

## **THE ROLE OF DRAMA FOR GAINING LITERATURE KNOWLEDGE IN ENGLISH COURSE**

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### **Abstract**

This article analyzes how drama can affect learning English and make it more interesting to learn. It is useful to ensure that drama as a medium to improve literary knowledge is well implemented. Drama can be used as an application of lessons in the classroom. This study was conducted at the Global English Course in East Java. The research methods used in this article are qualitative methods through observation and interviews. An interview with one tutor was carried out as the foundation for the analysis. The intention of studying drama is to discover how it is used for gaining literature knowledge. The research results of the study found that drama can improve students' pronunciation, and speaking skills and enhance confidence. Furthermore, drama can be used as the learning implementation that has been studied throughout the course

**Keywords:** Drama, English course, Literature

### **INTRODUCTION**

Literature is reading that is referenced in an assignment of writing. According to the Cambridge Dictionary, literature is written artistic works, especially those with a high and lasting artistic value. Amrullah et al., (2023) stated that the art of literature is one of the materials that can be used as a medium for learning language. Additionally, Ratih (2019) argued that “*action and dialogue are the two elements of drama, and both have a place in the foreign-language learning experience.*” As well as language, drama is the type of literature that appears on the stage. In literature, drama is the stage performance of written dialogue to depict events, either fictional or non-fictional (Longley, 2019). Drama as known as plays commonly shown on live stage, screen, or podcast. As reported by Betti (2015) every tragedy contains six components in order to be considered good : (1) plot, (2) character and (3) thought, which explains the tragedy's goals aim to accomplish, (4) spectacle, which demonstrate how it attends to accomplish the goals, and (5) dictation, and (6) music which tells the means must be used.

The impact of dramatic literature is not only in the words on the page but in the transformative power of live performance. It invites audiences to witness the unfolding of narratives in real time, fostering a unique connection between the text and the spectator. Drama in the classroom can have a wonderful impact, but students view it differently and some may not be interested, therefore, it's important to provide a welcoming and encouraging setting where children can overcome their speech difficulties (Rahman et al., 2021). Through theatrical events with teachers as facilitators, students can develop their abilities for language comprehension and social involvement (Nanda & Susanto, 2021). In addition, Nguyen (2021) stated that students can also actively expand their vocabulary rather than merely passively comprehending the meaning of the words.



In addition to having positive effects on students, the drama also presents challenges that both students and teachers will face. As written by Dawoud et.al., (2020) the challenges that teachers will face include potentially conflicting with the curriculum, being uninteresting, wasting time, and difficulty in making it relevant to students' lives.

Drama as a way of gaining literature knowledge creates genuine communication involving concepts, feelings, compatibility, and adaptation results. This exercise is highly effective in teaching English and can provide teachers with a more comprehensive understanding of student-centred activities. According to Vasuki & Rajalakshmi (2023) drama in the literature classroom has a significant effect on students, including; (1) the ability to engage students (2) enhancing students' communicative abilities (3) the capacity to cooperate with others (4) improve students' comprehension of the material (5) cultivate your ability to think critically and solve problems.

In addition to those benefits, for both students and teachers, drama presents challenges that can hinder learning. It concerns the school's position that English is not a required course. Setting aside time to apply the methodology can be challenging for teachers, particularly when it comes to the students who are participating in the activities (Nanda & Susanto, 2021). According to Angelianawati (2019) applying drama has some disadvantages: (1) drama may irritate timid students; (2) the tutors require additional time to properly organize the courses; and (3) rectify students' mistakes during a drama.

The implementation of drama has been used at the Global English Course in Pare, Kediri. Drama is used in this course for entertainment purposes, but it also helps students learn about literature. *"Improving literature skills can be adapted through drama because it is easier and acceptable for student's learning"* said the tutor of Global English Course, Bayu. The course held drama performances every period for farewell parties, therefore tutors have the opportunity to use instructional scaffolding implemented in phases and according to a timetable to optimize student performance. Mahan (2020) claimed that once teachers and students form an interactional instructional relationship, it enables students to solve a problem beyond their unassisted efforts. Instructional scaffolding involves three stages, the first stage is the play's opening, the second is the story's core, and the final stage is the play's conclusion.

Research on this related field has been conducted by Amrullah at Al-Mahduqiyah Islamic Boarding School in 2023. The research showed that literature inspires students to read, write, and talk in both academic and practical contexts. According to this interpretation, drama is the reflection of life since people constantly improvise when performing. Consequently, it was determined that action learning that employs imagination to act as someone else rather than just oneself is what is known as active learning. Additionally, this school applied a curriculum which integrates general science with religious knowledge to educate students to compete in a world without falling short in both the domains of IPTEQ (science and technology) and IMTAQ (faith and piety).

The research conducted by Nanda & Susanto (2021) found that students do not yet have experience in learning English through drama. Therefore, teachers need extra time to explain the procedures to students. As a result, students can perform *Malin Kundang* well by confidently speaking English.

The findings of Alasmari & Alshae'el (2020) indicate that drama can strengthen the teacher-student (T-S) relationship because there is more frequent interaction during the learning process. The T-S relationship makes the classroom environment enjoyable, allowing students to actively participate, increasing enthusiasm, and enhancing social interaction. More interesting about this research is that drama not only improves speaking skills but also writing skills when incorporating drama in an English classroom.

