

INTERNATIONAL CONFERENCE PROCEEDINGS

"Strategies for Creating Highly Competitive Graduates to Welcome ASEAN Economic Community Era"

Friday, October 23rd, 2015

Syariah Hotel Solo , Jl. Adi Sucipto No. 47 Solo,
Indonesia



APTISI COMMISSARIAT II SURAKARTA
October, 2015

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“Strategies for Creating Highly Competitive Graduates to Welcome ASEAN Economic Community Era”

Oleh: Assoc. Prof. Dr. Vanida Durongritichai dkk.

Edisi Pertama

Cetakan Pertama, 2016

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FOREWORD

Thank to Almighty God who has given His favor to the Association of Indonesian Private University (APTISI) Commissariat II Surakarta for organizing a international seminar and call for paper on the theme "Strategies for Creating Highly Competitive Graduates to Welcome ASEAN Economic Community Era".

ASEAN Economic Community (AEC) provides challenges and opportunities for Indonesia. One impact of the implementation of the AEC market is the exchange of goods, services, and human resources among ASEAN countries. Therefore, Indonesia must prepare qualified graduates.

International seminar and call for paper is the result of cooperation between APTISI Commissariat II Surakarta and Huachiew Chalrprakit University Thailand. The purpose of the international seminar and call for papers is to increase knowledge about how to prepare graduates who can compete in the era of the ASEAN economic community and to provide an opportunity for researchers to disseminate the results their research at a scientific forum. Seminar and call for papers was attended by academics from various disciplines, including health, art, technology and other fields of science.

We thank to the speakers who have participated at this international seminar. Hopefully, the proceeding can be useful and can be used as a medium for scientific communication. We realize that the proceeding has still many short comings, therefore we are looking forward to getting any criticism and suggestions.

Surakarta, October 2015

Chairman Of The Committee

SCHEDULE INTERNATIONAL CONFERENCE AND CALL FOR PAPER

“Strategies for Creating Highly Competitive Graduates to Welcome ASEAN Economic Community Era”

Friday, October 23rd, 2015

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Indonesia

No	Activity	Time	Officer
1.	Registration and Coffee break	08.00 - 09.00	Committee
2.	Opening		Master of Ceremony
	a. National Anthem Indonesia Raya	09.00 - 09.10	All audient
	b. Report speech	09.10 - 09.20	Mr. Tominanto, S.Kom., M.Cs
	c. Welcome Speech and Official Opening by the chairman of Aptisi	09.20 - 09.30	Mr. Drs. Sumargana, M.Si
3.	The Conference		Moderator : Mrs. Yunita Widiyantari, SS., M.Hum Associate Professor Vanida Durongrittichai
	a. 1 st Keynote Speaker	09.30 - 10.00	Assistant Professor Nick Soonthorndhai
	b. 2 nd Keynote Speaker	10.00 - 10.30	Moderator
	c. Discussion	10.30 - 11.15	Mr. Drs. Sumargana, M.Si to Keynote Speakers
4.	Giving souvenir for memories	11.15 - 11.30	All
5.	Break	11.30 - 13.00	Speakers and moderators
6.	Call for Paper (Oral Presentation)	13.00 - 15.00	Master of Ceremony
7.	Closing	15.00 - 15.15	

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USING DRAMA ACTIVITIES TO IMPROVE SPEAKING SKILL FOR NON-ENGLISH DEPARTMENT STUDENTS: THEORETICAL PERSPECTIVE

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Abstract

Speaking is one of the skill that is taught for non English Department Students. This skill is just important with the other skills. There are various media that can be used to improve speaking skill. One of them is by using drama. Susan Holden (in Wan Yee Sam, 1990) defines drama as an activity for taking certain role in designed situation. This study investigates the benefit of using drama and the steps in conduct drama activities in order to improve speaking skill for non English Department Students. Some theories in library research will be used to search the theories about the use of drama in teaching speaking. Then, the data which is found from this library research will be described qualitatively. The findings shows that we assume that using drama as a speaking assessment can improve the students speaking ability. It is because it can fulfill all indicators in evaluation speaking such as content, grammar, vocabulary, organization, and pronunciation. One of the reason that drama can give students an experience of practicing language for real communication in certain objective..

