The Use of Drama To Reduce English Speaking Anxiety of Informatics Engineering Students At Uniks

Sri Chairani[1], Rahmah Fitriani[2], Amirul Mukminin[3], Saiful Anwar Matondang[4]

[1,2,4]*Universitas Islam Sumatera Utara (UISU), Medan,Indonesia*
[3]*Universitas Islam Kuantan Singingi (UNIKS), Riau, Indonesia*
[1]srichairani1@gmail.com

Abstract

Speaking is one of the most important aspects of learning a second or foreign language. Anxiety is one of the affective factors that influence success in learning English, especially in speaking. The reason for excessive fear or anxiety in speaking the English language are the fear of making mistakes, the fear of embarrassing oneself, the fear of being laughed, the fear of getting more question from other students, and the fear of standing in front of the class. This study discuss about the use of drama to reduce English speaking anxiety of informatics engineering students at UNIKS. The aim of this study is to find out how anxiety affects the speaking skills of informatics engineering students at UNIKS, and to observe how the drama is effectively solve the anxiety problem to improve the speaking skill of informatics engineering students at UNIKS. A mixed-methods research design was employed, combining quantitative and qualitative data collection and analysis.The results show that drama is effective in reducing the anxiety of the informatics engineering students at UNIKS in speaking English.

I. Introduction

English is an international language, so it is very important to learn English. When learning English, students need to master the basic skills of listening, speaking, reading and writing. Among these four skills, speaking is an important skill that needs to be studied and mastered intensively by learners. Currently, speaking is a challenge for many students or learners as it requires a lot of interaction. The other three language skills can be practised alone, but in speaking, students cannot speak alone, so they need to make an effort to find someone or other people to speak with. Speaking is one of the most important aspects of learning a second or foreign language. Success in learning a language is measured by the ability to hold conversations in the target language (Nunan, 2000:39). It can be said that the ability to speak fluently is very important in language learning as speaking skills can be used to communicate both inside and outside the classroom. The ability to speak English fluently is key to individual success in penetrating an increasingly integrated global marketplace (Ulfathin, 2022).

In practise, however, there are still many students who are embarrassed or afraid to speak English, especially the informatics engineering students at Islamic University of Kuantan Singing. The reason for this is excessive fear or anxiety in speaking the English language. The fear of making mistakes, the fear of embarrassing oneself, the fear of being laughed at and so on are other reasons for speaking English. Most students at UNIKS are used to using their own regional language. Indonesian is very rarely used in

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communication, let alone English. This adds to the feeling of anxiety about speaking English because they are used to using their own regional language

Anxiety is one of the affective factors that influence success in learning English, especially in speaking. Anxiety is a phenomenon related to feelings of frustration, doubt, pessimism and worry when speaking English, but it is not permanent. However, it can cause a learner to fail in their efforts to master the English language. Anxiety when speaking English is a phenomenon often experienced by language learners. This includes nervousness, fear of making mistakes and discomfort when communicating. This can affect a person's ability to convey thoughts and ideas clearly and effectively. This type of anxiety often arises due to pressure to perform or lack of confidence in mastering a foreign language (Ningsih, 2017). The anxiety in English speaking not only affects linguistic aspects, but also has a significant impact on a person's psychological and emotional balance when learning and interacting in a foreign language context (Sutikno, 2015). Anxiety about speaking in front of the class can affect academic performance and even increase the risk of dropping out of school (Hidayah & Atmoko, 2014). Many studies show that this anxiety is a major barrier to their communication skills and impacts classroom participation, social interactions, and overall academic and career success (Mutia & Dhamanti, 2023). Horwitz, et al (1986) emphasised that anxiety in foreign languages is related to things such as anxiety, nervousness and worry that learners experience when learning a foreign language.

According to Fauzi et al. (2022), there are anxiety factors that influence English language learners, namely:

1.1 Affective factors

Affective factors are the most important factors that contribute to English language speaking anxiety. Affective factors are related to the learner's interests, feelings, emotions and personality (Brown, 2004). In terms of anxiety, English language learners' lack of interest in the topic they want to learn can cause high levels of anxiety when students are asked to speak English (Kasbi and Shirvan, 2017). Another affective factor is students' fear of failing in front of the teacher because they fear negative reactions from the teacher (Alsowat, 2016). In addition to negative reactions from the teacher, peer assessment can be another important source of anxiety for foreign language learners.

