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UTILIZING DRAMA TECHNIQUE TO REDUCE STUDENTS' SPEAKING ANXIETY

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Introduction

What Drama Is ?

**The word drama is originally derived from the Greek word dran which means “to do, to act.”
(A Dictionary of Modern Critical Terms, 1987)**

Drama also creates a friendly, stress-free atmosphere where optimal learning occurs . Even when adults, let alone children, feel pressure on themselves, it becomes a burden to act, move or speak naturally, especially in public, which means anxiety.

(Miccoli, 2003; Conejeros & Fernandez, 2008; Gorjian et al., 2010)





So, Why Drama was chosen ? Because drama perform acting

Action is an essential part of learning a language, as it develops body language, increases motivation, and keeps students involved in the learning process

(Miccoli, 2003; Gorjian, Moosavinia, & Jabripour, 2010)

There are many reasons for why EFL learners experience speaking anxiety, such as:

- **fear of public speaking,**
- **communicating orally**
- **immature vocabulary**
- **fear of making pronunciation mistakes**
- **limited grammatical knowledge**
- **unpreparedness**
- **fear of being laughed at**
- **taking an oral test**
- **native speaker effect**
- **error correction style of the teacher**
- **levels of English proficiency**
- **Worrying about being understood or not**
- **Shyness, and**
- **Low self-confidence**



(Wörde, 2003; Ohata, 2005; Woodrow, 2006; Awan et al., 2010.; Dalkılıç, 2013; Park & Lee, 2005).

That is why



When Foreign Language learners continually experience Foreign Language speaking anxiety, they react physically with heart palpitation, sweating, and trembling. They also react psychologically with negative thoughts concerning language learning and speaking; having low level of self-confidence in language class; and by not looking at the eyes of the teacher. They may also remain silent during the lesson. At this point, what teachers are supposed to do is to create an atmosphere of low or no anxiety. Only by doing this can the student overcome the apprehension of speaking an Foreign Language.



Research Question:
How does the use of drama techniques reduce the students' speaking anxiety ?

The Study Aim:
To find out the use of drama techniques to reduce the students' speaking anxiety



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Methodology



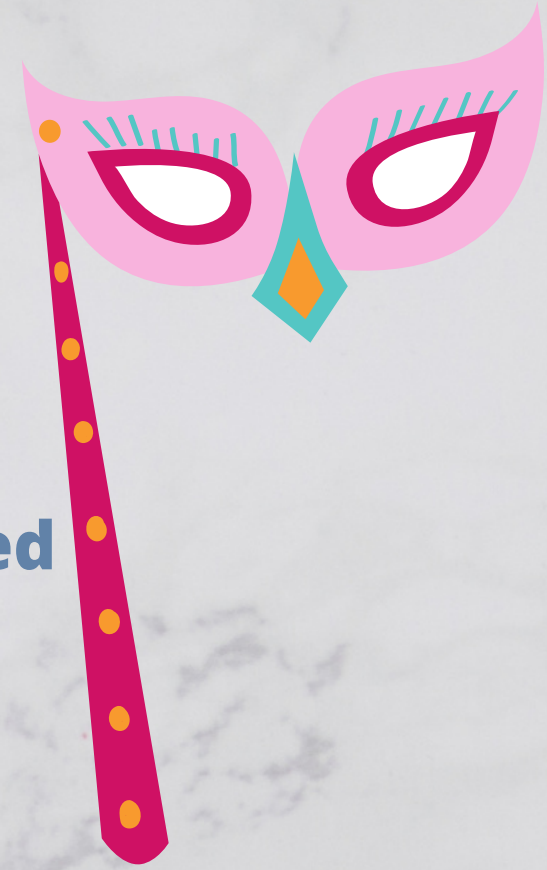
Participants

This study was conducted at English Education Department in the first term of academic year 2021-2022. The participants of the study were 24 students who were chosen through purposive sampling. They were first semester at the age of 18. Despite their negative feelings about English, most of the students were interested in studying language through drama and they complained about the time given to English speaking exercises during regular Speaking classes. For these reasons, these participants were chosen, and all the students willingly agreed to participate in the study. The participants were number coded such as St1, St2, to ensure their confidentiality.

Material and Design

To investigate how drama affects the speaking anxiety of EFL learners, the data was collected through pre and post-questionnaires, semi-structured pre- and post-interviews, and student diaries. Foreign Language Classroom Anxiety Scale (FLCAS), designed by Horwitz, Horwitz, and Cope (1986), was used as pre- and post-questionnaire. During 6-weeks-drama course, the students kept diaries which gave better insights into the effects of drama techniques. The teacher video-recorded the drama sessions and took notes on her reflections. Right after the course period, students took post-questionnaires and answered the semi-structured, post-interview questions. In this case study, qualitative data was collected through student diaries and semi-structured pre- and post interviews, and teacher reflections. The one-group, pretest-posttest design was conducted for the quantitative data.

Procedure



Before beginning the data collection, the instructor talked to the students and confirmed all the students are willingly attending the study.

First, the Indonesian version of FLCAS was administered to the students as pre-test.

There were 33 items in this five-points likert scale test.

Second, 10 students out of 24 were chosen by lot for the interview.

The interview was conducted one-to-one in an empty classroom.

The interview was informed that his/her voice will be recorded for the benefit of the teacher.

After the administration of the questionnaire and conducting the interviews

The following day, the drama exercises began.

Findings:



Foreign language classroom anxiety scale(FLCAS) For the FLCAS,
a paired samples t-Test was administered to the data in order to determine the difference between the pre and post-test results. In the following tables, the mean of pre-test scores showing the level of anxiety of the students was 3.07 over 5 and this represents “neither agree nor disagree” point on the Likert Scale. The mean of post-test scores was 2.40 over 5 and this nearly represents the “disagree” point on the Likert Scale. In the questionnaire, negative propositions was questioned. Because of that, it can be implied that the students’ foreign language classroom anxiety decreased after the drama application.

Paired Samples t -Test shows that there is a statistically significant, positive difference between the means of pre-test and post-test scores, because t statistic is 3.592 and corresponding P value is 0.002 which is less than predetermined significance level 0.05

The findings of the quantitative data show that drama positively affected students’ anxiety, fear, nervousness, and embarrassment towards speaking in the FL. Most of the students benefited from drama exercises in ways such as speaking in FL when unprepared; feeling confident while speaking English; overcoming the feel of being worse at speaking English than other students; and the fear of being laughed at while speaking an FL.



Interviews

As for the interviews and the student diaries, the findings are not much different from the findings of FLCAS. During the pre- interviews, the students continually articulated that they are afraid of making mistakes while speaking. They mostly mentioned pronunciation mistakes.

Student Diaries

In the student diaries, the responses of the students to the question asking if they feel comfortable, excited, anxious, frightened or happy, showed that most of the students were anxious, frightened, or excited while speaking English in the first drama session. However, when the last week arrived, no students felt this way.

Teacher's Reflection

As a result of my observations, I start to believe that drama is a must in foreign language teaching. After 6-week drama application, I conclude that drama helped my students to discover themselves; see their strengths and weaknesses; face their fear or nervousness; and overcome these relatively negative feelings

Conclusion

In conclusion, all foreign language teachers need to motivate their students; encourage them to speak; and to allow them to make mistakes without punishment. In general, it is impossible to learn a foreign language without making mistakes. Given this situation, teachers should make adjustments in the language class to prevent negative feelings toward (Baca; to'ward) English language learning. According to this study, the use of drama in foreign language teaching promotes positive feelings toward the learning experience while it increases the likelihood that students will continue to involve themselves in language training