Keywords: drama activities, speaking skill, the benefit, theoretical perspective

Introduction

At the university level, English is a one-semester subject taught once weekly. The English mastery is important for the students to compete in entering the workforce after holding the degree. English teaching and learning have the goal of focusing students so that they are able to use English for communication and as a tool for furthering their studies. It demands for the ability to communicate in English. The importance of speaking English as Second Language class is already known well. The students will be judged upon most of in real life situation because the most impression of person based on the ability of speaking fluently. The lecturers have responsibility to prepare the students as much as possible to be able to speak English in real world outside the classroom. Speaking skill will improve students' skill such as grammar, vocabulary, and pronunciation.

In learning speaking, practice is the most important thing to measure the students' speaking skill. However, the students feel difficult in practicing speaking. They do not have self-confident to speak English in the classroom. In addition, the students are poor in pronunciation the words, less of vocabulary, and also intonating their expressions. Most of the students like to use their native language more than English language in teaching learning process. Those problems can be influenced by the way of lecturers for drilling the students' speaking skill. Many lecturers still use traditional technique to teach speaking. The lecturers gives less chance to the students for expressing their idea and let them to memorize the vocabulary. Then the teacher asks the students to write the words without asking the students to use it in communiation. The students are asked to read the dialogue from their textbook and then practicing in front of the classroom. Consequently, the students are not accustomed to practice and speak English so there are not improvement in their vocabulary, grammar, and pronunciation.

Considering the problems above, it needs a right learning technique to create the positive classroom environment of speaking. To make students are able to speak, the lecturers must be creative enough to manage the class so that the students are actively involved in the interaction. Drama is a way that can improve students' speaking skill theoretically, but also practically and also develop the students' creativity. Susan Holden (in Wan Yee Sam, 1990) defines drama as an activity for taking certain role in designed situation. Drama is just an acting to express someone's feeling and thought which are supported by using verbal and nonverbal expression. In addition, according to Via (in Wan Yee Sam, 1990), drama has been used in language teaching since the middle age. Recently, drama is a very useful media that is line with teaching learning process that need communicative activities instead mechanical drills. So, drama can be a communicative and effective method to be used in speaking classroom.

The Importance of Drama

Drama is an effective and useful models of learning. It can be a media to explore the events and connection, individual and social problems. Teaching and learning process should be active learning in order to

encourage the students to explore their experience by learning. It is learners centered approach. Drama is applied by active cooperate and it can cover individual and social problems because of certain issues taken. Besides, drama provides many opportunities for practicing foreign language learners in particular situation. Using drama in speaking class gives a context for all skills in English. The learners must pretend to portray another person through verbal expressions and gesture. Those situation demand the learners to produce meaningful language so speaking skill must be mastered. For responding the others, learners must be able to understand the context in listening. Besides, drama takes situation for writing and reading the script that will be performed.

Drama helps the learners to learn foreign language in many areas and also helps the learners to use a language in different environment and situation. It can avoid the use of learners native language and enhancing their linguistic abilities. In addition, drama is a model of learning stated in curriculum. It gives a theoretical and practical benefits for the learners for understanding foreign language that involve both learning and acquisition. In addition, it is appropriate with the learners' needs of language in operation. It is better to avoid conventional English class. The learners must take a role as participant and as an active involvement of learners. They learn through direct experience and it seems to the real life experience.

In the context of language teaching, the teacher can choose several drama activities. There are role play, simulation, drama games, guided improvisation. It is appropriated by the purpose of the teacher and they encourage the students in speaking ability.