1.2 Cognitive factors

Although affective factors are not the only factors that trigger anxiety in learners, other factors such as cognitive factors are also very influential in creating a stressful environment for foreign language learners. Cognitive factors refer to specific areas such as topics, ideas or content and interlocutors that can trigger anxiety in learners when speaking English. There are many studies that show that anxiety in English is related to these cognitive factors. For example, Kasbi and Shirvan (2017) found that lack of knowledge about the topic is the cause of high speaking anxiety.

1.3 Linguistic factors

In addition to affective and cognitive factors, linguistic factors also contribute to the level of anxiety of foreign language learners. Linguistic ability, according to Brown (2004), refers to the learner's knowledge and competence in mastering the components of the language they are learning, such as grammar, vocabulary, comprehension, fluency and pronunciation.

a. Grammar: In terms of language difficulties, grammar is the most important aspect that makes it difficult for foreign and second language learners to learn to speak.
b. Vocabulary: Learners' difficulties in memorising and recalling the vocabulary they want to say have also been proven by many previous studies.
c. Pronunciation: Previous studies have shown that pronunciation is a cause of high stress for learners of second and foreign languages.

To overcome language learners' fears, language teachers need to be able to apply appropriate language teaching strategies. Choosing an appropriate language learning model is part of being able to apply this language teaching strategy. One appropriate strategy is the use of drama to reduce anxiety in speaking English. Researchers conducted research using drama as a learning model for informatics engineering students UNIKS to reduce the anxiety students' anxiety in speaking English. Thus, drama practice can increase students' confidence and can reduce the anxiety in speaking English.

Drama is a reflection of real life because people are constantly improvising and acting. Recently, Moore (2004) stated that active learning is action learning, using the imagination to act as someone other than oneself. Drama is a particular way of making the learning process more active, interesting, communicative and contextualised. Drama is a way of learning through experience. In drama, technique refers to all the techniques of dramatic discourse that serve to improve understanding. Drama techniques integrate body, mind and emotions and motivate students by allowing them to use their own personalities and experiences as resources for language production.

According to John Haycraft, quoted by Galina Zalta (Forum Volume 44, Number 2:24), teaching English through drama makes students realize that the English language is not just about words, grammar and idioms, but something alive, dramatic and a means of communication in various fields. Drama provides students with an excellent opportunity to improve their English language skills. Drama is a special strategy to make the learning process more active, creative, interesting and communicative. Cheng (2007) explains that interactive drama is a language learning activity in which each student in the class takes on a different role with a specific goal and then interacts with other students in the class to form alliances and achieve common goals. Koste (1995) states that drama games are important for students because role-playing is an effective way for students to learn. Koyluoglu (2010) compares drama in the classroom to a playful artistic process that helps students explore, discover, discuss, confront, recognize and accept or reject the multifaceted world around them.

Depending on its time, drama can be divided into two types, namely new drama (modern drama) and ancient drama (classical drama). New dramas/modern dramas are dramas that aim to educate society, usually with themes from everyday human life. Ancient dramas/classical dramas are imaginary dramas that generally tell of supernatural powers, life in palaces or royal houses, the lives of gods and goddesses, extraordinary events and so on. The benefits of using drama in English language learning include improving speaking skills, developing listening comprehension, boosting self-confidence, learning cultural context and increasing creativity and self-expression. Drama encourages students to develop a performance that serves as concrete evidence of their learning process (Fuentes, 2012). Furthermore, drama in the second language classroom challenges students to use speaking, reading, writing, and listening while learning creatively. Specifically, this means that students write a script, understand and execute stage directions, demonstrate their acting skills, and listen as co-actors or audience members. Ho (2011) notes that these four skills naturally blend together during the communication process. When students perform plays the drama, they need to read, write, speak and listen in order to understand the content and production.

