
DRAMA AS A REINFORCEMENT IN YOUNG LEARNERS' ENGLISH VOCABULARY LEARNING

Irma Febrianti¹,

¹ Universitas Siliwangi, Indonesia

Santiana²,

² Universitas Siliwangi, Indonesia

Arini Nurul Hidayati³

³ Universitas Siliwangi, Indonesia

*Corresponding author: ✉ arininurul@unsil.ac.id

Received: 29 October 2022

Revised: 05 November 2022

Accepted: 30 December 2022

ABSTRACT

This study seeks to ascertain whether drama has a significant impact on vocabulary instruction for young learners by looking into the teacher's teaching practice. One English instructor who frequently teaches English through drama was involved in data gathering for this study since the teacher is successful at doing so. Semi-structured interviews are the approach utilized to collect data, and Braun and Clarke's thematic analysis is then used to interpret the data (2012). Three emerging themes from this study's findings indicate the advantages of using drama to teach English: enhancing students' confidence, expanding students' vocabulary, and increasing students' interest in acquiring English language. However, based on the study's findings, the researcher concluded that young learners may benefit from drama-based vocabulary instruction for the following reasons: The use of drama in the classroom fosters intellectual and emotional conditions that promote students' ability to think. It encourages students to take chances and enables them to put their communication talents to use. Dramatic instruction increases language retention over the long run because vocabulary learning requires active participation from the learners.

Key Words: *Drama, Vocabulary Learning, Young Learners.*

INTRODUCTION

Teaching vocabulary to young learners requires special handling because they can get bored and lose interest in learning easily. As stated by Harmer (2007), "Young learners have limited attention spans. If the activity is not very engaging, they can quickly become bored and lose interest. They often do not get bored easily and lose interest in about ten minutes." (p. 82). Moreover, Ur (1991) stated that

"Teachers realize that they cannot get children to focus on specific learning activities unless they can get adults to do so that children can spend hours on activities that really interest them." (p. 288). It has been proven that young learners get bored easily and lose interest quickly. In addition, they are difficult to concentrate on learning. Therefore, teacher should make special efforts to make the student concentrate, focus and interested in learning so the

*Arini Nurul Hidayati

student enjoys with the learning process well.

In Indonesia, especially in Tasikmalaya there is a Junior High School that has a distinctive curriculum; teaching English language through drama, by using drama method it can improve the vocabulary of students and the creativity of young learners to process vocabulary and attract students, so student never bored to learn new vocabulary. Terms to describe drama used for educational purposes include developmental drama (Cook, 1917), creative dramatics (Ward, 1930). Moreover, Freeman, Sullivan, and Fulton, (2003) stated that "The drama literature uses creative drama as the preferred term for dramatic experiences designed to develop participants rather than prepare them for performance in front of an audience." In addition, drama is very important to practice pronunciation in the vocabulary of the learners. Therefore, the benefits of using creative drama are one of the main concerns in L2 teaching for young learners.

According to Serife Demircioglu, (2010) Ability to use drama to teach students new words in context and listen to different stories when new words are presented. Therefore, young learners found difficulty in memorizing new vocabulary is with different learning styles and different dominant intelligences. But drama does not encourage them to memorize words in isolation. Learners are intellectually and emotionally engaged in a

contextualized learning process. Using drama to teach vocabulary to young learners also make student more competent in the vocabulary and make student interest to learning English, drama also can improve vocabulary for young learner to practice pronunciation.

Previous studies have shown that teaching vocabulary to young learners through drama activities is a very effective technique, the results obtained confirm this. And for the present of study focuses on EFL teacher teach vocabulary through drama. Results from previous studies have shown that teaching vocabulary through play to young learners is more effective for young learners than traditional vocabulary teaching methods. This result is consistent with similar national and international studies that support the findings of previous studies. The results are consistent with findings on the effectiveness of drama instruction on her ESL performance in third grade. (Aynal, 1989).

