaking ability. As this research is an educational research, the researcher used Quasi-Experimental Design. It is Quasi Experimental research because it uses intact group and the availability of participant is limited (Creswell, 2005: 297).

The population in this research was the students in grade eleven at SMA N 2 Padang. There were 276 students in population. Then, the sample was chosen by using cluster random sampling method that selects groups, not individuals. It is supported by Ary, Jacobs, and Sorenson (2010: 154) who state that "A common application of cluster sampling in education is the use of intact classrooms as clusters". The samples of this research were XI IPA 3 as the experimental class and XI IPA 2 as the control class. The experimental group was treated by using recorded (videotaped) mini-drama in

teaching speaking while control group was treated by using the usual speaking method that is role play.

A speaking test was used as the instrument of this research. The form of the test was role play scored based on the rubric of speaking. There were five aspects in the rubric pronunciation which are fluency, comprehension, grammar, and vocabulary.

Technique of data collection in this research was done by administering the posttest to both samples. The data were taken from the students' speaking test rated by two raters. The agreement of score of both raters was used as data that would be analyzed by using t-test formula.

### 3.1. Procedures of the Research

**Table 1. Procedures of the research**

Experimental Group	Control Group
<p>a)Exploration</p> <ol style="list-style-type: none"> <li>1. The teacher built the students background knowledge about the topic by showing some dialogues which are related to that topic.</li> <li>2.The teacher showed the expression of the transactional in the dialogue</li> <li>3. Teacher and students read the dialogue together</li> <li>4.Teacher asked two or more students to come to the front to perform the dialogue</li> </ol> <p>b)Elaboration</p> <ol style="list-style-type: none"> <li>1. The students were divided into three groups.</li> <li>2. Teacher asked each group to have a chairman. This chairman was the director of the mini-drama later</li> <li>3.Teacher gave each group a theme of the mini-drama like romantic or comedy, etc.</li> <li>4.Ask students to make a mini-drama script together. There were some expressions that have been studied together in the previous meeting inside the script.</li> <li>5. In the next meeting, class decided the role. Make a list of the characters on the board including the narrator. Assign any "extras" (odd number of students left over, or latecomers as assistant narrators to other groups.) Tell students they have to memorize their lines, except the narrator who can read the lines. If there is more than one narrator to a group, the narrators should divide up their work.</li> <li>6. Each group rehearsed in front of the classroom. Let each group perform the play from start to finish. Guide students on their movements and give them ideas regarding gestures. (Such as putting hands on hips to show anger.) Help them with pronunciation and intonation. Masks, costumes, or special props should be used if available.</li> <li>7. Show time. Call on groups to perform the play. Teacher stands in the middle of the classroom and record the play. Use the zoom</li> </ol>	<p>a)Exploration</p> <ol style="list-style-type: none"> <li>1. The teacher built the students background knowledge about the topic by showing some dialogues which are related to that topic.</li> <li>2.The teacher showed the expression of the transactional in the dialogue</li> <li>3. Teacher and students read the dialogue together</li> <li>4.Teacher asked two or more students to come to the front to perform the dialogue.</li> </ol> <p>b)Elaboration</p> <ol style="list-style-type: none"> <li>1. The students were divided into five groups.</li> <li>2. Teacher gave an instruction that students made a role play by using the expression that they have studied before.</li> <li>3.The expressions of love, anger, and sadness were used in the dialogue.</li> <li>4. Ask students to make a role-play script together.</li> <li>5. In the next meeting, students decide their role.</li> <li>6. The group rehearsed the role play in front of the class after doing some practices outside the class.</li> <li>7. Show time. This is the time to show the first role-play. All of the groups performed one by one.</li> <li>8.After the first performance, teacher asked the whole class about how the performance was. Other group gave their comments about their friends' performance. The comments are about pronunciation, fluency, etc.</li> <li>9. Students chose the best performer after giving their comments for all groups.</li> <li>10. The best group chose the first performer for the second role-play.</li> <li>11.Students made the second role play's script. They are free to use one of the three expression (can be love, anger, or sadness)</li> <li>12. They performed the second role play in the next meeting.</li> </ol>

