PROCEEDINGS

ISSN 2303-1417

universitas bandar lampung
SOLUTION FOR PRESENT AND FUTURE
INDONESIA

IN COOPERATION WITH

CHINA

THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學
HONGKONG

INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
MALAYSIA

THAILAND

20-21
May 2016
Bandar Lampung
University,Indonesia

4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

4th ICEL 2016

20 -21 MAY 2016

Organized by:
Faculty of Teacher Training and Education (FKIP),
English Education Study Program of Bandar Lampung University
Zainal Abidin Pagar Alam street No.89 Labuhan Ratu, Bandar Lampung, Indonesia
Phone: +62 721 36 666 25, Fax: +62 721 701 467
www.ubl.ac.id

PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

Drs. Harpain, M.A.T., M.M
4th lCEL 2016 Chairman

PROCEEDINGS

The Fourth International Conference on
Education and Language (4th ICEL 2016)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
May 20,21 2016

STEERING COMMITTEE

Executive Advisory

Dr. Ir. M. Yusuf S. Barusman, MBA
Dr. Hery Riyanto
Dr. Lintje Anna Marpaung, S.H.,M.H
Dr. Thontowie, M.S

General Chairman

Mustafa Usman, Ph.D

Chairman

Drs. Harpain, M.A.T., M.M

Co-Chairman

Helta Anggia, S.Pd., M.A

Secretary

Yanuarius Y. Dharmawan, S.S., M.Hum

Treasurer

Samsul Bahri, S.E.
Dian Agustina, S.E.

Technical Committee

Susanto, S.S., M.Hum., M.A., Ph.D.
Deri Sis Nanda, S.S., M.Hum., M.A., Ph.D.

International Advisory Board

Garry Hoban, Prof. Dr., University of Wollongong, NSW Australia
S. Mohanraj, Prof., Dr., The English and Foreign Languages University, India
Ken Cruickshank, Prof., Dr., University of Sydney, Australia
Mohamad Sahari Nordin, Prof., Dr., IIUM, Malaysia
Baverly Derewianka, Prof. Dr., University of Wollongong, NSW Australia
M. Yusuf S. Barusman, Dr., Universitas Bandar Lampung, Indonesia
Mustofa Usman, Ph.D, Lampung University, Indonesia
Ahmad F. Ismail, Prof., Ph.D., IIUM, Malaysia
Harpain, M.A., Universitas Bandar Lampung, Indonesia
Raihan B. Othman, Prof., Dr., IIUM, Malaysia
Andala R. P. Barusman, Dr., Universitas Bandar Lampung, Indonesia
Jayashree Mohanraj, Prof., Dr., The English and Foreign Languages University, India
Ujang Suparman, Ph.D, Lampung University, Indonesia
Ahmad HP, Prof., Dr., Universitas Negeri Jakarta, Indonesia
Nuraihan Mat Daud, Prof., Dr., IIUM, Malaysia
Udin Syarifuddin W, Prof., Dr., Open University, Indonesia
Hery Yufrizal, Ph.D, Lampung University, Indonesia
Khomsahrial Romli, Prof., Dr., Universitas Bandar Lampung, Indonesia

Organizing Committee

Chair Person

Dra. Yulfriwini, M.T.

Secretary

Bery Salatar, S.Pd.

Treasure

Samsul Bahri, S.E.

Proceeding and Certificate Distribution

Yanuarius Y. Dharmawan, S.S., M.Hum
Helta Anggia, S.Pd., M.A
Bery Salatar, S.Pd.
Dina Ika Wahyuningsih, S.Kom

Documentation

Noning Verawati, S.Sos., M.A.
UBL Production

Sponsorship & Public

Ir. Indriarti Gultom, MM.
Yulia Hesti, S.H., M.H.

Transportation and Accommodation

Irawati, S.E.
Zainal Abidin, S.E.
Desi Puspitasari, S.H.
Tissa Zadya, S.E., M.M.

Special Events

Dameria Magdalena, S.Pd., M.Hum
Yanuarius Y. Dharmawan, S.S., M.Hum
Helta Anggia, S.Pd., M.A
Kartini Adam, S.E.

Consumption

Siti Rahmawati, S.E.
Aminah, S.E., M.Akt.