The use of drama has clear benefits for language learning in terms of motivation, the use of language in context, the teaching and learning of cross-curricular content, etc. (Phillips, 2003 in Fuentes, 2010). Ranta and Meckelborg (2013) point out that drama reduces anxiety and increases students' motivation in learning English. For example, South Korean college students learning English as a foreign language (EFL) felt more comfortable and confident speaking in English after participating in an extracurricular program that included drama activities (Coleman, 2005). Although drama may not be the most modern strategy for second language teaching (Boudreault, 2010), one cannot dismiss the belief that it has become a reliable and effective intervention for improving language teaching and learning, especially in English speaking skills.

This study discuss about the use of drama to reduce English speaking anxiety of informatics engineering students at UNIKS. The aim of this study is to find out how the anxiety affects the speaking skill of informatics engineering students at UNIKS, and to observe how the drama is effectively solve the anxiety problem to improve the speaking skill of informatics engineering students at UNIKS.

II. Research Methods

This study is conducted using mixed methods; the data is identified as qualitative and quantitative data. According to Creswell (2012), a mixed methods research design is a method of collecting, analysing, and "blending" quantitative and qualitative methods in a single set of studies to better understand a research problem. Thus, the researcher integrates two types of methods in this study to sharpen the result. The research design used in this study is an explanatory design. In explanatory design, quantitative data is collected first, followed by qualitative data that helps to explain or elaborate on the quantitative findings (Creswell, 2012). This study was conducted at the Islamic University of Kuantan Singingi (UNIKS), Riau, among second semester informatics engineering students.

The design of the study is needed to give a view how the method from a systematic step, from preparation, implementation and making report of a certain research. A technique is then used to reduce anxiety and stimulate speaking activity. It is hypothesised that this technique can improve the students' speaking skills. In addition, the effectiveness of the technique will be measured using statistical methods. In this study, the sample is a probability sample and is drawn in groups. The sampling factor is the quotient between the size of the sample and the size of the population, n/N. The sampling factor for this study is $38/74 = 0, 52$.

The technique used is questionnaires; here there are two questionnaires that are carried out. Firstly, before the drama is performed. Secondly, after the drama has been performed. The questionnaires about anxiety of English speaking were given to the students at the beginning of the lesson. The students were informed that the questionnaires were handed out to understand how they think and feel about their English learning and that they should fill them in honestly. The first questionnaire consisted of 5 simple questions about anxiety. The second questionnaire consisted of 10 simple questions about anxiety and experiences of drama perfomed.

The data was analysed in two steps. The first data collected is analysed on the basis of the assumed theory. The second data collected is analysed on the basis of the statistical approach. Firstly, the analysis of the anxiety problem is analysed descriptively based on the theory of the internal problem in speaking. Secondly, the effectiveness of the drama using in reducing anxiety will be analysed based on the results of the observation measured using a statistical approach.

III. Results and Discussion

3.1 Statistic Data

The statistics data that shown are the first data before applied the drama is perfomed and the second data after applying once.

Table 1. Students Enjoy Learning English
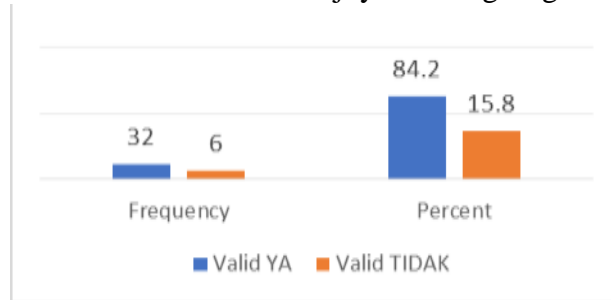
This table shows that 32 out of 38 students enjoy learning English. And 6 of them did not enjoy it. The frequency of the answer "Yes" is 32 and the frequency of the answer "No" is 6. The percentage of students who enjoy learning English is 84.2%.