The most obvious advantage of using drama activities for L2/FL students is that they can learn and practice new vocabulary and grammatical structures. Equally important, it has a low emotional filter.

Increased self-esteem, confidence, and spontaneity are often the result of classroom drama, which reduces susceptibility to inhibition, alienation, and rejection (SL Dodson - Texas papers in Foreign Language Education, 2000). The potential drawbacks of using

drama mean that most of the language teaching community has not accepted drama as a language learning method (SL Dodson – Texas Papers in Foreign Language Teaching, 2000). Potential downsides and mitigation suggestions that can be countered include student background, teacher preparation, and the perception that drama is not serious.

Based on the above description the purpose of this study was to survey teachers to determine whether drama has a significant impact on vocabulary teaching of young learners. It also discusses the result of implementing the drama and conclude with some suggestions and implications.

METHODS

The research design applied in this study is descriptive case study. According to Rabbai et al. (2009) the objective of developing a grounded understanding of ERP (Enterprise Resource Planning), a single descriptive case study was conducted of a single case study here is neither to generalize nor to test a theory. Rather, case studies were conducted for illustrative purposes. Descriptive case studies are often used to provide researchers with a comprehensive description of the phenomenon under study. (Yin, 2003). This definition is inspired by action where in people research their own work to improve their teaching practice and learning of their students.

Research site and participants

The research was conducted in one of the secondary schools located in Tasikmalaya, West Java, Indonesia. This was provided interview (Zena Eisenberg & Gisele Lemos, 2010). By utilizing audio-visual to capture the interactions of young learners with temporal artefacts in the activities room of the nursery, this research was conducted. The purpose of this research is to understand how temporal artefacts-built by the teachers with researchers. As qualitative research, audiovisual media can capture the context of interactions and can be iteratively revised to create a code for comprehensive analysis of phenomenon.

One teacher who often teach English using drama was chosen as the participant. She was recruited as a volunteer because she has experienced of teaching English to young learners using drama.

Data collection and analysis

In collecting data, the researcher used semi-structured interview as it allows the research insufficient flexibility to obtain some aspect in-depth and necessary to allow the participant lead in much as the same way in an open interview (Richards, 2009). Adams (2015) also stated that SSIs is more than a few of open-ended questions. The interview session was conducted by using a mobile phone to record in the form of audio recording. Moreover, the interview session was conducted in *Bahasa Indonesia* as the participant is a young learner and it

also getting richer information on his/her perception about the implementation of vocabulary to young learners through drama.

After the data collected, the researcher used thematic analysis. It is a way to identify, analyze, and report patterns (themes) within data, with organize and explain the data in different ways (Braun & Clark, 2012).

FINDINGS AND DISCUSSION

Findings

Benefits of Teaching Vocabulary through Drama

The result showed that most of the students feel their emotions in the interview session conducted by the researcher. The teacher felt entertained and fast in their perceived usefulness as a learning English by implemented teaching vocabulary through drama while asked by the question to talk about their perception of drama as they know and how it could help their assessment process. To get more detailed pictures of the findings, the following explanations are provided.

Increasing students' interest for learning English Vocabulary

Teaching English through drama is apparently able to increase the students' interest in English especially vocabulary. Agus Rahmat (2019) argues, "Teacher need to know the best way, and there are many approaches, methods, and techniques that teachers can be use". One of the goals in teaching English is to stimulates

students' interest in learning English and mastery vocabulary.

Based on the data, participants voiced that they tend to find out the information of the destination on the internet as for knowing deeply about the destination they visited. Besides, T1 the learning process through drama is also effective, it can increase children's interest in learning English. The data is served below.

Excerpt 1: This excerpt is resulted after I asked about increasing students for learning English Vocabulary Enriching

"Proses pembelajaran lewat drama efektif juga, dapat meningkatkan minat anak untuk belajar bahasa inggris."

"The learning process through drama is also effective, it can increase children's interest in learning English."