Table Of Content

Preface ii
Steering Committee iii
International Advisory Board iv
Organizing Committee iv
Table of Content vi

Keynote Speakers :

1. A New Voice in ELT: Planning Intensive Workplace Curriculum - Amporn Sa-mgiamwibool I-1
2. Fostering The Use of Drama For English Language Learners in The EFL Classroom - Deri Sis Nanda I-7
3. The Cultural Compatibility of Saudi EFL University Students in The UT Austin ESL Program - Lobat Asadi I-11
4. Challenges For 21st Century Learning In Indonesia – Hendarman I-20

Paper Presenters :

1. A Sociolinguistic Study of English And Javanese Kinship Terminology – Andrias Yulianto II-1
2. Adapting Meg Cabot's Princes Diaries in Teaching Writing – Pramugara Robby Yana & Zahara Ramadani II-6
3. Analysis of Students' Communication Strategies in ESP Class of Mathematic Study Program – Rizky Ayuningtyas & Hery Yufrizal II-13
4. Authentic Literature and Technology Involvement in EFL Reading – Bastian Sugandi II-18
5. Blog As Alternatif Media In Teaching Literature – Y. Satinem II-24
6. Communication Theory: Ritual Constraints Used in English Classroom Interaction at Tenth Grade Students of SMK Yadika Lubuk Linggau – Maria Ramasari II-29
7. Designing Instructional Materials For Blended Learning By Using Schoology For Speaking Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University – Margaretha Audrey S.C. & Dameria Magdalena S II-34
8. Designing Lesson Activities Through Maluku Folklore For Character Education – Mansye Sekewael, Frida Pentury and Welma Noija II-46
9. EFL Teachers' Belief On Classroom Management And Behavior As The Key Success Of English Language Teaching – Reti Wahyuni II-52
10. English For Maritime – Lucia Tri Natalia Sudarmo, Heidy Wulandari, Marita Safitri, and Fransiscus Widya Kiswara II-64

11. Error Analysis Of Aspirated And Unaspirated Consonant Sounds Produced By Students At English Club Senior High School Of Tri Sukses Natar South Lampung – Fitri Anggraini II-68
12. ICT and Vocabulary Building - Bastian Sugandi & Eko Saputra II-72
13. Improving Students' Pronunciation By Using Audio-Visual-Assisted Text – Yanuarius Yanu Dharmawan & Mutiatus Saniyati II-75
14. Informal Assessment for Language Skills: The Leaners' Perspective – Apsus Grumilah & Irfan Nur Aji II-81
15. Learner Autonomy In Blended Learning Speaking Class – Ida Nahdaleni & Yanuarius Yanu Dharmawan II-91
16. Learning Interaction In Web Based Learning In Speaking Ii Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University – Upeka Mendis & Arnes Yuli Vandika II-98
17. Letter Tiles To Teach Spelling: How Does It Work? – Elita Elva Lintang Femila & Arliva Ristiningrum II-105
18. Looking at English National Examination 2016 in Indonesia: A Prospect of Bloom's Revised Taxonomy – Candra Jaya II-108
19. Quipper School: How Do Teachers Bring it in the Classroom? – Asep Idin & M. Syahrul Z. Romadhoni II-118
20. Scanning Of Students' Learning Style At SMA Negri 7 Lubuklinggau In Academic Years 2015/2016 – Agus Triyogo II-125
21. Society'S Attitudes Toward Indonesia And Perspective In Facing The Asean Economic Community – Nur Nisai Muslihah II-131
22. Students' Critical Thinking In Online Discussion Forum – Sela Fitriana & Helta Anggia II-136
23. Students' Perception In A Blended Learning Speaking Class – Desi Ike Sari II-144
24. Teaching Reading Comprehension By Using Creative Thinking Reading Activities (CTRA) To The Eleventh Grade Students Of SMA Negeri 8 Lubuklinggau – Syaprizal & Yayuk Handira II-152
25. The Application Of Cards In Teaching Grammar To Improve Students Writing Skill: A Teaching Strategy Development - Eroh Muniroh II-157
26. The Application Of Problem Based Learning To Increase Critical Thinking And Metacognitive Grade XII Students At Senior High School (SMA) "XYZ" Makasar - Hildegardis Retno Harsanti, Khaterine & Niko Sudibjo II-160
27. The Application Of Web Based Learning By Using A Blended Learning Approach In Speaking Ii Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University - Thea Marisca Marbun B.N & Arnes Yuli Vandika II-170
28. The Critical Discourse Analysis On The Fame Of Oreo Wonderfilled Advertisement - Alfriani Ndandara & Frederika Mei Anggraeni II-178
29. The Effect Of Using Pair Taping Technique Toward Speaking Ability In Descriptive Text Of The Second Year Students At A Private Secondary School In Pekanbaru - Intan Septia Latifa II-186