This study aims to find out: (1) How drama enhances literature knowledge and (2) Obstacles encountered when implementing the drama.

## **METHOD**

### **Research Design**

This study uses qualitative research as restated (Sugiyono, 2008) The qualitative research method is a research approach based on the postpositivism philosophy that is used to analyze natural objects with the authors as the primary instrument. The research design used a descriptive approach in which one is not only able to explore multiple variables but also single variables (Siedlecki, 2020). This research is also expected to address every type of problem formulation that has been analyzed regarding the role of drama in gaining literature knowledge. Afterwards, the writer gathers all the data from one source.

### **Data Collection**

The writer collected data in three stages: (1) by observing the English course institution that the writer had selected; (2) by interviewing with a tutor at the institution; and (3) by collecting information from records of activities that have been completed.

The authors conducted an interview with Bayu as the tutor from Global English Course, *Kampung Inggris Pare*, Kediri. The authors also indirectly obtained data through intermediary media, which can take the form of books, journals, articles, websites, applications, publications, and internal notes. Through journal articles and internal records, the authors managed to collect secondary data.

### **Data Analysis**

The authors analyzed the data using a content analysis method. Roller & Lavrakas (2015, 232) described qualitative content analysis as the methodical reduction of material, studied with a focus on the environment in which it was created to discover themes and extract meaningful interpretations of data. As defined by (Gheyle & Jacobs (2017) content analysis is a research methodology for making sense of the (often unstructured) content of messages, whether they are texts, photos, symbols, or audio files. Furthermore, the answers to the interview questions were transcribed in English for use in this study.

## **FINDINGS AND DISCUSSION**

In the application of drama as literacy development, exercises are done for two weeks until one month before a farewell party is held. A farewell party is held at the end of the program to celebrate students' achievements during their education in this course. Bayu as a tutor asserts that monotonous learning on a book will make students bored and unenthusiastic, therefore the farewell party is used for the media of the application of

knowledge that has been studied for a period. In its implementation, the teacher is involved in it as a guide. Each tutor is given control over one field according to the performance that will be displayed at the farewell party. In addition, students are not required to participate in a farewell party, because the teacher will choose students to be screened according to their abilities. For example, students with acting abilities will go into the field of drama,

Essentially, tutors use reading and memorization to teach literacy skills to students in the classroom. Books published by Global English Course are used in the learning process. The learning process is three meetings a day, allocation of time for each meeting is 90 minutes. Before the learning process is loaded, students are allowed to speak in front of the classroom with a duration of about 3-5 minutes. This can support the credibility of students as they improve their English language skills. In addition, outside of class, the tutor assigned the student to interview the foreigner around the English Village.

In addition to being more practical, the Global English Course provides a complete package which can enhance students' enthusiasm for learning English, as students are required to speak English either to fellow friends or tutors while in class. It is expected that students feel challenged and learn more energetically. For students who violate the rules by speaking *Bahasa* or the local language, the punishment is memorizing vocabulary for beginner classes, while the intermediate or advanced classes are punished by public speaking or interviewing strangers.

Bayu as a tutor reported that the planned literature learning activities faced challenges like timid students, limited class time, and internal activities which prevented successful implementation. The farewell party is going on even though there are a few hurdles. However, the problems can be solved by dealing with students who handle the performance. Some students focus on performing the drama while others handle behind the scenes. The tutor first observes the student's ability and then gives appropriate directions. Furthermore, the interesting thing is that they are emphasized self-study and self-review. The main problem is the lack of training time as a result of the students doing their assignments. Besides, students also have internal activities like course tasks given by the tutor. To equalize this problem, students should pay more attention to time management therefore their schedules are more organized and students understand what to prioritize.

## **LIMITATION**

The authors are aware that this research is limited to a specific scope, namely English language courses. In this institution, there is no specification of levels because the classes are heterogeneous, with a mix of students from elementary, middle, high school, and even college. Therefore, it is expected that future authors can conduct more specific research at the school level.

Furthermore, in this study, the authors utilized a descriptive qualitative method by considering the tutor in the institution as the informant. This can serve as a basis for further research using different methods or providing perspectives from other sources.

## CONCLUSION

From the study done in the Global English Course, the authors demonstrate how drama can be used to gain literature knowledge. In summary, drama can be a medium to improve the quality of student literature. Based on the analysis, the involvement of drama for the application of the exhibitor can improve the ability to public speaking, express feelings, improve pronunciation and time management.

The drama involves students actively participating in a series of processes starting from reading the script, students can enhance and enrich their vocabulary. The significant effect is not only on vocabulary but also on increasing self-confidence in speaking on stage.

Through the interview process, the authors concluded that if the tutors only applied the learning process in the classroom, the students would feel bored. Drama can be a boisterous activity, therefore, they found difficulties in applying drama, arranging shy students, and interfering with internal learning.

Through drama, students will get used to speaking English which will improve their pronunciation, and train them to appreciate time. Thus, literature can be elevated from various sources, one of which is through drama performances. Through drama, we can enrich our vocabulary, improve our pronunciation, and acting skills, and practice public speaking skills.

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