

Integrating Drama To Speaking Skills In English Learning :A Systematic Review

Nindy Ganap

North Sulawesi Marine Polytechnic, South Minahasa

***Abstract.** Drama is one of the language teaching techniques that can be integrated with speaking skills in learning English. This systematic review reviews the four studies that have been carried out in the last five years by including context, participants, methodology, focus, and main findings in the discussion. This review also aims to examine the integration of drama with speaking skills in learning English. The participants used as samples in this study came from high school students and also students in the English department in Thailand, Vietnam and Indonesia. Data collection techniques used are qualitative and quantitative, but tend to be more dominant quantitatively. In quantitative data collection, pre and post tests are used. Whereas in qualitative data collection interviews and questionnaires were used. The focus of this review is to find a correlation among the results of the previous studies. Finally, this review recommends drama as a very useful teaching technique to be applied in learning English especially for developing students' speaking skills.*

***Keywords :** integrating, drama, speaking skills, English learning, systematic review*

INTRODUCTION

Speaking is one of the four skills that must be mastered in learning language because speaking handling important factor in communication. Nunan (1999) stated "speaking skills refer to the ability to function in languages which are generally characterized in terms of language speaking abilities". Speaking skills enable one to communicate effectively and convey messages to others without being misunderstood.

However, the reality that is often encountered by teachers in their English class is that students often have difficulty in developing their speaking skills. The success of teaching speaking is generally determined by several factors such as the teacher ability to teach and the appropriate strategies or methods applied by the teacher in the classroom. Some previous studies found that drama can help students develop their speaking ability since drama can learn to express themselves freely without having to fear being bound by existing grammar rules, and even students can find active, fun, communicative and contextual learning. As Cheng (2007) stated that "dramas are a language learning activity in which each student in the class takes a distinct role with specific goals and then interacts with other students in the class to build alliances and complete common goals".

The four previous studies about integrating drama in learning English to develop students' learning abilities have been done and it seems to bring positive results. This systematic review project was carried out to find out the correlation among the results of those previous studies so that it can help the relevant research in the future. The researcher will present the background, objectives and methods of this systematic review.

BACKGROUND

One of the goals of learning English is so that students can communicate in English verbally. It means that the speaker can convey the message to the listener well and vice versa the listener will also be able to understand the message conveyed by the speaker. In this context speaking skills become one thing that is very important in learning English. Of the

several available English teaching techniques, the four previous studies in this systematic review used drama as one of the techniques integrated into learning English specifically in speaking skills. Lawarn sirisrimangkorn (2018) sees drama as a major aid in obtaining communicative competence which is an important part of speaking ability. Besides that, drama can also be useful for students to have more confidence in using English in everyday conversation, in the real life situations. By reason teaching and learning need to be contextualized, drama can automatically become a good teaching technique in the English class, especially to develop students' speaking abilities.

The next thing is one of the many problems faced in teaching English especially in developing language skills, namely that students tend to be reluctant to communicate or interact using English in and outside the classroom which may be caused by limited practice time, lack of English language use in the environment around students, and learning strategies that are not appropriate as happened in Vietnam (Do Thi Ngoc Nhi and Nguyen Buu Huan, 2017).

A similar case also became the background of Abdul Rahman R doing research in 2019, in one of Indonesia's secondary schools, where students were not interested in speaking English because they felt ashamed to talk with their friends and teachers even though they were in an English class. This happens because students have difficulty saying English words and expressing their ideas, because it is difficult to find situations where they can speak English fluently. In research conducted by Prisana and Sakon (2015), using drama techniques in learning, students are expected to be no longer reluctant to communicate or interact verbally since they already have the confidence and courage to act out and apply the conversations into their daily use.

Based on the background of the four studies that have been carried out in the last five years above, a systematic review of how drama is integrated in language learning especially in speaking skills will discuss this study to answer the following questions:

1. Where is the study conducted?
2. Who are the main participants of this study?
3. What is the purpose of this study?
4. What methodology and methods were used?
5. What are the main findings and their correlation with each other?
6. What are the directions for this research in the future?

