

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

After conducting the research, the researcher wrote the findings and discussions in this chapter. The discussion of the findings has significant meaning for all the research activity. The aims of the discussion are answering the statement of the problem and interpreting the findings based on the related theoretical review.

#### **A. Findings**

The data analyzed in this finding is taken from the interview and narrative frame with teacher 1 (T1) and teacher 2 (T2). The researcher used observation, interview, and narrative frame to know about teachers' view and what kind of drama the teachers applied in teaching speaking. There are thirteen questions that researcher asked to the two participants and the narrative frame that participants filled it. There are two research questions that have to be answered in this research. The first is about the kinds of collaborative drama that teacher use in teaching speaking. The second is about the teachers' view toward the use of collaborative drama in teaching speaking.

#### **1. Kinds of collaborative drama that teachers use in teaching speaking**

Based on the observation, the researcher found that in English Club at SMKN 4 Banjarmasin used applied drama for teaching speaking. Based on the observation, the researcher found that in English Club at SMKN 4 Banjarmasin used applied drama for teaching speaking. Because during the implementation the teacher used a drama script that raised the theme of social

justice. However, the teacher still uses narrative text for the scripts.

For the first meeting, the teachers provide material about narrative text, describing what narrative text is, what its characteristics are, what types of narrative text are present and so on. Then the teacher also explained about collaborative drama and its types. The teacher informed that they would be performing drama in this speaking lesson.

Although the fact that the material is about text, the teachers intend to utilize it to teach and improve students' speaking skills. Because the students do have issues with their speaking skills abilities.

In the next stage the teachers assign students to groups of ten to fifteen persons to participate in applied drama in the classroom. The teachers then distribute scripts to each group after they have been divided. On that day, the kids were urged to discuss their roles.

After the roles are assigned, the students are required to read their scripts, which is commonly referred to as "reading." The teacher also encourages students to improvise, adjusting the existing script to their preference and creativity, as long as they not change the story in the script.

At the third meeting, the teacher reviewed and discussed revisions to the students' scripts. They were also required to practice "reading" again under teacher supervision to assess the appropriateness of pronunciation and so on, in order for students to be more fluent in dialogue. When necessary, student representatives are required to draw lots to determine their order of appearance.

The students performed the previously rehearsed drama at the following two meetings. Teachers were just conducting observations and taking notes at the time. Teachers do not provide feedback or criticism so that students can concentrate and enjoy their performances. They will not hesitate to speak as a result, and their speaking skills will improve significantly.

The teachers then gave advice, criticism, and suggestions for the performances, particularly in terms of their speaking skills, at the last meeting. Teachers also encouraged students to use English more frequently, particularly during class, in order to improve their speaking skills.

“The collaborative drama I use to teach speaking is called applied drama. Having learned a great deal about applied drama and how to use it, I believe that it is the best type of drama for my students to learn speaking. Therefore, I decided to use this drama to teach students about speaking.” (T1)

The first teacher (T1) opted to employ applied drama in her class after studying practically all of the different styles of drama prior to utilizing applied drama.

“Before I using drama in teaching speaking, I already use various way to teaching speaking, such as making conversation, only allowing English in the class and others. I starting using drama while I watching English drama in an event, and got inspiration from that. But before using collaborative drama especially applied drama I have tried several kinds of drama in the classroom, but this one is best suited for use there, especially for the classes I teach” (T2)

Different from T1, T2 starts by applying many kinds of drama before determining the kind of drama that is appropriate for his class, namely applied drama.

## **2. Teachers' view toward the use of collaborative drama in teaching speaking**

Teachers must have view about the using of collaborative drama in teaching speaking. It covers finding on the teachers view toward the use of collaborative drama for teaching speaking (research questions number two). From the story, it was found that T1 and T2 have positive view toward the use of collaborative drama in teaching speaking.

The teachers shared that collaborative drama has a very important role in teaching and learning speaking activities in the classroom. The teachers explained that the role of collaborative drama that they feel is: 1) Dramas makes teachers more innovative and creative, 2) Dramas helps students be motivated in the learning process, 3) Develops and trains students' speaking skills, 4) Drama builds confidence in students.

T1 claimed that using drama to teach speaking helps teachers become more inventive and creative. She contends that in order to help students feel at ease and comfortable during the learning process, teachers must be imaginative and creative. According to T2, students are driven and pleased since they are learning new things, which they see as enjoyable and carefree because it does not feel like learning.

“I am an English teacher in high school. I have been using drama for teaching speaking since the students have many problems about the lack of confidents while practice speaking. I have used many ways for teaching speaking such as only using English in the class, encourage students to communicate in English while they are learning, and etc. And in my view, these techniques still fall short when it comes to teaching speaking. So, I began

utilizing drama, and the outcomes were quite good. The students practice the dialogue every day, helps them provide their best performances when performing drama.” (T1)

“I think I should improve the technique or strategies to motivate the students to learn English especially speaking, that learning English is fun, not boring, and minimize students’ problems in speaking English such as fear to speak, lack of vocabularies to express their ideas, feeling shy when they spoke in front of their friends, scare to express their ideas through speaking, etc until all of the students active in speaking.” (T2)

Based on teachers’ narrative on the dynamic changes they made, it can be identified that the teachers have positive view towards applying educational collaborative drama in teaching speaking.

