DRAMA AS THE WAY TO INTEGRATE LITERATURE IN ENGLISH LANGUAGE TEACHING

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Abstract

This article analyzes how drama in learning English can be an interesting and not boring lesson for students at school. This is to ensure that learning English is well integrated. Drama can be used to teach English skills, speaking, and listening. In addition, the teacher hopes that learning drama can be a way to improve learning literature in schools and increase students' talents. This study was conducted at the Al-Mahduqiah Modern Islamic Boarding School in East Java that uses a curriculum muallimin. The research methodology used in this article is qualitative, using a literature survey and interviews. As a basis for the analysis, interviews were conducted with two teachers. The purpose of studying literature learning is to find out how English is used in the process of teaching. The results of this study revealed that drama can improve the integration of literature learning in the classroom. Moreover, drama can be used as a means to engage students more enthusiastically in learning English and make it a more effective medium for teaching English.

Keywords: Curriculum Muallimin, Drama, Literature Learning

INTRODUCTION

Literature works are one of the things that can be media in language learning. Through literature, we can foster motivation to read, write, and improve students' speaking skills in achieving academic success. In literature, there must be prose, poetry, drama, etc. This can be used as a means for teachers to develop students' literature skills. According to Van, literature is considered an effective tool in language learning (Van, 2009). Literature is believed to be able to motivate students to read, write and speak both theoretically and practically. In foreign languages, learning is common to find the use of literature related to poetry, prose and drama. Literature works can be used to improve students' English proficiency and comprehension of structure, grammar and vocabulary (Khansir, 2012).

As we know, drama is defined as action, acting, and reaction. Today, drama has a broad meaning. Drama can be classified as an independent literary and artistic genre. Likewise, drama texts have the same position as poetry and prose, so they are included in the literary genre (Kirom, S. 2018). From this understanding, drama is a reflection of real life, because humans always improvise in their actions. Therefore, it was identified that active learning is action learning that uses imagination in acting as someone else and not oneself. So that in learning literature, it is important for students to study drama because they will learn things like learning drama in a foreign language (Arabic and English). Moreover, students will learn how to speak, pronounce, and understand a foreign language.

One of the implementations, drama was used in language learning at Al-Mahduqiah Islamic Boarding School in Kraksaan, Probolinggo. This boarding school uses the muallimin curriculum system. The muallimin system for learning is such an interesting curriculum for students, especially the way it implements literacy. Similarly, the learning concept of the muallimin curriculum is an integrative Islamic boarding school education system by combining Islamic religious knowledge and general science which is comprehensive by integrating intra, extra and co-curricular (Syarifah, 2016). Thus, the authors were interested in conducting this study at this institution. Muallimin's curriculum system uses a system commonly used in modern Islamic boarding schools. Moreover, teaching and learning activities are not only in the classroom but also in extracurricular and co-curricular activities as a supporting system. This learning also combines religious knowledge and general science to prepare students in order to compete in the world without lacking in the aspects of IPTEQ (Science and Technology) and the IMTAQ aspect (Faith and Piety).

A study on this matter has been conducted by Bardiyono in class XI IPA 4 SMA Negeri 1 in 2017/2018. This study showed that there were efforts to improve English speaking skills in teaching narrative through drama. The researcher also said that playing roles in drama can lead to the changes in behavior which also can lead to the improvements in learning oral narrative texts. Increasing students' self-confidence and creativity in speaking English in front of their friends are able to increase cooperation in making drama scripts in groups. From the previous research, a drama learning process was applied by integrating gender where in one class there were male students and female students. In contrast to this previous research, Al-Mashduqiah Islamic Boarding School, the location of this current study, grouped their students based on their respective genders. This matter became one of our attractions because the atmosphere that occurred was different from the classes that were followed by all genders who practice gender segregation. As said by Mr. Irfan, a Language English Teacher of Class XI, gender segregation in the learning process has its own advantages and disadvantages. However, according to the researcher, gender segregation in the classroom makes the process easier for the teacher to manage the students in English learning process. For that, the students will not feel ashamed of their friends because they have the same gender in the same class.