METHODS

Systematic review is a research method itself through rigorous examination of relevant studies according to explicit criteria to answer specific questions (Torgerson, 2003). Systematic review is a research method for identifying, evaluating, and interpreting all the results of a particular study, a particular topic, or a phenomenon of concern (Kitchenham, 2004). This review is guided by both

quantitative and qualitative method and involves the following steps:

1. Defining the parameters, questions and choosing key words, inclusion & exclusion criteria, and databases
2. Carrying out the literature search
3. Screening the references
4. Assessing the remaining studies against inclusion and exclusion criteria

5. Assessing the quality
6. Extract the data into a summary table of information
7. Synthesing the studies to answer the research questions
8. Writing up the report

The purpose of this review is to find a correlation among the results of the previous studies about integrating drama to speaking skills in learning English. The study studied was identified through a popular electronic database, namely, ALLS, ERIC, Canadian Center of Science and Education, Can Tho University Journal of Science and Education. By October 2019, the literature search had 10 journals whose titles and abstracts were against the following inclusion and exclusion criteria:

Inclusion criteria:

- research that is focused on integrating drama to speaking skills in learning English.
- research carried out in drama context
- research that is focused on developing speaking skills
- research reported in English academic journals whose full text can be accessed on line
- academic publications from 2015 to 2019

Exclusion criteria:

- studies before 2015
- studies with high school students and also students in the English department participants
- studies with focus on EFL learners' self-efficacy only

There were 6 articles remaining for full- document examination against the following criteria

of quality appraisal:

- the internal methodological coherence of studies based on the study itself
- the journal or the source where the reports were published
- the level of English-language-teaching specificity of the studies

This process left 4 studies to be included in the in-depth review.

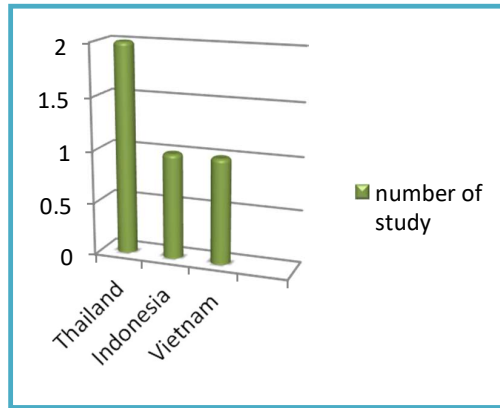
The information of those reports was extracted into a summary table with the following headings: (1) Contexts, (2)

Participants, (3) Research questions, (4) Methods, (5) Findings, and (6) Notes. In the in-depth review, the collected information was synthesized to answer the research questions.

Findings National Context of the Reviewed Studies

Figure 1 shows information about the origins of the studies included in the review. The interesting finding is dominance of research in Thailand, with 50% studies included in the review. A surprising finding of this review is that there is no identified study in Europe, Australia, Africa and even America.

Figure 1. origins



of Integrating drama to speaking skills in learning english studies conducted in 2015 to 2019 (N=4)

The study by	Focus of the study	Aims of the study
Lawarn Sirisrimangkorn, 2018	Applying project-based learning that focus on drama to develop speaking skills of EFL	To probe how the use of project-based learning that focuses on drama is worthwhile for students' speaking skills.
Do Thi Ngoc Nhi & Nguyen Buu Huan, 2017	Applying drama-based role play activities to influence students' speaking performance	To investigate the influence of drama-based role playing activities on three domains of speaking performance (specific purposes) accuracy, pronunciation, and interactive communication.
Abdul Rahman R, 2019	Applying drama technique in developing speaking Skills.	To prove whether the application of drama techniques is able to develop students' speaking skills

Prisana Iamsaard & Sakon Kerdpol, 2015	Studying the impact of dramatic activities on rectifying English Communicative speaking skill	To study the impacts of dramatic activities on rectifying English communication skills
--	---	--

The Participants in the Reviewed Studies

Figure 2 presents the distribution of participants in Integrating drama to speaking skills in learning English research. The results show the number of participants from high school students and from students who majoring in English are balanced. From a total of 4 studies, 50% were from high school students and the remaining 50% were participants from English majors.

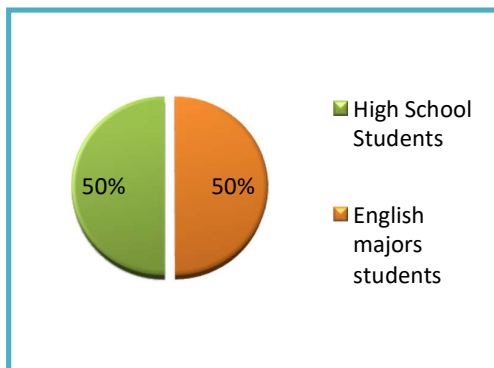


Figure 2. Distribution of participants of Integrating drama to speaking skills in learning English studies conducted in 2015 to 2019

Main Aims of the Reviewed Studies

This research section aims to provide a general view of the benefits of integrating drama in speaking skills in learning English.

If seen from the specific objectives of

TABLE 1

Aims of the reviewed studies conducted in 2015 to 2019
 each of these studies, it can be drawn an overview of the general purpose of writing the above research is to get the benefits or positive effects of integrating drama into speaking

skills in language learning.