(T1, 16th of Desember 2020)

"Proses drama juga dapat meningkatkan kosakata anak untuk belajar bahasa inggris"

"The learning process through drama is also effective, it can increase children's vocabulary in learning English."

(T1, 16th of Desember 2020)

Fully contextualized mastery of new vocabulary and structures. Increased student confidence in their ability to learn the target language." (Wessels, p.10).

Drama as a teaching method promotes long-term retention of vocabulary. Learners should be actively involved in learning the words. Students learn new languages, develop their communication skills, and express themselves. They learn languages not to represent their teachers, but to express themselves as individuals. Drama as an educational method motivates students to continue learning and use new languages as a means of communication.

In drama, teachers take on the role of facilitator of the learning process and students can take more responsibility for their own learning. Ideally, teachers play a less dominant role in language teaching and allow students to explore language activities. In a student-centered classroom, each student has the potential to become a teacher for the group.

Enriching students' vocabulary

From the data, it was found that teaching vocabulary through drama has enriched the students' vocabulary Yu-Chia Wang (2012) states that as previous research has suggested, drama offers advantages in learning new vocabulary, but learner comments point to several important factors in learning L2 vocabulary with drama. First, interest and awareness of content are key factors. The following excerpts are proven this notion.

Excerpt 2: This excerpt is resulted after I asked about

enriching students' vocabulary

"... *khususnya memperkaya vocabulary siswa dan juga siswa dapat mengetahui kosakata baru.*"

"... especially enriching students' vocabulary and also students can find out new vocabulary."

(T1, 16th of Desember 2020)

"... Dengan memberikan *kosa kata baru.*"

"...By providing new vocabulary."

(T1, 16th of Desember 2020)

Vocabulary is the most basic part of English that must be mastered before mastering the four skills of English. English through drama has the potential to facilitate student growth. Hatch et al. (1995) define a vocabulary as a list or set of words in a particular language, or a list or specific words that individual speakers of the language might use. Furthermore, Webster's Dictionary (2013) states that a vocabulary is a list or collection of words that are usually arranged alphabetically and explained or lexicon, a stock of word use in language or by class individual.

Increasing students' confidence

Confidence gained through advanced preparation helps to counteract classroom apprehension. This was reflected in the fact that students who were allowed to discuss the topic with other students or complete it as homework before

discussing it with the whole class were more likely to participate. (Fassinger, 1995a; Neer, 1987; Neer & Kircher, 1989; Wade, 1994). Cohen (1991) also made some suggestions for increasing the participation of all class members through advance preparation.

Excerpt 3: The data is resulted from the question about increasing students' confidence

"Hasil kecil kecilan nya nih ya.. siswa sedikit demi sedikit jd bisa bertanya menggunakan bahasa inggris di kelasnya ketika pembelajaran bahasa inggris dan meningkatkan percaya diri mereka."

"The results are small, yes... students can gradually ask questions using English in class when learning English and increase their confidence."

(T1, 16th of Desember 2020)

"...mereka sudah bisa bertanya menggunakan bahasa inggris yg asalnyaa mereka malu2 gak tau bahasa inggrisnya apa dan terlalu mengandalkan kamus."

"...they can already ask questions in English, which is why they don't really know what English is and rely too much on dictionaries."

(T1, 16th of Desember 2020)

This on-site creation and memorization process enables students to integrate various pedagogical concepts and translate them into personally meaningful forms (Kelner, 1985). Additionally, when most teachers think of drama, they think of students memorizing lines, drawing sets, and acquiring costumes and props. (Serife Demircioglu, 2010).

Crone (1997) suggested that students should prepare their arguments in advance for the weekly debates, and Wilcox (1994) suggested that students either partner or I suggested allowing groups to check their answers. Cohen (1991), Hyde and Ruth (2002) and Reinsch and Wambsganss (1994) also facilitated preparations for increased participation. Additional preference for using teaching vocabulary through among participants was attributed to their perceived not optimal because of a little difficulty in the meaning of use while asked about the instruction and features to support their enjoyment. Thus, it can be concluded the participant said that they liked and enjoyed teaching English through drama.