30. The Effectiveness Of Scaffolded Reading Experience In Teaching Reading Viewed From Students' Intelligence - Aksendro Maximilian II-191
31. The Implementation Of Flipped Classroom By Using Schoology In Speaking II Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University - David Ginola & Dameria Magdalena S II-199
32. The Implementation Of Using Online Application In Increasing Students' Motivation - Dhia Hasanah II-208
33. The Possible Causes Of Indonesian EFL Students' Anxiety In Speaking Impromptu Speech - Galuh Dwi Ajeng II-216
34. The Use Of Authentic Materials In Speaking Class At The Second Semester Students Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University - Helta Anggia & Randi Setyadi II-222
35. The Use Of Card Trick To Build Students' Vocabulary - Eny Dwi Marcela II-229
36. The Use Of Hot Potatoes For Teaching Vocabulary At The Eleventh Grade Of SMA Bodhisattva - Ezra Setiawan II-232
37. The Use Of Interactive White Board In EYL Motivation – Munjiana II-242
38. The Use Of Podcast And Interpretive Tasks For Peer Assessment In The Extensive Listening Class - Delsa Miranty II-248
39. Translation Shift Of Verb And Sentence Style From English Into Bahasa Indonesian - Diah Supatmiwati II-257
40. Using Mnemonic Techniques In Vocabulary Learning - Ita Purnama II-261

FOSTERING THE USE OF DRAMA FOR ENGLISH LANGUAGE LEARNERS IN THE EFL CLASSROOM

Deri Sis Nanda

English Education Study Program, Teacher Training and Education Faculty, Bandar Lampung University
Corresponding email: derisisnanda@ubl.ac.id

Abstract

Drama is a powerful tool that can engage students actively with the English learning process (Davis, 1990; Dervishaj, 2009). Drama provides a context to practice listening and speaking for learners and it makes language practice more meaningful than mechanical drills. It also gives great opportunities for them to communicate with others even when they have limited vocabulary. Therefore, the article presents the use of drama as a form of literature to encourage students to learn English as a foreign language. The method is not only to develop students' language skills but also to provide them the real situation adopted from the real life. There will be a social engagement in doing drama activities.

Keywords: drama, foster, simulation, mime, role play

1. INTRODUCTION

Teachers are realized that the best teaching method which works is only based on contexts. Thus, they should have their own way to teach. Because of the reason, English teachers should establish the context where learners can freely explore the language. Because language is a means of communication, they should also provide learners' activities to develop their communicative competence in English and establish the atmosphere which is conducive to the application of the resources. The article then talks about the other approach that is fostering the use of drama for English language learners. In the article, drama is not for theater or production but used for teaching English in the EFL classroom.

Drama is a powerful tool that can engage students actively with the English learning process (Davis, 1990; Dervishaj, 2009). The use of drama in English language teaching can be a great resource which serves as main activities including role playing, simulation of daily life situations, dramatizing readings and dialogues or miming. Those are suitable for practicing oral skill and English pronunciation as well as developing group collaboration. Using drama is also a great way to bring lessons to life and can also offer students of all abilities a chance to engage in fun activities. Drama can greatly increase student's confidence as well as English language skills.

To demonstrate that drama activities are effective in learning foreign languages, there are some studies which have been done by some researchers. For example, Almond (2005) says that by embracing a drama approach for teaching English, learners can be stimulated to make genuine communication among them. For Kendall (1998), drama provides a much needed direct experience that revolutionizes a student's attitude, and ability in the spoken language. It is also to be noted that for Boyles (2012), drama can contribute powerfully to the quality of learning language. Drama activities promote interesting ways of motivating language learners. With drama the learners can play, move, act and learn at the same time. Therefore, the use of drama is proved to be useful in learning English as a foreign language. Philips (2003) also says in drama activities, learners will examine and practice the use of language in context. By applying drama techniques, teachers cover the course book consisting of teaching the four English skills such as reading, writing, speaking and listening.

2. DRAMA AND LANGUAGE LEARNING

People think that drama is related to a play. Actually, a play is a part of drama. Boyles (2012:5) stated that drama is "an art form" which consists of multicultural. Consequently, it can be used by anyone irrespective of age, race, gender, and ethnicity. Because drama is a part of everyone's world, it can be used in teaching any kind of students. In The *Merriam-Webster Unabridged Dictionary* (2012), drama as a composition in verse or prose arranged for enactment (as by actors on stage and intended to portray life or character or to tell a story through the actions and usually dialogue of the enactors. Boyles (2012) says that the word "drama" is derived from Ancient Greek meaning 'action'. Thus, drama is related to the human action which is in the form of story. It

contains knowledge, ideas and emotion which are related with human life. When drama is used in the EFL classroom, there will be interactive communication that learners enjoy it.