Research Methods Used in the Reviewed Studies

Table 2 provides an overview of the methods used in the reviewed studies. Most of the studies used mixed research methods, which combined quantitative and qualitative methods at 75% (n = 3) and the rest used quantitative methods with experimental designs at 25% (n = 1).

TABLE 2

Methods of the reviewed studies conducted in 2015 to 2019

Research Approach	Data Collection Instruments	Examples
Quantitative (n = 1)	pre-test, post test	(Abdul Rahman R, 2019)
Mixed methods (n = 3)	pre-test, post test interviews, questionnaires	(Lawarn Sirisrimangkorn, 2018) (Do Thi Ngoc Nhi & Nguyen Buu Huan, 2017) (Prisana Iamsaard & Sakon Kerdpol, 2015)

The result of the current studies shows that the mixed methods of studies are dominant.

Main Outcomes of the Reviewed Studies

This section presents an overview of the main study results reviewed, which are grouped according to the main objectives of the study (see table 1). In the first study (Lawarn Sirisrimangkorn, 2018) found a correlation between the use of project-based methods with the focus of drama and its impact on students' speaking skills.

In this study it was found that the use of project-based learning is an effective method because it provides an opportunity for students to gain effective speaking skills in a fun way.

In a subsequent study (Do Thi Ngoc Nhi & Nguyen Buu Huan, 2017) stated the impact of drama-based role playing activities on three domains of speaking performance (specific purposes) accuracy, pronunciation, and interactive communication. The main finding of this study was to find that although students from the two research groups (control &

experimental group) started the program with the same level of speaking performance, but after the trials were conducted, the students' speaking ability in the experimental group was higher than in the control group ($t = -2.69$, $df = 14$, $p = .02$). In this study also found that students' level of interactive communication after the study was much higher than that before the study and students in the experimental group had positive attitudes towards the use of drama-based role play activities in a speaking class they were taking.

Subsequent studies by Abdul Rahman Rin 2019 found a positive correlation between drama techniques and students' speech development. Where it can be seen from the development of student participation that has occurred, the atmosphere of the learning process has increased, all students have the same opportunity to practice drama scripts and students talk more. Based on the results of speaking tested between the pre-test and post-test, it can be proven that there is a development of students' speaking skills. After conducting an experiment, the student's score after the experiment is higher than the student's score before the experiment. (M pre-test = 69.95 and M post-test = 80.1) This means that speaking teaching skills through the application of drama techniques are very effective for developing students' speaking skills.

Subsequent studies correlate the benefits of using dramatic activities with English communicative speaking skills (Prisana Iamsaard & Sakon Kerdpol, 2015). In this study it was found that the communicative ability of English language skills of the sample group using dramatic activities after attending the course was higher than before attending the course which was significantly different at 0.05 and the eleventh grade students' satisfaction with English for Communication by using dramatic activities overall and in every aspect is at the highest level.

Discussion and Implications for Future Research in Integrating Drama to Speaking Skills

This systematic review has provided a descriptive description of the integration of drama research with speaking skills in learning English. The results of this review are consistent with the statement that "Drama is useful for teaching and learning English because it leads to students' knowledge about language and language skills development", (Stewig & Buege, 1994). Based on the above findings the problems and directions for future research in the field will be discussed.

Most of this research is about integrating drama in students' speaking skills conducted in countries in Asia (Journals reviewed are from Thailand: Lawarn Sirisrimangkorn, 2018 and Prisana Iamsaard & Sakon Kerdpol, 2015, Vietnam: Do Thi Ngoc Nhi & Nguyen Buu Huan, 2017 and Indonesia: Abdul Rahman R, 2019). An interesting finding regarding the place where this research is held is that most or almost all research on the integration of drama in students' speaking skills is carried out in countries where English is taught as a foreign language. It means that automatically the participants or participants in this research activity are foreign language learners. This conclusion might lead us to the idea that if foreign language learners have difficulty on mastering speaking skills in their English class, drama can be an effective solution technique because of its more contextual approach. There are also a critical need for future researchers to examine the correlation between the place of research, participants in the study and the problem in questions.

If the majority of studies are to find appropriate techniques in learning English that focus on speaking skills then there may be similar problems in a particular field or place related to the development of speaking skills in participants with certain backgrounds. In addition, because the number of participants in this study who came from high school students and

from students who majored in English are balanced, in a future study review might be able to increase the variation of participants in the study, namely from the age level, competency level, language skills, background or even social status so that the future research will further enhance the benefits for teacher professionalism as well as the benefits for the development of students' speaking skills.

