

## **Chapter Two**

### **Literature Review**

This chapter endeavors to present literatures from previous scholars underlying benefits and drawbacks of drama implementation in education field. The review will discuss several aspects related to the research title. Those are communicative language teaching method, drama, drama in education, benefits of drama implementation in education, and the last is drawbacks of drama implementation in education.

#### **Communicative Language Teaching (CLT)**

There are many methods that can be applied by teachers to achieve students' success in learning language. The methods chosen by teachers are different. It depends on who are taught and what objective they want to achieve. Talking about teaching method, Communicative Language Teaching (CLT) can be alternative for teachers who want to focus on communicative purpose (Richards, 2006). According to Harmer (2001), CLT method tends to highlight on significance of language function. It means that the focus of this method is not only on how good students' grammar and vocabulary are, but also to know the way to communicate in real life context. In CLT, teachers only act as a students' guide during learning process (Muqqaddasning, 2014). The role of teachers only become students' facilitator without intervening the students. In this situation, teachers should let the students become autonomous learners and create as much as opportunities for students to practice their language.

According to Nunan (1991), there are several features of CLT. First, CLT classroom is designed for communicative learning where the emphasis of learning

is on language function rather than the rules. Second, CLT's activities and material are designed based on real life or authentic context. Third, CLT classroom does not only give students opportunities to focus on language, but also on the learning management process. Fourth, CLT classroom can enrich students' experience in communication. The last, CLT classroom links the students with activities outside the classroom.

CLT classroom is always related with teamwork activities, whether pair work or group work. According to Nunan (1991), there are some techniques that can be applied in CLT method; those are, role-play and simulation as part of drama, drama, games, language exchange, debate, and discussion. However, in this research the researcher only discusses about one of teaching techniques in CLT, namely drama.

### **Drama**

Carasco and Dinapoli (2012) mentioned that the term of drama is derived from Greek word *δρᾶμα* which means action. The *Merriam-Webster Dictionary* (2017) defines drama as a composition in verse or prose intended to portray life or character or to tell a story usually involving conflicts and emotions through action and dialogue and typically designed for theatrical performance. Precisely, drama is an action which involves human interaction in it, not only that, but drama also aims to reveal uncover truth to others naturally. Furthermore, drama is usually adapted and based on life experience (Iwuchukwu, 2008). In addition, drama is one of parts of literature which cannot be separated from social interaction because drama does not only offer the audiences to learn about certain cultural values of the people, but also to understand about people's social life

(Keshta, 2000) cited in (Shakfa, 2012). In other ways, Hubbard, et al (1986) cited in Davies (1990) defined drama as a blanket. Hubbard referred this term to drama because drama can cover a plenty of oral activities which also involve element of creativity in it. Besides, Davies (1990) also argued that instead of involving oral communication in drama, other forms of communication are also needed such as gesture, body, movement, and intonation.

From those statements, it can be said that drama implemented at EED of UMY brought the same idea as the common drama, in which drama at EED of UMY was performed on the stage and tried to offer the audiences the cultural values of the people. However, one thing which differentiate between the common drama and the drama at EED of UMY is drama at EED of UMY is performed to audiences in a playback (recorded) way.

### **Drama in the Classroom**

Teachers as one of vital subjects in education field will never be bored to think creatively in enhancing students' quality. There must be always innovation to make the students more active and participate in the classroom, either by replacing the concept in teaching or changing the method or technique in teaching. Courtney (1980), argued that learning happened through active participation from the students, or popular with the term of learning by doing. In addition, he also stressed that imagination must be put in learning process. Hence, drama can be introduced as one of creative forms of learning by doing because drama emerge as a technique which is able to involve students in learning process through imaginative way.

Actually, implementing drama in classroom is not a new concept in education nowadays. There had been many teachers who used drama as a teaching technique to attain pedagogical goals. It is in line with Scully-Hill, Lam, and Yu (2010) who stated that drama is not novelty in education lately. According to McGregor (1976), educational drama can be divided into two categories: “learning through drama and envisaging drama” (p.2).

Learning through drama. The first group of drama emphasizes the exploration of issues and people through drama. It is an exploration, which involves both the teacher and students, resulting in discussion of the issues involved. It can be used as a method to teach particular subjects, such as history or social studies.

Envisaging drama. The second category tends to highlight drama as an art form. Students are usually forced to be more active in receiving stimuli from the teacher because students should produce ideas creatively by creating their own scene without intervention from the teacher. In this case, teacher will play passive role and let the students think by themselves.