Table 2. Sudents Enjoy With Speaking Session
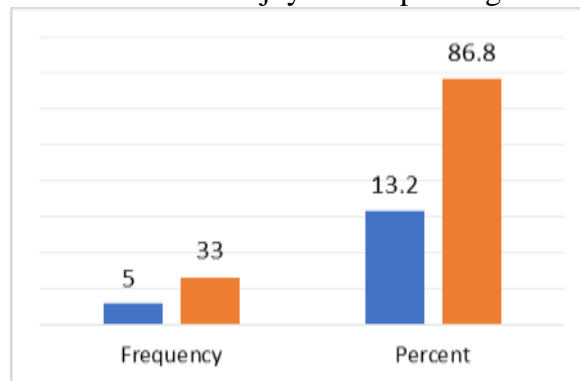
In beginning 33 students dislike the speaking session and 5 students like it.

Students Answer Of Question Number 2 "If You Dislike Speaking Session, Give The Reason"		
	Frequency	Percent
English is hard	3	7.9
Can't speak English	8	21.1
Afraid and shy to speak	14	36.8
Dislike English	1	2.6
No idea what want to say	3	7.9
Stuck with some vocabularies	1	2.6

Difficult pronunciation	3	7.9

The reason why some students dislike the speaking session is fear or shyness, difficulty, lack of vocabulary, no idea what they want to say, lack of vocabulary, and difficult pronunciation.

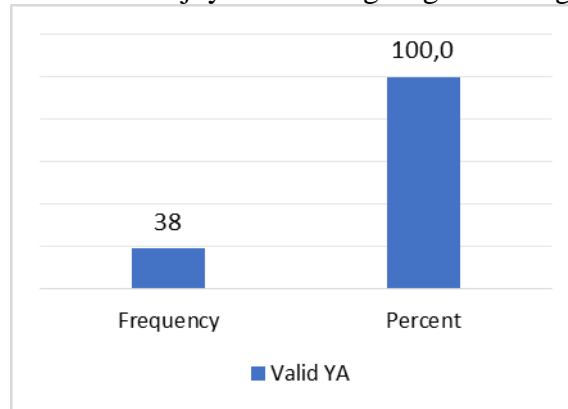**Table 3.** Students Feel Anxiety When Speaking English
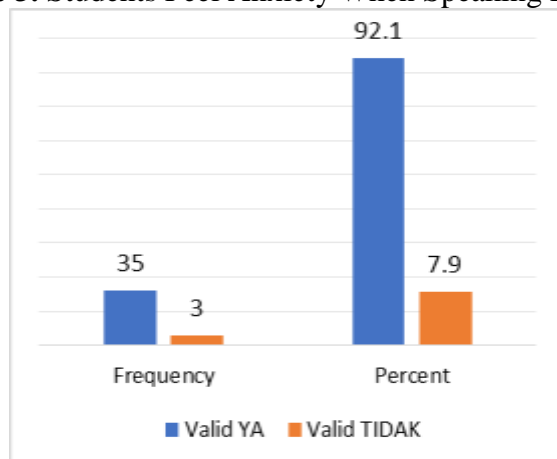
In the beginning 35 students feel anxiety when they speak English in front of the class and 3 students are confident enough to speak up.

| **Students Reason To Answer Yes For Question Number 4 "Is Speaking English Hard for You? Why?"**		
	Frequency	Percent
The fear of making mistakes,	13	34.2
The fear of standing in front of the class	16	42.1
The fear of getting more questions from other students	6	15.8

The reason they feel anxiety due to feel anxiety of making mistakes, anxiety of standing in front of the class and anxiety of getting more questions from other students.

Table 4. Students Enjoy in Learning English Trough Drama

After applied the drama, all the students think that learning English is enjoy and fun.