CONCLUSIONS AND SUGGESTION

Based on the research results, the researcher has found that teaching vocabulary through Drama is an effective technique for young learners because: drama as a teaching technique creates a supportive, intellectual, and emotional environment that stimulates student thinking. This encourages students to use their communication skills and take risks. It also promotes long-term retention of vocabulary. Learners should be actively involved in learning the words. Students learn new languages, develop communication skills, and express themselves. They learn languages not to represent their teachers, but to express themselves as

individuals. Drama can also motivate students to continue learning and to use the new language as a means of communication. Curriculum developers, syllabus designers, and coursebook authors need to consider the effectiveness of drama.

The present study highlights the benefits of teaching English through drama to young learners. Meanwhile, for future researchers, it is suggested to investigate students' ways of solving the challenges of teaching English through drama, with native speakers and collaborative learning. In addition, it is recommended for further research to use various data collections, especially sound photos, and project video recordings to further strengthen research data and develop the teaching process

REFERENCES

- Chen, Y. (2005). *Barriers to acquiring listening strategies for EFL learners and their pedagogical implication. TESLEJ* 8 (4).
- Demircioğlu, Şerife. (2010). Teaching English vocabulary to young learners via drama; *Procedia - Social and Behavioral Science*
- Ellis Gails. (2013). 'Young learners': clarifying our terms.
- Fauziati, E. (2005). Teaching of English as a foreign language (TEFL). Surakarta: Muhammadiyah University Press.
- Gail Ellis. (2014). 'Young learners': clarifying our terms <http://eltj.oxfordjournals.org/> at Pennsylvania State University on May 13, 2016
- Goleman, daniel; boyatzis, Richard; Mckee, Annie. (2019). Thematic analysis revised. *Journal of Chemical Information and Modeling*
- Nunan, D., & Bailey, K.M. (2009). Exploring second language classroom research. Boston: Heinle. An earlier book by Bailey and Nunan overflowing with classroom research narratives.
- Schmitt, N. (2000). Vocabulary in language teaching. Cambridge, UK: Cambridge University Press.
- Stewart, Tim. (1997). Classroom Teachers and Classroom Research (p. 135)
- Yongqi Gu, P. (2003). Vocabulary learning in a second language: person, task, context and strategies. *TESL-E.J.*7(2): 1-28.
- Zimmerman, C.B. (1998). Historical trends in second language vocabulary instruction. In J. Coady and T. Huckin (Eds.), *second language vocabulary*

- acquisition: A rationale for pedagogy (p. 5-19).
- Fauziati, E. (2005). Teaching of English as a foreign language (TEFL). Surakarta: Muhammadiyah University Press.
- Marzano, Robert J. (2006). A Six-Step Process for Teaching Vocabulary (28-29)
- Bruno, Latour. (2019). Climate Change (2013) The Physical Science Basis Drama and Questioning Techniques: Powerful Tools for the Enhancement of Students' Speaking Abilities and Positive Attitudes towards EFLL earning Book p. (1-30)
- Yin, R. (2003). Case study research: Design and method (3rd, vol.5). Thousand Oaks: SAGA
- Rabbai et al., (2009). ERP system in the higher education sector: a descriptive case study in Davern, M and Scheepers, H (Eds.) Proceeding of the Twentieth Australasian Conference on Information Systems. Monash University, CD Rom, pp. 456-470
- K. Yin, Beverly Hills, (1986) CA: sage Publication, 1984,160 pp: Case Study Researcher: Design and methods.
- Joshua D. Summers., Sudhakar Teegavarapu, (2008). Case study method for design research, pp. 4
- SL Dodson- Texas papers in foreign language education, (2000). FAQs: Learning Languages through Drama, pp.5-6
- Yu-Chia Wang (2012). Learning L2 Vocabulary with American TV Drama from the Learner's Perspective Helping East Road Section 1, Taipei, Taiwan