From the explanation above, it could be seen that there is a difference in both categories above. The first category tends to let the teacher get involved in the activity, meanwhile the second category teacher only acts as a facilitator. Related to those categories, drama at EED of UMY tends to use the second category which is envisaging drama.

### **Benefits of Drama Implementation in Education**

Studies have shown that drama can give positive impacts toward education development. Since this research focuses on benefits and drawbacks of drama

implementation in English classroom, the benefits of drama in language classroom are going to be explained as follows.

**Increase students' motivation.** In learning language, intelligence is not the only one factor which determines successful of language acquisition. However, the major factor which determines the success of language acquisition is motivation. Without motivation, it will be hard for the students to be successful. As perceived by Kong (2009), motivation is not only useful to achieve success of language learning acquisition, but also useful as a way to push students' enthusiasm and willingness in English learning.

Related to students' motivation, scholars such as Maley and Duff (2001) had shown that drama has clear advantages regarding students' motivation. Drama is an engaging activity that can increase motivation and cause students to forget that they are actually learning. It is because drama provides fun activities in learning process which affect students' motivation to get involved in teaching and learning process. In line with that, Thornbury (2002) cited in Khalifa and Dahami (2015) argued that fun atmosphere can support students to enjoy the activities without fear of making mistakes which can hinder learning process. Krashen (1984) stated that motivation can decrease students' anxiety which affected to their language acquisition. Khalifa and Dahami (2015) also perceived that if affective filter like anxiety has been decreased, automatically their self-esteem, self- confidence, and their spontaneity will increase. Drama has the potential to lower English language learners' affective filter, helping them lose their inhibitions and overcome their shyness and anxiety.

To sum up, it could be said that drama can help increase students' motivation in learning process. However, in implementing drama in the classroom, teachers should know what students need. Apart from that, teachers also should be able to design classroom as fun as possible because the more fun a class is, the more students' anxiety decreases.

**Increase students' vocabulary.** Shakfa (2012), mentioned that authentic literature such as drama can give benefits in vocabulary improvement in meaningful context. It is in line with Hu (2011) who said that "drama also helps students to process new words or expressions in an appropriate context" (p.4). According to Demircioglu (2010), drama can develop students' vocabulary through one of elements in drama, which is movement. Movement can ease students to remember every single detail of words in the script. Besides, he also added that way drama works in increasing students' vocabulary is not difficult. Students did not memorize words by words of the script, they just read a script regularly. Then, they pick up information about what the words meant and how the words were used. After they knew it, they automatically would try those words in daily life. Furthermore, acting out and using the words in different sense will help students to save those words in the long term memory. The last, Demircioglu (2010) said that learning through experience totally supports permanent learning. Shakfa (2012) mentioned that authentic literature like drama is able to provide benefit in vocabulary development in meaningful context.

**Increase students' language skills.** Besides increasing students' motivation, drama also can enhance students' language skills. It is perceived by Annarella (2000) as cited in Erdogan (2013), who said that drama is a

creative instrument that can integrate all of the aspects of language skills. It is because all the language skills are interrelated to each other. Therefore, if one aspect of language skills improved, the others automatically will also get improvement. It is slightly parallel with Demircioglu (2010) who revealed that drama is very valuable for classroom instruction because drama can give clear advantages toward students' language production. Drama force students to use their language resources. Besides, drama can also bring other benefits related to language skills such as grammar, reading, speaking, writing, listening, vocabulary and pronunciation together. Thus, the focus of learning drama is not on form, but rather on meaning and fluency (Dodson, 2000). In line with that, Gomez (2010) also argued that drama allows students to integrate their competences of speaking, listening, reading, and writing in English as a Second Language classes. First, student will be taught emotionally through the drama then strategy to learn syntax. Then they also will be taught to accept the sounds and idiom, and at the end they can speak language with great accuracy and fluency.

**Increase students' multiple intelligences.** According to Ozdemir and Cakmak (2008), drama cannot only develop students' language skill, but also can improve other skills such as musical skill, bodily-kinesthetic skill, and interpersonal skill. In addition, Ashton-Hay (2005) also argued that multiple intelligences can be utilized in drama activity in the classroom. For example, verbal linguistic can be put in the use of language, vocabulary, script, and reading. Not only that, students can also develop their intrapersonal skill through feeling and emotion they put in drama. Furthermore, drama

automatically will enhance students' interpersonal skill since they are working and create scene together. In addition, they will develop their kinesthetic skill through their physical self-activities, and the last is musical skill. Sometimes when students playing drama, they will work with music or even put their music in that drama.