Table 5. Students Feel Happy When Speaking English Through Drama
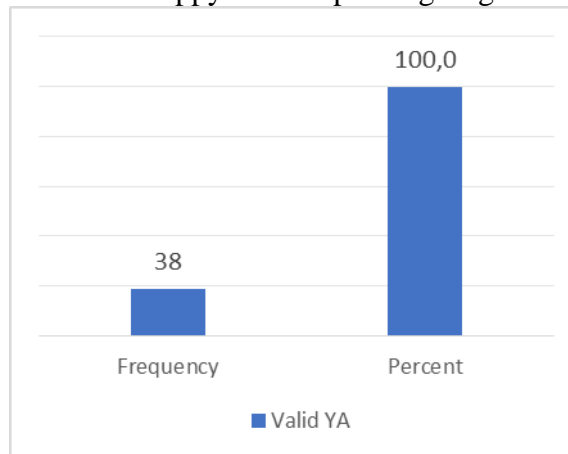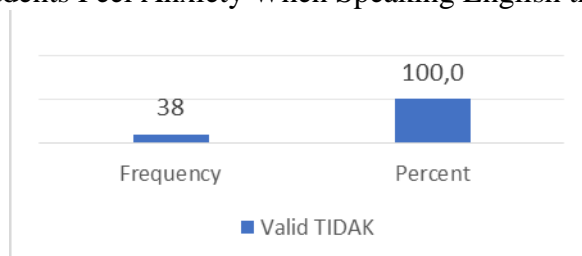

After applied the drama, all the students like to speak English.

The Student's Answer Of Question "Do You Like Leaarning English Through Drama? Why?

|	Frequency	Percent
Interesting	8	21.1
We can act like actor or actress	5	13.1
We can role-play together	2	5.3
We feel more confident	4	10.5
It so fun	5	13.2
I like to act role-play	1	2.6
We can write own story to became the script of drama	3	7.9
We can express ourselves	6	15.8
We enjoy it	4	10.5

The reason why they like to learn English through drama is that they are interested and enjoy the role play of drama, they like to act as an actor or actress, they have fun and feel more confident, they can express themselves.

**Table 6.** Students Feel Anxiety When Speaking English through Drama

After applied the drama, all the student didn't show anxiety feeling when they learn English in speaking session. Means the level of effectiveness is 100%.

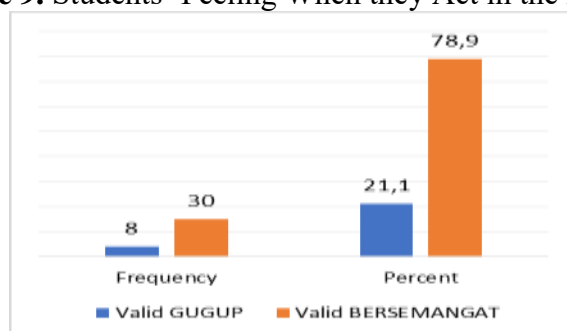**Table 7.** Students like Drama in Learning English
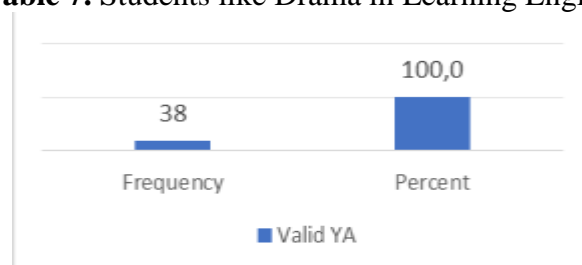
All the students like drama in learning English.

Table 8. Students Involved Speaking in the Drama Session
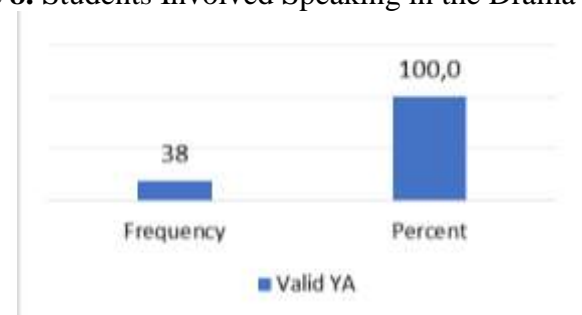
All the students involved speaking in the drama session, they become active in speaking English.

