Drama in Enhancing Motivation of Non-English Department Students: Computer Science Students

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Abstract

Teaching English for the non-English Department has a huge challenge. Most of the students are in low motivation to learn a foreign language including English because they are more interested in their main subject than the supported subject. They assumed that English is difficult and complicated so that they have a low desire to learn the subject. It affects their competences and performances, therefore another creative method is crucial to be implemented in the classroom. One of the solutions is creating fun learning of English final project. This research aims to identify whether drama can build their motivation and interest to speak and learn English. Drama can be performed by the students in groups and create stories based on their creativity. The research method used is qualitative by interviewing some of the students and the quantitative research methods by distributing a questionnaire. The research results show that most of the students stated that learning English through drama has a positive effect on their motivation, it is more than 45% of the students agree that drama encourage them to learn English. It is expected that drama can be implemented in the classroom to enhance students' motivation in the first semester of the year.

Keywords: drama, motivation, English language teaching, non-English department

Introduction

English is as a Lingua Franca that becomes demands in almost all different departments to learn English. English is one of the major subjects that must be taken by students to graduate from the university including Bumigora University. Learning English has some obstacles especially to non-English Department students. Learning the second (foreign) language has various obstacles, therefore educators need to identify a variety of strategies and methods to motivate the students to learn. The theory of cognitive noted that motivation is crucial to both students and teachers in empowering and boosting the students to learn other

118

languages (Stein-smith, 2019) and enhancing students' proficiency and achievement (Chiou, 2019). Some strategies were taken to improve and boost students' motivation. One of the ways to support their motivation is literature through drama. Angelianawati (2019) stated that one of the most potential genres to help EFL learners to learn English is drama because drama invites the students to speak, listen, read, and write. Learning drama means learning how to communicate because it elicits the students to think and speak loudly and to build their confidence. Learning second/foreign languages needs process and motivation because motivation is one of the pivotal roles in learning the second language including English as a foreign language (Sengkey & Galag, 2018) and it has been examined for the last 60 years (Alqahtani, 2016). To boost the students' motivation, teachers need to identify the student's level of language proficiency and students' interest. Bower (2017) states that there are three different components of level of motivation namely language level, learner level, and learning situation factors. Motivation influences the students' attitude in learning second/foreign language and it relates to students' interest to learn the language more and harder. Widodo, Ariyani, & Setiyadi (2018) mention that motivation is dichotomized into internal behavior (intrinsic) or external behavior (extrinsic) in which it close to the reason for learning other languages. One of the main majors of success in learning English is motivation because without sufficient motivation in which the level of dedication and concentration is difficult to achieve, to maintain (Stein-smith, 2019). Motivation influences the attitude and the way learners learn and the attitude of the learners is considered as one of the main factors of the students' achievement and success. Shaalan (2019) mentions that a positive attitude and motivation have a pivotal role as motivated learners seem to foster students to learn the language and to master that language.

It is important to give high motivation and self-confidence to the Second Language Learners or called by Krashen as Affective Filter Hypothesis. (Cruz, 2019) said that motivation and self-confidence should be put in the first (higher) and anxiety is in the second level (lower) in learning second or foreign language and even motivation is as the most main factor for success in learning second or foreign language because it drives and force the learners to gain the purposes (Arjulayana & Srikandi, 2019). Learning language through drama also elicits the students to do collaborative learning because the students discuss their project and create a concept together. Laurillad claims that collaborative learning or called learning through projects such as drama or others is a powerful type of learning because it engages between experiential learning through experiences and social constructivism learning through discussion (Arifin and As`ad, 2019). Learning a second or foreign language through drama encourage the students to speak confidently, to express their feeling freely, and to show their ability maximally. Yuanyuan (2019) noted that drama sharpen natural speaking, build confidence and drill pronunciation.

