

## **The Use of Literary Works in English Language Teaching**

**Indah Wiwik Lestari**  
Universitas Bengkulu

**Hafsa Namhar**  
Universitas Bengkulu

### **Abstract**

The low self-confidence in speaking can impede language acquisition. The purpose of this study was to prove and evaluate the effects of using drama for English Language Learners. It was hypothesized that drama would be helpful in lowering the affective filter psychological attributes. In addition, it can improve students' self confidence. A group of students who had good comprehension of English, yet, were reluctant to speak. Drama was successful in considerably reducing the students participants' anxiety and increasing their confidence and motivation towards speaking English.

### **Key words**

confidence, drama, problem in language learning,

---

### **Corresponding author:**

Indah Wiwik Lestari, Universitas Bengkulu, Bengkulu, Indonesia  
Phone: +6285656312907  
Email: lestarindah13@gmail.com

## **INTRODUCTION**

The process of English teaching is tricky. Every teacher who teaches English lessons did seem easy but it is difficult for the students. The cause of the problem is how a person orders the English materials that can be accepted by the students optimally and giving positive response from students. According to Brown (2000) teaching English lesson does not just deliver finished material, which is an important material that has been delivered wrong regardless of the students' psychology. Teachers want all students feel enjoy and feel good on the material conveyed by appropriate methods. If the students feel comfortable and happy with the way we teach course material that we convey to students will be quickly accepted by the student.

The objective of English teaching in Indonesia both for academic and general purposes are designed to strengthen the four major skills; reading, writing, speaking, and listening (Byrne, 1988). The students are obligated to master the four of language skills. Students need to practice in the specialized skills that determine communicative competence, namely reading, writing, listening, and speaking. It is commonly considered that the students start studying English at their first time of schooling in junior high school. A set of three, four, five or even six years of learning the same subject of a language is a quite long, But there is no guarantee that longer the study, more the mastery.

Claridge (2010) stated that it must be clearly seen that the English learning at school is a subsection of a whole teaching and learning process guided by the curriculum. In other words, curriculum is the formal guide of teaching and learning activities, which all teachers and educational institution administrators have to apply at school and avoid any problem in teaching process. There is a connection between the native language of a learner and the particular difficulties in learning and using English. In addition, the kind of mistakes a learner typically makes in English pronunciation, grammar and vocabulary as there is native language interference in learning English.

The problem is that Indonesian learners have been studying English for a long time, but most of them feel they have no ability to use English as a medium of communication. In this case, they have less ability to express the idea through a written text, or even they say that they have no idea to write. They are difficult to get ideas and to explore their idea in speaking and writing. They do not understand when they take conversation with native speaker. They do not understand about syntactic structure and they lack of ability to pronounce a word.

However, there are also many other students that really have no ability to express their idea through written English. Students can have various difficulties and problems in learning English. Then also we can find that there many of students less self confidence in acquire an English language then can make different mistakes in English pronunciation, grammar, and vocabulary usage.

The writer found students' problem and need to be solved especially in senior high school. Students are afraid and give up first before speaking with others or speaking in front of the class. They do not believe themselves and based on some

references that the writer had been read, it has been found that many students who experienced a lack of confidence.

## **LITERATURE REVIEW**

Students whose lack confidence are very difficult to be able to increase themselves, especially in terms of socializing (Dagarin, 2004). It can be seen when students are on specific condition, for example if a student's is faced with a new community or entrance to the new environment. The indication of lack of confidence arises when students talk or start a new conversation with the person he knew, anxious and often doing mistake when speaking.

In their research, DiCerbo, Anstrom, Baker, and Rivera (2014) found that the problem must be addressed in order not to impede the growth of students in socializing with their surroundings. Self confidence is the students supportive to maximize the capabilities. It avoided the sense of hesitation that often interrupts and also their anxiety has negative impact to success in learning a foreign language.