Academic integrity is the most important thing in achieving the educational goals of each student and educator. Education personnel are required to uphold the values of academic integrity. Academic integrity is a commitment to academic values expressed in behavior, including honesty, trust, fairness, respect, and responsibility in carrying out academic demands (Hafizha Ruzika: 2021). From this study we can know how to realize the integrity of learning English from this drama. Through drama, students can embed their commitment to academic values through the messages they can take from the stories they have learned. For example is the muallimin education system which upholds the formation of good character so that literature learning in the muallimin curriculum is highly suitable for achieving the integrity of learning English.

The use of drama to teach English to elementary school-age children produces real communication involving ideas, emotions, feelings, compatibility, and adaptation. This activity can give teachers a broader view of student-centered activities and is very efficient in teaching English. According to Mariana Johana Ari Widayanti (2010), in ELT (English Language Teaching) there must be difficulties in terms of vocabulary, pronunciation, and grammar in language learning. Sometimes also, students will quickly get bored if they only study in class with the same method. Therefore, learning English by using drama as a medium or strategy in teaching English will be more effective and can make students more active in the process of learning and developing literature.

METHOD

Research design

The research will be successful if the results of the research problems contained in the research can be found, one of which is by using a combination model research approach design or concurrent triangulation design. This model uses a qualitative research study at one time (Putra and Hendarman, 2013) and also uses a descriptive approach. Sukmadinata (2017) stated that descriptive research is a type of research that aims to describe existing phenomena, both natural phenomena and man-made phenomena including activities, characteristics, changes, relationships, convenience, and differences between one phenomenon and another. The method used in this research is descriptive. This approach is able to explain the problems that will be examined based on the facts in the field. This approach is also expected to answer all forms of problem formulation studied about how drama learning can affect ELT.

In this study, the authors carried out several stages including the pre-research and implementation stages. The pre-research stage is the initial stage carried out in a study. In this stage, the researcher prepared and planned a research design to make it runs smoothly, continued by the implementation stage which is carried out if the pre-research stage has been done. The researcher observed, distributed questionnaires, and interviewed the related parties such as the English teacher at SMP Plus Al-Mashduqiah and the Head of the Language Development Department.

Data sources

In this study, there are two types of data sources; primary data sources and secondary data sources. The primary data is from the interview process and the result of the questionnaire. All the data that we obtained was then collected in one source.

Primary Data

Primary data is the type of data obtained directly from the first source (not through intermediaries), both individuals and groups. It means that the data is obtained directly from the people who contributed to this research. Primary data is specifically done to answer our questions in order to complete what the researcher needs in the research. The authors collected the primary data using the survey method and observation method. The survey method is a primary data collection method that uses oral questions or interviews. We conducted interviews with teachers of English subjects in Class IX of MA Plus

Al-Mashduqiah and the Head of Language Development to get the data or information we needed. Then the authors also collected the data through the observation method. The observation method is a primary data collection by observing certain activities and events that occur.

Secondary data

Secondary data is a source of research data obtained by researchers indirectly through intermediary media (obtained or recorded by other parties). Secondary data is in the form of evidence, historical records, or reports that have been compiled in archives or documentary data. Due to the implementation that had been carried out at the time we conducted the research, the authors obtained this secondary data through the school documentation of activities related to the research.

Data collection

In general, data collection is step-in research that has a purpose. The main objective of the research is to obtain data to meet predetermined standards which is to answer the formulation of the problems that have been carried out in our research. In general, there are two types of data collection: quantitative and qualitative. According to Creswell (2016), quantitative research is a method for testing certain theories by studying the relationships between variables in research.

The research method used in our research is descriptive qualitative method because the final result is a brief description of how teachers teach language, especially in drama learning which means realizing literacy integration in language subjects. Creswell (2012: 13), explains that quantitative research requires a researcher to explain how a variable affects other variables. There were three stages of the data collection method used, including; 1) observing the institutions that we have determined, 2) then asking them about who can provide additional information by conducting interviews, and 3) collecting data from the documentation of activities that have been carried out.

Data analysis

In this research, the authors want to get an insight that can be used for various purposes or processes in teaching and learning activities. The data analysis that the authors used was qualitative data analysis in which we have to analyze the data properly, understand the significant findings, and report or include these findings in our hypothesis.