Drama elicits students to speak because speaking is one of the most fundamental skill (Katemba & Buli, 2018). Drama encourages the students to speak loudly so that it can build the students' confidence and provide more learning opportunities that are unavailable in the classroom contexts (Peng, 2015). Similarly, Ushioda (2016) notes that in the early English dramas can also offer some hints and supports to understand Shakespeare's play and any other English readings. The teachers need to provide a big opportunities to the students for reading aloud and it is to create a good classroom atmosphere where the students

feel safe (Nambi, 2019) and drama or music can create a good enjoyable, happy, motivated, relaxing atmosphere and the lower stress levels or affective filters (Degrave, 2019). He added that drama or music has a positive effect on general learning aspects, for instance, increase motivation and interest, reduce anxiety and feeling unsafe. Drama supports the student to interact with one student to other students because motivation evolves through day-to-day interaction in the classroom (Ushioda, 2016).

The drama also elicits the students to work in a group and to do a collaboration with other friends because doing something in collaboration could reduce anxiety and increase confidence and creativity. Collaboration and hand-to-hands in learning can decrease the affective filters as well as increase comprehensible input and this learning style is active instead of passive (Chiou, 2019) in which it can encourage the students to be more active to speak English. Tuan and Tran (2015) highlighted that there are three factors in teaching speaking (in Katemba & Buli, 2018,p. 98)

1. Teachers need to generate students' ideas by using mind mapping and giving them enough time to express their thoughts.

2. Teachers need to make students feel comfortable by developing friendships and cooperative behaviors to overcome shyness.

3. Teachers should simplify the topic given in the textbook to help students understand the lesson more easily.

Simplify the topics, create mind mapping and collaboration can boost the students speaking. The way teachers treat the students can shape the students' attitude, behavior, and motivation in learning a subject. As mentioned by Widodo, Ariyani, & Setiyadi (2018), they categorized attitude into two types namely attitudes to English as a subject to be learned and attitudes to English native speakers. Their research results show that attitude to the target language and language the language has a significant correlation between motivation and its components. The findings of the research also provide information that motivation has a higher correlation to learning *Lampungese* than the attitude.

Method
This research is based on mix research using a questionnaire with a four-point Likert Scale as a quantitative method and interview as a qualitative method. The questionnaire was distributed to students to gain information about their perspectives of drama in boosting students' motivation for learning English.

Research Setting
This research was conducted at *Bumigora University* with 97 students in the first semester who take English subject. There are three classes of Computer Science students that were taken as samples of this research namely class D, E, and F.

The Technique of Data Collection
Two ways used in collecting data namely distributing the questionnaire, and interviewing the students. The questionnaire was distributed to students to gain information about their perception of the drama in boosting students' motivation

120

in learning English for the Computer Science Department on a four-point Likert Scale (1=Disagree/Not Agree), (2=Quite Agree), (3=Agree) and (4=Strongly Agree). The questionnaire was created with Google Forms, then each student completed the questionnaire individually. The interview is one of the pivotal ways to obtain data so that some students are needed to be interviewed. The interview is one of the main instruments needed in this research to investigate and gain specific information. The semi-structured interview was used in interviewing the students. The interview guide contains some questions related to drama in boosting students' motivation in learning English.

The Technique of Data Analysis

Organizing, sifting, summarizing, and synthesizing, obtaining the data and driving conclusions of the research were used in analyzing the data. The data collected were analyzed in different ways that are quantitative and qualitative. García-gil & Andreu (2017) noted that in order to triangulate the information gained during the interview with the students, the ad hoc questionnaire was designed to rank the four-point Likert-type scale (1=Disagree/Not Agree), (2=Quite Agree), (3=Agree) and (4=Strongly Agree). They added that the quantitative data were gained from the questionnaire and the questionnaire was created with Google Forms and completed by the students online through link that was uploaded. Then the data from the questionnaire was analysed using IBM SPSS Statistics using statistical methods namely descriptive Statistics (frequencies and percentages). Descriptive statistics were used to analyze the questionnaire results. While the qualitative data were obtained from the results of interviews, comments, feedback, and suggestions gained from students.

Findings and Discussion

Drama performance is the final test in the Computer Science department in which the students are divided into some groups. Each group consists of approximately 9-10 students. Before performing, the students were guided to practice to can be given suggestions, feedback, and comments. During one semester, the students were drilled to speak and were built to be more confident so that they could be easier to perform in the stage. Besides performing drama, the students also learn to manage the stage and their performance.