**Table 9.** Students' Feeling When they Act in the Drama

There are four students who feel nervous after using drama in English. Although they feel nervous, they still participate well in class and also want to learn English by using the drama again in English class to improve the speaking skills. This can be seen in the two tables below;

Table 10. Students Believe they Will be Able to Act Better in the Drama in Future
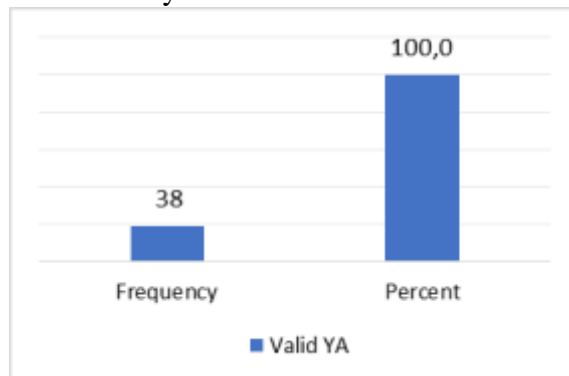
Here, all students believe that they will be able to act better in the future. This positive feeling leads to good self-confidence, which supports them in speaking English boldly. This will have an impact on their speaking skills.
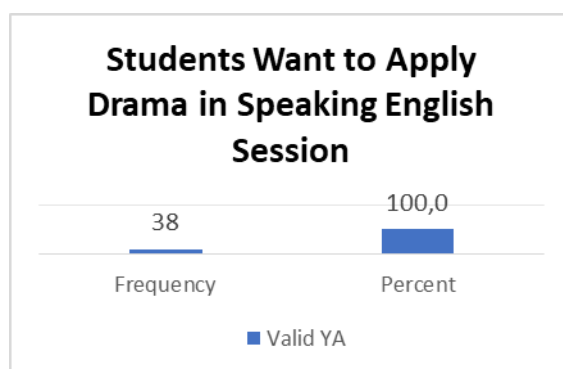
Here all students want to use the drama again in future English speaking lessons. This positive feeling leads to good motivation which supports them to speak boldly. This will have an impact on their speaking skills.

3.2 Cross Tabulation

Students Feel Happy With The Speaking Session
Before Applied Drama in Learning English +
After Applied Drama
Cross tabulation

Count

	Students Feel Happy With The Speaking Session After Applied Drama in Learning English	Total

		YA	
Students Feel Happy With The Speaking Session Before Applied Drama in Learning English	YES	3	3
	NO	35	35
Total		38	38

Students' Feelings When They Act in The Drama + Students Want to The Drama be Applied Again in Speaking English in Future Cross tabulation

Count

		Students Want to The Drama be Applied Again in Speaking English in Future	Total
		YA	
Students' Feelings When They Act in The Drama	NERVOUS/ANXIETY	4	4
	EXITING	34	34
Total		38	38

The students of informatics engineering at UNIKS feel fun and like in learning English (84.2%). 86.8% of students disliked speaking, and 92.1% of students feel anxiety in speaking session. Anxiety leads to low speaking ability. The greater the students' anxiety, the calmer they are in the speaking session. There are some reasons for students' anxiety, such as the fear of making mistakes, the fear of standing in front of the class and the fear of getting more questions from other students. The greater the anxiety, the less brief the student's speaking is.

The use of drama in learning English is an effective technique to reduce students' anxiety and improve the speaking skill of informatics engineering students UNIKS. Through the use of drama, students can improve their skills, such as in speaking: acting, role-playing, expressing themselves. In writing skills: writing a script for a drama. This activity develops students creativity and imagination as well as their public speaking and writing skills.

This study discuss about the use of drama to reduce English speaking anxiety of informatics engineering students UNIKS. The results show that drama is effective in reducing the anxiety of the informatics engineering students UNIKS in speaking English. The advantages of using drama in English language learning are firstly, every single student has an equal chance to speak according to the script of the drama, secondly, they

can act and express themselves without feeling ashamed, which will reduce their fear of speaking in front of the class, and thirdly, students enjoy learning English because they can role-play in the drama. So it is proved that drama can solve the anxiety problem and improve the speaking skill of informatics engineering students UNIKS.

IV. Conclusion

The study demonstrates that the use of drama is an effective technique to reduce English speaking anxiety among informatics engineering students at UNIKS. By engaging students in dramatic activities, the research found that students' anxiety levels significantly decreased, leading to improved speaking skills.

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