In relation to the modern language teaching, Via (1987) states that drama is communication between people. Then, Lyman and Scott (1975) claim that drama is related to social reality. This is what makes it a valuable tool in second language and foreign language learning.

3. THE IMPORTANCE OF USING DRAMA FOR ENGLISH LANGUAGE LEARNERS

Drama is not simply about establishing communication and interactions among learners but it is about introducing a new perspective on how to look at the world. Drama which is full of human actions describes social reality. Consequently, by establishing social reality, learners who do drama activities are able to tie interesting meanings into a task from their own lives. Doing drama activities for them is not just an obligatory task. However, drama can be an alternative way to investigate the world. For Almond (2005) drama is important because it is a whole-person approach which means that it not only deals with spoken language but also requires the reaction and response with the learners' intellects, emotion, and natural instincts. In drama, English language learners are the center of the learning experience, and this builds their own way of understanding.

Drama as a tool contributes to the personal development of the learners and enables them to pursue enquiry. The role of teaching English language through drama is to help the learners to have confidence in communication and allow them to experience, discuss, plan, and reflect on their English skills.

By using drama in the EFL classroom, every learner is involved and he/she learns to use improvisation. The learners are initiating rather than responding to the teacher's questions. On the other hand problems such as shyness, the use of mother tongue, correcting mistakes or noise could arise. They also learn to use regular speech through drama. However, the role of a teacher during drama activities in the EFL classroom is more of a facilitator than an authority or the source of knowledge. Almond (2005) states that the fact that through drama the division between the organized language inside a classroom and the spontaneous language in the real world can be seen. To some extent, drama engages learners in authentic real life situations. Through drama, the learners do not just play a play. On the other hand, Triguero (2011) says that they focus on paralinguistic features such as gestures, facial expressions, pauses, fillers or interruptions.

4. THE TYPES OF DRAMA ACTIVITIES IN THE EFL CLASSROOM

There are the types of drama activities which are used in the EFL Classroom. They are role play, mime, and Simulation.

4.1. Role Play

In The *Cambridge Advanced Learner's Dictionary,* role play regards pretending to be someone else especially as part of learning a new skill. It can be a method for exploring the issues involved in complex situation. Role play provides participants to deepen prior experience and to translate it into characters for the plot. It also enables learners to have an opportunity for acting, collecting information regarding social issues, learning to take on the roles of others, improving students' social skills. In role play the participants are given roles which they act out in a given scenario.

4.2. Mime

According to *The Merriam-Webster Unabridged Dictionary* (2012), mime is a form of entertainment in which a performer plays a character or tells a story without words by using body movements and facial expressions. Mime can encourage learners to demonstrate words like *frightened, happy*, *sad* etc. Dougill (1987) defines mime as "a non-verbal representation of an idea or story through gesture, bodily movement and expression." Mime then encourages their confidence in front of the class. He adds that mime is the most useful activities in language practice.

4.3 Simulation

For Jones (1980), simulation is defined as reality of function in a simulated structured environment. Simulation then provides the learners to do various interactions with different categories of dialogues. In relation to simulation activities, the learners are taught to interact in a social situation. For example, they could practice how to greet, request for a date and cope with shopping. Simulations provide a realistic setting for more extensive interaction in which students can get extensive practice. Simulations concentrate on clear information and require participants to assess and respond to a specified task. The learners who do simulation are trained to encourage oral skill.

Simulations serve the English language learners an opportunity to practice taking on a specific roles and improvising within specific situations on the assumption that with practice the learners will play their roles more effectively. To some extent, simulation for Smith (1984) employs a specific situation within which the learners

can practice various communication skills like situation within which students can practice various communication skills like expressing opinions, convincing others, arguing eliciting opinions, solving problems, and analyzing situations.

Drama activities are illustrated in Figures 1, 2 and 3. In the figures, the students are doing drama activities such as simulation, role play and mime. The students are the fourth semester in English Education Study Program, Teacher Training and Education Faculty, University of Bandar Lampung.