## **B. Discussion**

The purpose of this research is analyzing kinds of collaborative drama and teachers’ view toward the use of educational collaborative drama in teaching speaking. This part presents the discussion on the findings. Along with the teachers’ narratives in observation, interview, or narrative frame. Some statements relate to theories are made to show theoretical supports for the findings. This part is arranged based on research questions, such as: 1) What kinds of collaborative drama do teachers use in teaching speaking? 2) What are the teachers’ views toward the use of collaborative drama in teaching speaking?

### **1. Kinds of collaborative drama teachers use in teaching speaking**

Applied drama refers to the use of drama techniques and practices for educational, therapeutic, or social purposes. It often involves collaboration between artists, educators, therapists, and community members to address specific issues, promote dialogue, and engage participants actively. Applied

theater projects can tackle topics like social justice, mental health, conflict resolution, or community development.

According to the findings of researcher observations, teachers use applied drama techniques to teach students speaking skills. Teachers are known to use applied drama since it is used for educational purposes, specifically to improve students' speaking skills.

The teachers then integrate educational components such as social justice or other topics that are important for students' education and knowledge in the scripts used, even if they use narrative texts.

This is in accordance with the definition of applied drama, which is the application of drama techniques and practices for educational, therapeutic, or societal justice. Teachers engage with students during performances to accomplish positive and beneficial results, instead of performing only for entertainment. Not only does it help to improve students' knowledge, but it also improves students' speaking abilities.

According to Heldenbrand (2005) stated the drama is an activity that can provide students to participate in improving real communication and provide opportunities for students to practice language lessons in real life.

Drama activities in language learning are used to interaction, group activities, improve the students' memory, and practice reading with expressions.

Furthermore, Susilawati (2013) concluded there some steps to teaching drama in learning divided into four consisting of working on drama script, drama rehearsal, drama production, and drama evaluation.

Working on drama script, to play a character in a drama, the students must know the role they to perform drama and understand the story in the drama to explore the role of each character. In addition, the students also taught to find out the background of the story. Next drama rehearsal, before drama performance in the classroom students are asked to practice their pronunciation and understanding to ensure that students convey the correct dialogue. After rehearsal drama production, this step, the students convey dialogue with expressions that match the structure of the story line. The students present English drama in class with good pronunciation so that the teacher can assess the students' speaking performance.

## **2. The teachers' views toward the use of collaborative drama in teaching speaking**

Teachers' view of using collaborative drama was significant point in their teaching and learning process. T1 and T2 have positive view toward the use of collaborative drama in teaching speaking. The narrative frame and interview informed how applying collaborative drama contributed to teaching speaking.

Educational collaborative drama usually starts with a pre-text like an image, a video, a song, a poem to set a theme or situation related to learners' interests. This is a starting point for students to unfold the dramatic world. The pre-text triggers the initial moments of action. It also establishes location, atmosphere,

roles, and situations. It calls for students' knowledge of the world and playfulness. The contexts vary from realistic situations (e.g., school classroom, a deserted house), to imaginary scenes (e.g., the threat of an unpredictable event, the finding of an unexpected object). It is important to create a lighthearted atmosphere with the power of the unexpected in which learning and fun are the primary purposes. It is then followed by a series of exploratory activities and the use of drama strategies which engage the participants in mind and body and challenge their curiosity and imagination. These activities are generally multi-sensory, multi-intelligent and collaborative. All students are invited to take an active role and to experience things for themselves. They have to ask questions, move around, take up roles, interact with others.

The narrative frame and interview informed how applying educational collaborative drama contributed to teaching speaking. Based on the finding, it was found that the roles of collaborative drama in education one of the reasons of using collaborative drama to teach speaking in the classroom. Based on the result of the analysis of teachers' narrative frame and interview related to the collaborative drama roles in teaching. It can be concluded that several important facts that occur. The condition of the collaborative drama roles in teaching speaking is summarized, drama makes teachers more innovative and creative, drama helps students be motivated in the learning process, drama made learning experiences meaningful and fun, develops and trains students' speaking skills, drama builds confidence in students.



As Yue Hu (2011) cited on her seminar paper research, found that “children enjoyed learning language and develop their multiple intelligences to learn language through drama activities. Yue Hue (2011) also cited that drama activity combines action and entertainment for students while achieving the teaching goals. Also according to Banjaree (2014) focused on the results of using drama for teaching and learning language and communication skills in the classroom. The results revealed that using drama in the classroom made learning experiences meaningful and fun. Teaching English through drama is a useful tool to encourage students to learn meaningful communication. The writer concluded that drama not only help teacher but also help the student to improve their speaking skill through enjoyable and fun learning, not feeling bored or monotonous.

Based on the score at each treatment, it can be concluded that they were enthusiast in learning English using drama, they enjoy performing the drama as one of teaching learning process. They even prepared the setting and equipments that support their performance. They were not afraid or shy to speak in front of their friends. Most of the students were more confident to speak if they were not alone, they share the same responsibility and their fear also, so it can be less nervous when they spoke in front of the class, with drama they were not only speak but act also, almost most of them were shy but since they were doing it together, it became fun for them. It showed that drama can be apply in teaching speaking and can be a reference to other teacher in teaching speaking.