The Benefits of Using Drama

Using drama activities in teaching learning process is a significant model in speaking class. Drama gives some advantages for the students. It involves action, imagination, expressions. Besides, it builds creativity, spontaneity, involve emotions of participant and also build self confident, and it can enhance the learners' understanding, and acquired the knowledge deepened of language users of a foreign language. Wessels (1987) in Janudom (2009) adds that drama can reinforce a need to speak by drawing learners' attention to focus on creating dramatic situations, dialogues, role plays, or problem solving exercises. The application of drama take the role of the teacher to deliver the foreign language in communicative way and create contextualized situation. In addition, the learners have opportunity to learn target language in direct expressions. They get fun and get the improvement of their speaking ability.

According to Schejbal (2006: 7), there are manifold benefits when drama is used in teaching a foreign language. It has the potential to function as a catalyzer of a learning process. The use of drama covers these following aspects:

1. Meaningful situations
2. Reinforcement of the language
3. Enjoyable learning
4. Mixed level classes
5. Deeper experience of learning

Those aspects appropriate with the meaningful context for conducting drama and as a maximum way to the learners for practicing foreign language. The learners are motivated and get experience a sense of achievement. Besides, the classroom become a powerful way for reinforcement of the use of language. It creates enjoyable atmosphere and also the learners are able to overcome the fear of making an error in practising foreign language. In addition, the background and characteristic of learners are different so the teacher must be able to manage the learners as the actor for performing drama with different roles. Those involve the active use of their intuition for rational part of their personality. Boudreault (2010) gives some benefits of using drama in speaking classroom as follows:

1. The acquisition of meaningful interaction in the target language;
2. The assimilation of pronunciation and prosodic features in contextualized and interactional manner;
3. The acquisition of new vocabulary and structure;
4. The sense of confidence in the student in his or her ability to learn the target language.

Those benefits above can be constructed that teaching learning process will be more students-centered by using drama. In the student centered classroom, every students is a potential teacher for the group. Ideally, the teacher has less dominant role in this activities. It needs most of students' activeness in the process. They can freely choose their characters, develop the script, and practice it. The second is using drama can develop students' vocabulary, pronunciation, and sentence structure. The sentence which is used in drama performance is formal sentence. Teacher also can guide them to pronounce the words correctly. The third, all students has a role in this activity. Every students can help each other in order to make their drama become a good drama. The last, it can increase students' self-confidence. It is because in drama activity, all students has a role.

The Activities of Drama

The performing of must be prepared well from the beginning to the end in clear communication. Firstly, drama must be introduced to the learners in order to have a general view about the notion drama. It relates to the goal they should strive for, introduction of the environment, background, roles, rules, potential difficulties, timing etc. Besides, the learners need to understand on the way of the teacher gives the evaluation, correction and feedback to the learners.. Drama performance is learners oriented so they are actively involved in learning and their role in drama activities is not a central one.

There are some steps in drama activities and it is able to improve the ability of the students' speaking skill. The steps as follows:

1. Choose certain short drama that appropriate with target language culture. It is selected based on cultural or social issues. The issues can be from teacher and the learners in the form of book, movie. In addition, the learners are given the chance to choose the topic that will be performed to provide many different drama situation.
2. Coach the learners for mastering the script that cover the use of stress and intonation for discussing the characters of each play.
3. Let the learners discuss the autobiographies of their chosen characters and then check the grammar and pronunciation.
4. Ask the learners to develop monologues, vocal inflection and intonation that expresses specific character that will be performed.
5. Let the learners master their roles and then look at their acting partners. It is purposed to connect all utterances with the character intentions.
6. Ask the learners plan the setting of the classroom and give the creation motivated by character objectives.

After these six steps conducted, in the next meeting, students can practice their drama. Then teacher can assess students speaking skill. The indicators are the content of drama, grammar, the vocabulary using, the organization of the sentence, and how they pronounce the words.

Conclusion

Based on the explanation about the benefits of using drama activities to teach speaking, we believe that this activities are suitable for cooperative learning. It is because drama is enjoyable for students, students-centered learning, most of its activities use speaking skill, and can cover all of speaking indicator. There are vocabulary using, grammar, the organization of the sentence, and how they pronounce the words.

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