Students' Motivation

Based on the questionnaire, there were about 45.5% of the students agree that drama can give the students a big opportunity to learn English and drama can increase their English ability respectively. Related to enjoyable and fun learning, it is about 41% of the students agree that drama can stimulate them to learn English more enjoyable and approximately 32% said strongly agree. It is relevant to the students' opinion that about 42% of the students very agree and 38% agree that drama can motivate them to learn English. The students also agree that drama can stimulate their imagination and their creativity in which it is approximately 48.5% of the students agree and 33% very agree. For more detail, it can be seen in Table 1.

Table 1: Students' Response to Drama (Motivation)

Statement	SA	A	QA	NA
Drama is able to give me a big opportunity to practice English in classroom.	41.2%	45.4%	11.3%	2.1%
Drama is able to help me to increase my English skills.	43.3%	45.4%	11.3%	0%
Drama is able to stimulate me learn English more fun and enjoyable.	32%	41.1%	20.6%	6.2%
Drama is able to motivate me to learn English.	42.3%	38.1%	17.5%	2.1%

Related to the results, most of the students (42.3%) are motivated learn English through drama. Drama elicits students to speak because speaking is one of the most fundamental skill (Katemba & Buli, 2018). Drama encourages the students to speak loudly so that it can build the students' motivation and provide more learning opportunities that are unavailable in the classroom contexts (Peng, 2015). Similarly, Ushioda (2016) notes that in the early English dramas can also offer some hints and supports to understand Shakespeare's play and any other English readings. The data presented that it is about 41,1% of the students felt enjoy and fun when they learn English through drama. Martin (2019) argued anxiety in speaking English could prevent the students to achieve the goals to become ready for the teaching task especially for non-English major students, in this case for computer science students of *Bumigora* University. Therefore, the lecturers need to provide big opportunities to the students for reading aloud to create a good classroom atmosphere where the students feel safe (Nambi, 2019) and drama or music can create a good enjoyable, happy, motivated, relaxing atmosphere and the lower stress levels or affective filters (Degrave, 2019). He added that drama or music has a positive effect on general learning aspects, for instance, increase motivation and interest, reduce anxiety and feeling unsafe. It is relevant to the data of students (42,3%) that are motivated when they learn English through drama. Drama supports the student to interact with one student to other students because motivation evolves through day-to-day interaction in the classroom (Ushioda, 2016).

Students' Skills
The data in Table 2 showed that most of the students about 55.7% strongly agree that drama can make the students learn to speak. The students have a big opportunity to speak and about 45.4% of the students said that they agree. Meanwhile, approximately 51.5% of the students agree that drama can encourage the students learn reading and writing respectively. Related to the learn pronunciation, it is about 54.6% of the students agree that drama can make them learn pronunciation. In terms of vocabularies, most of the students strongly agree

(53.6%) that drama make the students learn vocabularies and it is about 48.5% of the students agree that drama can encourage them to understand and memorize the vocabularies. More detail of the data can be seen in Table 2.

Table 2: Students' Response to Drama (Skills)

Statement	SA	A	QA	NA
Drama is able to make me learn speaking.	55.7%	39.2%	4.1%	1%
Drama is able to make me learn reading.	33%	51.5%	10.3%	5.2%
Drama is able to make me learn writing.	18.6%	51.5%	18.6%	11.3%
Drama is able to make me learn pronunciation.	35.1%	54.6%	10.3%	0%
Drama is able to make me learn vocabularies.	53.6%	40.2%	6.2%	0%
Drama help me to understand or memorize the vocabularies.	28.9%	48.5%	20.6%	2.1%