<p>lens occasionally. Record each group.</p> <p>8. Students watched their performance, and teacher told students about their pronunciation when they say the dialogue, it will be corrected later.</p> <p>9. After watching their own performance, students were asked to perform again in order to “make it clear”, they performed with the right pronunciation</p> <p>10. After performing mini-drama, they watched it again since it was also recorded by the teacher.</p> <p>11. After that, teacher gave comment like the previous performance.</p> <p>12. Teacher and students shared about the result, students’ pronunciation becomes better than before. They improved their pronunciation in this performance.</p>	<p>13. After one group performed the role play, others gave their comment, just like the first role play.</p>
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#### 4. DATA ANALYSIS AND DISCUSSION

##### 4.1. DATA ANALYSIS

The data of the research were the scores of students’ posttest. The results of the students’ posttest scores in the experimental group were 23.5 as the highest one, while the lowest score was 14.5. The mean of their score was 19.7, and the sum was 532. While, the result of students’ posttest scores in control group was 21.5 as the highest score and 13 as the lowest score. The mean of students’ scores was 17.8 and the sum was 465.

From the data obtained in posttest, it was found that the experimental class got higher score than the control group. The mean of students’ scores in experimental was 19.7, meanwhile in control group, the mean was 17.8. From the calculation, it was found that  $t$ -calculated was 3.8 which was bigger than  $t$ -table (1.674). Since  $t$ -calculated was bigger than  $t$ -table, it means the hypothesis was accepted. The recorded (videotaped) mini-drama gives an improvement toward students’ speaking ability. So, it could be said that recorded (videotaped) mini-drama has a better effect on students’ speaking ability.

##### 4.2. DISCUSSION

Based on the data above, it was found that the  $t$ -calculated was greater than  $t$ -table. The result of speaking test in experimental group is better than control group. It means that the use of recorded (videotaped) mini-drama gives a better effect toward students’ speaking ability. In other words, videotaped mini-drama technique is suitable for speaking class which needs some practices. It is similar with the theory proposed by Orlova (2009:30) who says that videotaping or video recording provides an objective and permanent source that can be viewed repeatedly to observe various aspects of classroom practice. It can be used in speaking class since speaking needs more classroom practice.

Actually, in the experimental group, the researchers did a classroom practice for speaking in the form of mini-drama, and it was recorded (videotaped) by the researchers. The students watched the recorded of their performance in the classroom in the next meeting. The researchers gave comment and explained about which part that students have to improve. The researchers’ comments are all about the five aspects; pronunciation, fluency, comprehension, grammar and vocabulary. If they mispronounced the word, did not comprehend their own dialogues, used the wrong grammar and vocabulary, or even they were not fluent in saying the dialogues, the researchers noticed it and explained it to the students. For example the researchers explained the right way to pronounce the words, or explained about the grammar that students used in their mini-drama script. By showing them the recorded of their performances, their speaking ability got improved. It happened because they finally knew how to pronounce the words, comprehend the sentences inside their script, used the right grammar and vocabulary, and delivered the dialogues fluently.

Students also had fun when they studied speaking by using their own videotaped. This technique makes a new atmosphere in the class. The finding of this research is also in line with the theory proposed by Kita & Kinghorn (2002) who state that videotaping is always fun, rewarding, and addictive. Students love doing it. They also like to watch their own performance when the teacher played at the next meeting. They laughed and enjoyed their own video. They gave their full attention to the recorded (videotaped) of their performance.

Based on the research findings related to the theories, it can be concluded that recorded (videotaped) mini-drama technique is strongly suggested to be used in teaching and learning process especially to improve students' speaking ability.

## 5. CONCLUSION

Based on the research done, it can be concluded that: (1) The mean of speaking score of the students who were given the recorded (videotaped) mini-drama technique was higher than those who were not given this technique. By using statistical analysis, it was found that there was a difference in speaking achievement between the students who were given videotaped mini-drama technique and those who were not given it. Thus, it can be said that the use of recorded (videotaped) mini-drama gave a better effect on the students' speaking achievement. (2) The students who were given recorded (videotaped) mini-drama technique got motivated and interested more than those who were not given it. Furthermore, it avoided the students' boredom to study. This technique is beneficial to improve students' speaking ability. It is recommended to the English teacher to use this technique to use recorded (videotaped) mini-drama technique. This method creates a new atmosphere at the class. The students love to do it.

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