



Exploration Speaking Skills through Drama Creation: Enhancing Communication through Theatrical Development

Agni Muftianti¹

¹ Primary Education, IKIP Siliwangi
agnimuftianti@gmail.com

Abstract. In today's era of effective communication, the ability to speak eloquently stands out as a key factor for life's success. This skill, however, is not developed overnight; rather, it requires cultivation in various learning contexts. The objective of this research is to refine students' speaking skills through the creative platform of drama-based communication learning. A qualitative descriptive methodology was employed to collect research data. The study focused on fifth-semester students enrolled in the Elementary School Teacher Education Program (PGSD) who were undertaking courses in dance, drama, and angklung, totaling 40 individuals. The selection of subjects utilized purposive sampling techniques. The instrument utilized was an observation sheet designed to assess students' speaking skills, referencing specific indicators. The gathered data underwent qualitative analysis, categorizing speaking skills into high, moderate, and low based on the observed results. The research findings several a diverse range of speaking skill levels among students, with a prevalent presence in the moderate category. This study offers an innovative approach to learning, providing an alternative method to enhance language skills in adaptable and flexible situations.

Keywords: *Speaking skills, drama creation, PGSD students.*

1 Introduction

In the modern age of effective communication, speaking skills stand out as a crucial determinant of life success. Speaking, being the verbal expression of oneself, is not an instant acquisition but requires cultivation in diverse learning scenarios. To become a proficient speaker, one must not only convey mastery of the topic but also exude confidence and enthusiasm, alongside the essential attributes of clarity and precision in speech. Effective speaking skills are developed through a variety of assessments, exercises, and intensive guidance [1].

Speaking skills go beyond mere performance [2]; they encompass students' creativity in developing ideas during speaking practices. These skills play a vital role in fostering an intelligent, creative, critical, and culturally aware future generation. Through the mastery of speaking skills, students can articulate thoughts intelligently, shaping a generation capable of clear, coherent, and comprehensible communication. Moreover, speaking skills foster critical thinking as students learn to express ideas

systematically, contributing to the creation of a cultured future generation that communicates according to the subject matter and speech situation [3].

Students' speaking skills are influenced by their communication abilities [4]. Communication ability involves understanding language forms and meanings, using them appropriately, and considering the context and audience. It encompasses speaking and using language based on function, situation, and societal language norms. Communication ability also relates to social skills and interpreting linguistic forms. Each student already possesses basic speaking knowledge, as they live in a social environment that demands an understanding of their community's language codes [5].

Speaking, considered a productive skill, is one aspect of language skills. It generates various ideas for language activities, especially in oral form. The speaking process involves semantic encoding, arranging concepts, ideas, or meanings, followed by grammatical encoding, arranging concepts or ideas in grammatical units. It continues with phonological encoding, arranging sound elements. This encoding process occurs in the speaker's brain and then proceeds to vocalization through articulation [6]. This research aims to explore students' speaking skills through drama creation, to enhance these skills through drama-based creative communication learning.

Speaking is a skill to articulate words to express, present, and explain thoughts, ideas, and feelings verbally [7]. In elementary school, speaking becomes a crucial skill to develop. Students are trained to integrate thoughts into appropriate sentences, enabling them to speak fluently with intonation that suits the context [8].

Effectiveness in speaking practices involves both linguistic and non-linguistic factors. Linguistic factors influencing students' speaking effectiveness include the accuracy of pronunciation, the placement of stress, tone, articulation, and the selection of appropriate words. The precision of the speaking target is also a crucial aspect. Linguistic aspects involve practicing the correct pronunciation of language sounds, as incorrect pronunciation can divert the listener's attention [9].

Elements of language supporting speaking ability, such as clear pronunciation, appropriate intonation, word choice, and clear sentence structure, are essential [10]. Non-linguistic aspects, such as accuracy, fluency, and expression, also play a key role. Furthermore, clear and well-identified content is a primary factor in the success of the message delivered through speaking.

Proper placement of stress, tone, pitch, intonation, and rhythm significantly impacts speaking effectiveness. A less interesting conversation can become captivating with proper emphasis. Conversely, a flat delivery can diminish speaking effectiveness. Errors in stress and intonation placement can divert the listener's attention, disrupting speaking effectiveness.

Dramatization or engaging in drama, despite its complexity, can be an effective means to train students' speaking skills. Through dramatization, students can learn to express the feelings and thoughts of characters in spoken language. Speaking skills encompass communication abilities, and practicing formal speaking with peers can create effective communication. Additionally, students need to pay attention to speaking etiquette, including controlling themselves while speaking, providing positive feedback to peers, and avoiding the creation of new discussions within a conversation [11].

2 Method

The method employed in this research is Qualitative Descriptive. The qualitative descriptive method is utilized to gather research data. The method employed in this research is Qualitative Descriptive [12]. Descriptive research is a research strategy in which the researcher investigates events and phenomena in the lives of individuals and asks a person or group of individuals to tell stories about their lives. This information is then retold by the researcher in a descriptive chronology. [13] The descriptive research procedures in the qualitative research approach are as follows: a) Identifying significant problems to be solved through qualitative descriptive methods b) Delimiting and formulating problems clearly c) Determining the objectives and benefits of the research d) Carrying out literature studies related to the problem e) Determine the framework of thinking and research questions f) Design the research method to be used, including determining the population, sample, sampling technique, determining data collection instruments, analyzing data and interpreting data. g) Collect, organize and analyze data using relevant techniques in qualitative research h) Create research reports [14]. The research subjects consist of fifth-semester students in the Elementary School Teacher Education Program (PGSD) who are taking courses in dance, drama, and angklung, totaling 40 individuals. [15] Subject selection utilizes purposive sampling techniques. The instrument used is an observation sheet for students' speaking skills, referencing speaking skill indicators. The obtained data are processed and analyzed qualitatively based on the observation results of speaking skills categorized as high, moderate, and low. Data collection in the research utilizes two techniques: tests and non-tests. The test technique is employed to measure students' speaking abilities in understanding drama learning. The researcher uses a performance test in playing drama with the application steps of drama-playing methods. Test scores are obtained using the formula as follows:

$$FinalResult(FR) = \frac{Students'obtainedscores}{Maximalscore}$$

According to [16], the aspects considered as the basis for assessing speaking proficiency include pronunciation, grammar, vocabulary, and fluency. Non-test data collection techniques involve observation, surveys, interviews, and documentation. The researcher establishes indicators to determine students' success levels with the following parameters:

Table 1. Categories

Number	Category	Range
1	Excellence	85-100
2	Good	70-84
3	Fair	55-69
4	Poor	40-54
5	Very Poor	0-39

3 Results and Discussion

The research results depict the heterogeneous quality of students' speaking skills with a dominance in the "good" category. This study serves as an alternative learning approach to train language skills in flexible situations.

Table 2. The results of the Speaking Proficiency

Number	Range	Category	Freq	\sum Score	%	Average
1	85-100	Excellence	10	855	18	
2	70-84	Good	23	1840	62	
3	55-69	Fair	6	382	18	78,2
4	40-54	Poor	1	54	2	
5	0-39	Very Poor	0	0	0	
Result			40	3131	100	Good

The outcomes of this test serve as crucial indicators for assessing both the speaking proficiency and the progress in students' speaking skills. Through this test, the students' level of speaking ability becomes apparent. The speaking proficiency assessment involves each student stepping forward in front of the class. Each group takes the stage to present the outcomes of the drama, providing insights into the various problem-solving alternatives they have embraced. The speaking abilities demonstrated by the students in these activities are evaluated as part of the speaking proficiency test. In summary, the results of the speaking proficiency test are presented in the following Table 3.

Table 3. Aspects of Speaking Proficiency

Number	Aspect to be Evaluated	Maximal Score
1	Pronunciation	5
2	Grammar	5
3	Vocabulary	5
4	Fluency	5
Total		20

Students achieved a commendable average score, reflecting their enthusiasm for engaging in speaking skill lessons through the drama-playing technique. The classical test results, presented in Table 6, encompass the evaluation of all four aspects of students' speaking abilities. Specifically, the outcomes for the pronunciation aspect of

the speaking skills test are detailed in Table 4.

Table 4. The results of the Pronunciation Aspect

Number	Range	Category	Freq	\sum Score	%	Average
1	85-100	Excellence	10	855	18	78,2
2	70-84	Good	23	1840	62	
3	55-69	Fair	6	382	18	
4	40-54	Poor	1	54	2	
5	0-39	Very Poor	0	0	0	
Result			40	3131	100	Good

The pronunciation of the students is already good as their average scores indicate no disruption in speech organs that may impede pronunciation. The results of the speaking skills test for the grammar aspect can be observed in the Table 5 below.

Table 5. The results of the Grammar Aspect

Number	Range	Category	Freq	\sum Score	%	Average
1	85-100	Excellence	10	855	18	78,2
2	70-84	Good	23	1840	62	
3	55-69	Fair	6	382	18	
4	40-54	Poor	1	54	2	
5	0-39	Very Poor	0	0	0	
Result			40	3131	100	Good

The use of grammar is influenced by the choice of words employed by students during speaking. If students opt for standard vocabulary, then the grammar also adheres to the standard. The results of the speaking skills test for the vocabulary aspect can be observed in the following Table 6.

Table 6. The results of the Vocabulary Aspect

Number	Range	Category	Freq	\sum Score	%	Average
1	85-100	Excellence	10	855	18	78,7
2	70-84	Good	25	1840	62	
3	55-69	Fair	4	382	18	
4	40-54	Poor	1	54	2	
5	0-39	Very Poor	0	0	0	
Result			40	3149	100	Good

Using the Indonesian language correctly and effectively is one of the expressions of students' love for the Indonesian language. The results of the speaking skills test for the fluency aspect can be seen in the following Table 7.

Table 7. The results of the Fluency Aspect

Number	Range	Category	Freq	\sum Score	%	Average
1	85-100	Excellence	10	855	18	
2	70-84	Good	25	1840	62	
3	55-69	Fair	4	382	18	78,7
4	40-54	Poor	1	54	2	
5	0-39	Very Poor	0	0	0	
Result			40	3149	100	Good

4 Conclusion

Based on the research findings, the following conclusions can be drawn:

1. The speaking skills of fifth-semester students in 2023 improved significantly after engaging in speaking skill lessons through the drama-playing technique.
2. The exploration of students' speaking proficiency through drama creation using the drama-playing technique exhibited notable enhancement, covering all aspects of speaking skills used as assessment criteria.
3. The research portrays the diverse quality of students' speaking skills, predominantly falling into the "moderate" category. These aspects include (1) pronunciation, grammar, 3) vocabulary, and 4) fluency. The averages for each aspect are as follows: Pronunciation aspect 78.2 in the "good" category, Grammar aspect 78.2 in the "good" category, Vocabulary aspect 78.7 in the "good" category, and Fluency aspect 78.7 in the "good" category.

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