FINDINGS AND DISCUSSION

In applying drama as a means of integrating literacy learning into English lessons, this institution applies this learning not only in the classroom, but also within the intra-curricular, extra-curricular and co-curricular activities. Mr. Irfan said the allocated time for one topic is 45 minutes. This allocation is still not enough to transfer English knowledge to students. Thus, it needs extra time outside of classes to continue the deficiency that exists in it. Because the curriculum applied is the muallimin curriculum, extracurricular and co-curricular activities in the implementation of this curriculum are supporting factors for intra-curricular learning. The implementation of language course activities was carried out 3 times a week in which one meeting is held for 2 hours.

Basically, teachers apply literacy learning in the classroom through reading and muthola`ah. The media used in the learning process is books published by the Darussalam Gontor Islamic Boarding School. This book contains stories and vocabulary from several stories. Therefore, in learning, the teachers need to explain the story, starting with the contents of the story and ending with the message that can be taken from the story. Students then memorize the story using their own language without changing the plot and content of the story's dialogue.

The supporting factors for this lesson are extracurricular and co-curricular activities. Extracurricular activities include language courses in English and Arabic. This language course is held by Mahduqiah English Club (MEC), a course for students who are interested in improving their English skills. In this club, they will learn grammar, reading, poetry, drama, debate and singing. There is also Jam`iyatul Muhibbil Araby (JMA), a club for students to improve their Arabic skills. At the club, they will learn things that are not much different from what they learn in the English course. MEC is a club for students who have the desire to learn and develop their skills in English. Likewise, JMA is a club that accommodates students who want to develop their skills in Arabic. In addition, co-curricular activities are also another supporting factor. Such as conducting comparative studies with other institutions to develop their language and participating in several language competitions starting from the district level to the national level.

Apart from the supporting factors of extracurricular and co-curricular activities, the institution also has supporting factors for learning literacy, such as MA Plus Al-Mashduqiah and SMP Plus Al-Mashduqiah which are supported by Islamic boarding schools, thus all students' activities can be easily monitored. The institution also has qualified educators with excellent academic backgrounds. Some graduated from Modern Islamic Boarding Schools, as well as Al-Azhar University in Egypt and other foreign universities.

According to Mr. Mu`tasim Billah, one of the obstacles in learning literacy is the limited time available for teaching and learning activities. Usually in a day the students have 7 subjects of which 1 lesson is carried out 45 minutes. Moreover, not all students participate in existing language courses in extracurricular activities. However, this obstacle can be overcome by organizing some language events that students should attend, such as Drama Contests, MLO (Mashduqiah Language Olympiad), Essay Writing, and other supporting activities.

Mr. Mu'tasim said that the literature learning activities had been going as planned, but there were many obstacles to implementation, such as the limited time allocated for class teaching, students' absence from extracurriculars, and limited time for conducting comparative studies because of many internal activities. According to Mr. Mu'tasim's statement, it can be concluded that literature activities at this institution have been carried out despite several obstacles. However, each of these problems has its solution, such as not all students can take part in language course extracurricular activities so that language skills are only obtained through learning in class. To equalize this problem to make all students can get existing language learning, the Language Development Center or commonly known as the LAC (Language Advisory Council) applied the learning outcomes to other language events as competitions, such as drama competitions, MLO

(Mashduqiah Language Olympiad), and language training. Therefore, these language activities allow students to support their literacy learning.

CONCLUSION

From the research that has been conducted at the Al-Mashduqiah Islamic Boarding School, the authors can conclude and show how drama can be a means of achieving integrity in teaching English. Based on the analysis, the use of drama in teaching English to students can improve their communication involving ideas, emotions, feelings, compatibility, and adaptation. Moreover, there found difficulties in learning vocabulary, pronunciation, and grammar in ELT. Therefore, learning English through drama as a medium or strategy for teaching English will be more effective and can make students more active in the process of learning and developing literature. Through the interview process, the authors can find out how the implementation of drama learning with literature learning and the application of the Islamic da'wah system in this boarding school. The authors concluded that studying drama can teach many things to students. Through drama learning, students can gain many lessons from stories for their everyday life. The implementation of the curriculum taught here is not only through general knowledge but also by getting sufficient character education through religious knowledge.

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