Based on the data, more than half of the students assumed that drama can make them learn speaking and vocabulary. It is the same as learning writing, reading, and pronunciation. Most of the students agree that drama makes them learning those skills. Related to the data presented showed that it is about 51,5% of the students thought that they can understand and memorize easily vocabularies and almost 50% stated that they elicited to learn vocabularies through drama. The students also try to memorize and use the vocabularies used in the script. Cameron (2001) stated that the students can boost their awareness pf the potential of learning vocabulary through stories including drama (Hsiu-Chinh, 2009). It is also supported by Nambi (2019) stated that reading is an advantageous activity that can enhance and improve students' ability and positive attitudes in learning English. Related to the data, 55,7% and 54,6% of the students mentioned that they have a big opportunity to learn speaking and pronunciation respectively because they drill themselves before performing. Drama not only drills the students to learn of speaking and reading but also to learn listening because all skills have a good correlation. (Farahani, 2019) said that listening refers to the complex and invisible mental activities that lead to the comprehension of the spoken language. Learning English through drama support the students and drill the students to speak English as much as possible not only to their friends but also to the native speakers of the language. It elicits the students to do exposure which means that students are given a big opportunity to speak a lot and aloud. Drama drills students to speak up and read loudly.

Students' Self-Esteem
Related to data in Table 3 showed that the students also agree that drama can drill them to respect each other; it is about 43% and around 40% very agree. It is about 44.3% of the students strongly agree and 43.3% agree that drama can increase

123

their confidence in speaking English. The students also agree (48.5%) that drama can stimulate their imagination and creativity. More than half of the students (about 52.6%) agree that drama provides a big opportunity to the students to be more sympathetic, empathetic, and respect each other.   More detail data can be seen in Table 3.

Table 3: Students' Response to Drama (Self-Esteem)

Statement	SA	A	QA	NA
Drama can make me more tolerant to other people and collaboration.	40.2%	43.3%	13.4%	3.1%
Drama can increase my confidence.	44.3%	43.3%	11.3%	1%
Drama is able to stimulate my imagination and my creativity.	33%	48.5%	17.5%	1%
Drama can give me opportunity to learn more about sympathy, empathy, and respect each other.	32%	52.6%	14.4%	1%

Drama is one of the best ways to teach English for young learners and for students who are from the non-English department to stimulate their creativity, tolerance, sympathy, empathy, cooperation, collaboration, and to increase their confidence. Based on the data presented in Table 3 illustrates that 43.3% of the students mentioned that drama elicit them to be more tolerant and can work collaboration with their friends. Drama engages students to talk with others and to discuss their project. The students have their autonomy to create their projects and to create the script. It provides some advantages to the students such as "more individualized language support, promoting collaborative learning, increasing students' interaction and engagement, providing opportunities to practice the language beyond the class setting and improving language skills of language learners" (Albiladi & Alshareef, 2019). Discuss with their peer or friends stimulate them to talk more confidently because they will reduce their anxiety to be wrong. The discussion and role play boost the students to do role-play and enhance their motivation to learn the language. It makes the students learn much easier and more fun so that they can learn better and faster. Santos (2019) claims that good teachers should identify and make the learning process much easier by utilizing various ways such as through drama, simulation reporting, and role play.

Martin (2019) adds that teachers should assist the students to reduce anxiety and encourage the students' motivation to build confidence to acquire the necessary communication skills. Consequently, learning English through drama has a positive role in the students' motivation and it will affect the students' achievement(Stein-smith, 2019). Based on the data presented, it is about 43.3% of the students felt that drama can build their confidence in learning English. Learning through drama can make the learning process becomes easier (Santos,

2019) and learning English through drama can motivate and build their confidence the students in learning (Seddiki, 2018). In terms of the data, 48.5% of the students agree that dram can support them to be more creative. Learning English through drama, the students can express their creativity because they will write their script. The students have the authority to create their drama and imagine the drama's plot. Almost half of the students mentioned that drama can make them learn how to respect other people and respect each other. Most of the students agree that drama can stimulate their imagination and creativity and can increase their confidence because the students found that drama was possible to have fun and filter the temptation and fear in learning English (Moghaddas & Ghafariniae, 2012).

Conclusion

Teaching and learning English for non-English majors have high challenging. The teachers need various approaches, methods, strategies, or ways to encourage them in learning English. This research concerns implementing drama to enhance the motivation of computer science students. The research results showed that students agree that drama can boost the students' motivation in learning English in some skills such as learning speaking, listening, writing, reading, pronunciation, and vocabularies. The students felt more enjoyable and fun to learn through drama because they learn and create their conversation freely. The students also believe that drama can make them have great self-esteem such as more tolerant, confidence, respect individual differences, sympathy, and empathy.

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