In the research objectives of Lawarn Sirisrimangkorn, 2018 investigated how the use of project-based learning that focuses on drama is beneficial for students' speaking skills. This research can support the statement of Chauhan (2004), "When students act and interact with their own personal store of language in order to communicate in a meaningful manner". In this case it means that students have the opportunity to develop their linguistic abilities and speaking skills through drama.

While in general Do Thi Ngoc Nhi & Nguyen Buu Huan, 2017 and Prisana Iamsaard & Sakon Kerdpol, 2015 have a common goal of finding the effect of integrating drama on the development of students' speaking skills. The purpose of further research from Abdul Rahman R, 2019 is to prove whether using drama techniques can improve students' speaking skills or not. In the final results of research conducted starting from how drama is beneficial for students in the development of speaking skills, then what are the effects and what is the evidence can be said that drama does have enormous benefits in developing students' speaking skills as Hamilton and McLead (1993) stated: "Drama is beneficial especially to speaking development".

From his findings Lawarn Sirisrimangkorn (2018) recommends the integration of drama to improve students' speaking abilities in class, because it provides an opportunity for students to speak more English and in a fun way. Likewise with Abdul Rahman R, 2019 who found that the application of drama techniques in the teaching and learning process can develop students' speaking skills by increasing the atmosphere of learning in the classroom because all students have the same opportunity to practice speaking through dialogue so that the atmosphere in the classroom becomes more lively and fun.

Whereas through research conducted by Do Thi Ngoc Nhi & Nguyen Buu Huan, (2017) and Prisana Iamsaard & Sakon Kerdpol, (2015) found that even though students who were originally divided into two groups namely control and experimental groups started from the level of speaking performance that the same, but after the study was conducted the students' speaking ability in the experimental group was higher than in the control group. In other words, students' speaking ability increases with the integration of drama into classroom learning. In this case, it is highly recommended that for future research, the researchers use two groups of participants (control and experimental group) so that the research results will be more easily seen.

CONCLUSION

Correlations between the findings in the reviewed studies were found, ie they were both focused on the positive effects or impacts that drama could bring to the development of students' speaking skills in learning English. This systematic review also found indications of a good learning process atmosphere along with the emergence of the positive nature of students as a result of the application of drama in their learning. Finally, the author recommends drama as one technique that can develop students' speaking skills in language learning.

ACKNOWLEDGEMENTS

I would to thank to my family and friends who have helped provide input and ideas for this systematic writing.

The Author

Nindy Ganap is an English instructor in North Sulawesi Marine Polytechnic, South Minahasa. She completed his undergraduate studies at a Manado state university majoring in English education.

North Sulawesi Marine Polytechnic Amurang, South Minahasa.

Email : n_ganap@yahoo.com

REFERENCES

- Abdul, R, R. (2019). *Aplication drama technique in developing speaking of the eleventh grade students of MAN Majene*. *Edumaspul Jurnal Pendidikan*, 3 (1), 9-15. doi: 10.33487/edumaspul
- Bygate, M. (2001). Listening. In *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.
- Chauhan, V. (2004). *Drama techniques for teaching English*. *The Internet TEST Journal*, 10 (10). <http://www.iteslj.org>
- Do Thi Ngoc Nhi & Nguyen Buu Huan (2017). *Drama-based role play activities to impact on students' speaking performance*. *Can Tho University Journal of Science*, 7, 91-99.
doi:10.22144/ctu.jen.2017.054
- Hamilton, J.. and McLead, A. 1993. *Drama in the languages classroom*. London : center for information on Language Teaching and Research.
- Lawarn, S. (2018). The Use of Project-Based Learning Focusing on Drama to Promote Speaking Skills of EFL Learners. *Advances in Language and Literary Studies*, 9(6), 14-20.
doi:10.7575/aiac.alls
- Nunan, D. (1999). *Second Language Teaching & Learning*. Boston: Heinle & Heinle Publishers.
- Prisana, I., & Sakon, K., (2015). *A Study of Effect of Dramatic Activities on Improving English Communicative Speaking Skill of Grade 11th Students*. *Canadian Center of Science and Education*, 8(11), 69-78. doi: 10.5539/elt.v8n11p69
- Torgerson, C. (2003). *Systematic reviews*. London, UK: Bloomsbury Publishing.

Petticrew, M., & Roberts, H. (2006).

Systematic reviews in the social sciences: A practical guide. Malden, MA:
Blackwell Pub.

Stewig, J.W. and Carol Buege. (1994). *Dramatizing literature in whole language classrooms*. New York:Teachers College Press.