Figure 1. Simulation [1]

Figure 2. Role Play [2]

Figure 3. Mime 3[3]

5. HOW TO TEACH ENGLISH THROUGH DRAMA IN THE EFL CLASSROOM

Because teachers know the effectiveness of using drama, they are not afraid of applying a drama activity in the language classroom. In doing drama activities in the EFL classroom, a teacher is just a facilitator or a guide. Thus, Gaudart (1990) says teachers should not give detailed instruction for students. In the EFL classroom, teachers should be clear about his/her role. Minimum instructions are necessary for teachers in the class because they are just a guide. The learners should be given freedom to make their choices regarding character, situation and body language.

[1] In the simulation, one student is a host of a talk show program and the other is a famous singer.
[2] In the role play, the story in the drama is derived from traditional story *Malin Kundang.*
[3] The students do miming in drama activity.

Doing drama activities for them is not only for fun but also for learning. They can practice various communication skills such as expressing opinions, convincing others, arguing eliciting opinions, solving problems, and analyzing situations.

Through the drama activity, there is no error correction for students. It is for avoiding their frustration when they make errors. Those errors can be evaluated after they have done drama activities. The main purpose of using drama is to stimulate the students 'participation in communicative activities, which means overcoming to use the foreign language, and creating communicative skills.

6. REFLECTING ON TEACHING LEARNING ENGLISH THROUGH DRAMA

Using drama as a creative method in the EFL classroom can bring new and important knowledge of the teaching/learning process of a foreign language. The teacher as a researcher in the classroom who examines teaching and the development of the learners can improve her/his knowledge in teaching. In order to know the strengths and weaknesses the learners have done drama activities, the teacher should do recording and give evaluations about language accuracy and fluency. Through recordings, the findings are obtained. The information is in terms of content, pronunciation, and language use. Strengths and weaknesses of speaking performance are found in doing drama activities including a broad range of vocabulary. However, weaknesses are found in the pronunciation and grammatical structure of the sentences.

7. CONCLUSION

Through a process of group collaboration, and exploring a range of human feelings, drama can help the English language learners to explore a variety of social situation and moral questions within a supportive framework. In this way, drama can enable them to gain confidence in making decisions and in solving problem. The types of drama activities which can be used in the EFL classroom are role play, mime, and simulation. Drama encourages the learners to develop their creativity, strengthen their confidences, and improve the ability to cooperate with others. They also have their own stage to express their thoughts and show their initiative.

REFERENCES

[1] Almond, M. (2005). *Teaching English with Drama*. London: Modern English Publishing.
[2] *Cambridge Advanced Learner's Dictionary.* (2008). Cambridge: Cambridge University Press.
[3] Boyles, S.C. (2012). *Teaching Primary English through Drama: A Practical and Creative Approach*. London: Routledge.
[4] Davis, P. (1990). The Use of Drama in English Language Teaching. *TESL Canada Journal /Revue TESL Du Canada.* Vol.8. No.1. pp. 87-99.
[5] Dervishaj, A. (2009). *Using Drama as a Creative Method for Foreign Language Acquisition*. *LCPJ*. Vol.2. No.1. pp. 53-62.
[6] Dougill, J. (1987). *Drama Activities for Language Learner*. London: Macmillan Publishers Ltd.
[7] Gaudart, H. (1990). *Using Drama Techniques in Language Teaching*. Retrieved from ERIC database. (ED366197).
[8] Jones, K. (1980). *Simulations: A Handbook for Teachers*. London: Kegan Paul Ltd.
[9] Kendall, J. (1998). *Combating Passivity in the Classroom*. Foreign Language Institute, Kanazawa University. Unpublished Thesis.
[10] Lyman, S.M. & Scott, M.B. (1975). *The Drama of Social Reality*. New York: Oxford University Press.
[11] *Merriam-Webster Unabridged Dictionary*. (2012). http://unabridged.merriam-webster.com/MWOL-home.htm
[12] Philips, S.C. (2003). *Drama with Children*. Oxford: Oxford University Press.
[13] Smith, S. M. (1984). *The Theater Arts and the Teaching of Second Languages: Reading*. Massachusetts: Addison Wesley.
[14] Triguero, S.M. (2011). The Use of Drama in Foreign Language Teaching. *El uso del teatro en el aula de idiomas*. http://www.quadernsdigitals.net/datos_web/hemeroteca/r_1/nr_835/a_11266/11266.html
[15] Via, R. A. (1987). *English in Three Acts.* Hawaii: The University Press of Hawaii.

universitas
bandar lampung
SOLUTION FOR PRESENT AND FUTURE

9 772303 141001

Bandar Lampung University
Zainal Abidin Pagar Alam Street No. 26 Labuhan Ratu
Bandar Lampung, Indonesia | www.ubl.ac.id | Phone +62 721 773 847