#### Drawbacks of the Implementation of Drama

Besides giving benefits, drama also has drawbacks. Here are several drawbacks of drama implementation in English classroom. According to some researchers, there are several drawbacks that students face during learning drama in the classroom such as intimidated feeling, uncomfortable feeling, time consuming, feeling bored, less attention from the teacher, and the last is low grade. The explanation will be discussed as follows:

Intimidated feeling. Teresa (2007) mentioned that some of students admitted that they were feeling intimidated by students who have good skill in acting. It occurs because not all students have experience in acting. Not only that, she added that what makes them more intimidated is because they also do not have good skill in language.

Uncomfortable feeling. Teresa (2007) asserted that some of students did not feel comfortable during the performance. Teresa added that this inconvenience is caused by there are so many people looked at them at the same time so that they became lack of concentration. Moreover, she also argued that their inconvenience came when students could not predict what the other would say next. It makes students feel frustrated since they have to respond instantly. The last, Fuentes (2010) emphasized that some of students did not feel



comfortable with drama implementation in the classroom because not all students get used to learner-center activities. Some students probably need a direction from the teacher.

Time consuming. Teresa (2007) argued that drama takes more time than other ways of teaching. She said that students should be given an opportunity to act or speak in drama. It is supported by Shakfa (2012) who stated that some students felt frustrated with the length of play.

Feeling bored. Beside of those disadvantages above, drama implementation in the classroom also can cause some of students feeling bored (Teresa, 2007). It occurs because they have to look at some performances with similar ideas. Besides, they also have to wait for a long time for their turn to perform.

Less attention from the teacher. Since drama focus on learner-centered activity, sometimes teachers tend to let the students do anything by themselves without any direction from the teacher, therefore the students felt like they are not watched by their teachers so that they did not take the activities seriously and just waste their time by playing and chatting (Su, 2014).

Low grade. According to Su (2014), since drama is a learning group-based and it takes a long time preparation to rehearse, it needs a good teamwork and discipline to make a good performance in the stage. However, Su (2014) argued that some of students pretend like they do not care with the rehearsal made by their team. They just come as they want without any reasons, and even without any feeling guilty. At the end, their absences gave disadvantage to their team which make their performance did not run well, and the worst is it will affect to

their grade.

### **Review Related Study**

A study has been conducted at Oman by Al-Mahrooqi and Tabakow (2013). This research attempted to investigate the use of drama toward the improvement of Oman National University students in English language especially in linguistic, communicative, cognitive, and interpersonal skill. A mix method was used in this study where the samples of this study were 52 members of English and Translation Society (ETS) students who regularly joined in weekly Drama agenda. Interview and questionnaire distribution were used in conducting this study. However, only 12 participants took part in interview section. Besides, the 50 questionnaire items were grouped into 12 categories. As a result of the study, the highest mean value of the items is drama increase self-confidence with the mean value is 4.63 while the lowest mean value of the items is drama can enhance students' critical thinking. In line with that 12 students who took part in interview section showed that they also agreed that drama can improve their confidence. Moreover, they perceived that drama implementation was very helpful in developing their confidence and creativity, improving their interpersonal skill, reducing their stress, improving their independence, enhancing their appreciation toward human experience, developing their linguistic competence, introducing them to the new ideas and textual expressions, fostering their personal and intellectual growth, and increasing their reflection and critical thinking.

Another study also had been conducted by Shakfa (2012) in Turkey. This research attempted to investigate the pre-service teachers' perception toward the main difficulties of drama in the classroom. In conducting this research, a questionnaire was distributed to 133 students of English department at IUG who registered for the course "English Literature in the 20<sup>th</sup> Century" in the second semester (2006-2007). The questionnaire consist of 25 items related to the difficulties of drama. From the result, it revealed that over 70 % of students agreed that students feel depressed with "the length of drama", "Students level is weak in English," "Lack of familiarity with culture and social context," "Shortage of literary references of drama," "No chance for acting the play," "No facilitators, except teachers' notes," "Lack of motivation towards drama," "Reading drama is not exciting," "Negative attitude towards drama," and "Lack of fun"

Based on the studies above, there is a difference between the review related studies with the study which will be conducted by the researcher. First, in terms of context. Since the related studies only focus on one aspect, in this research, the researcher will focus on two aspects namely finding the benefits and the drawbacks. Secondly, in terms of design. The researcher will use qualitative descriptive research as the research design of this research. Moreover, the last difference between the reviews of related studies with this research is in its instrument. The researcher will use interview guideline as the instrument, while the related studies used questionnaire.

**Conceptual Framework**

Figure 1