When students speak with anxiety, they may contribute to poor oral performance. Usually, a student with anxiety is fear evaluated by her peers or fear of losing face. The problem here is about the anxiety and self confidence in speaking. Through this literature study, the writers are interested in solving this problem by using one of literary works, namely drama.

### **A. Anxiety and Self Confidence in Speaking Skill**

Self confidence is one of the big faiths in us, without self confidence students will be nothing. Self confidence is one of the key of performing in action whether inside the classroom or outside the classroom (Ellis, 1997). Confidence is a feeling that makes us think that we are capable of doing something with ease and calmness. It makes us optimistic and pleased with ourselves. It can also be a plus for us to enjoy doing things and enjoying life.

The study conducted by Kourieos and Dimitris (2013) indicated that there is an eventual return in education, anxiety, and the lack of confidence. The resulting reduction of motivation towards learning English is very real problem for English language learners. The student's self-image, motivations, and emotional state can affect how well that student can successfully acquire a second language.

That study developed the concept proposed by Krashen (1982) that if students are anxious and upset in any type of English language learning instruction, they will have difficulty learning English. It is important for educators to find ways to motivate English learners and reduce their anxiety. English teachers should increase the students' confidence in the classroom in order they can successfully learn English.

In enjoying life, everybody should have confidence (Skehan, 1991). One of skills that must be mastered by students is the ability to communicate with people. With that ability, students will be able to explore their ideas and knowledge to the community.

However the reality is different. Many students are still afraid of speaking in public. Speaking in public is essentially as a process of communication. Fear of communication is known as communication apprehension.

In their research, Lee (2015) found that if someone forced to communicate, they will talk irrelevant, because talking is relevant would invite good reaction from others. People who experience of this will be the forerunner anxiety in speaking process. They would find that people do not give positive response to what he said. Feelings of anxiety or fear something that almost certainly be experienced by everyone. Even someone who has experience in public speaking cannot be separated from these feeling.

In speaking process, it emphasizes to explore the ideas because speaking is the most common and important means of providing communication among human beings (Lewis & Hill, 1992). Speaking is linked to success in life. It has important positions both individually and socially.

There are many problems by some people especially for student when they want to explore their idea orally (Littlewood, 2000). They are difficult to express their capability in speaking to show their performing. They need to be active to interact or socialize with other. Some students are often difficult to communicate in the classroom, rarely ask, even the teacher given the opportunity in arguing still passive and reluctant if asked the teacher to speak in front of the class. In the writers' view, it is because the self-confidence of students is still low.

## B. Drama

One possible way to reduce anxiety and increase confidence and motivation is to utilize drama in the EFL classroom. According to Lyons (1968) drama is powerful because of its unique balance of thought and feeling makes learning exciting, challenging, relevant to real life concerns, and enjoyable. Drama has the potential to provide an opportunity to practice English speaking. Drama holds the potential to lower anxiety and increase motivation for EFL students.

Base on the result of investigation that Sharndama and Suleiman (2013) conducted, they found some reasons in favor of using literary works activities and techniques in the language classroom.

1. Literary works are entertaining and fun
2. Drama, poetry, and songs can provide motivation to learn
3. Literary works can provide varied opportunities for different uses of language
4. Some Literary works engage feelings
5. Drama can provide rich experience of language for the participants

A research conducted by Rosida and Rejeki (2017) showed that drama helped EFL students gain self-confidence. Using drama makes students felt less nervous to speak using English in front of the group. Most of the students enjoyed the drama activities and were motivated to participate in learning activities.

A study of EFL students conducted by Roslina, Mutawakkil, Nashruddin, and Amin (2020) also indicated that students felt much more confident in speaking as a

result of participating in an English speaking drama program. Most of them expressed a desire to continue to participate in a drama program.

## **DISCUSSION**

In using Drama in the classroom, the teacher becomes a facilitator rather than an authority or the source of knowledge. The teacher who too often imposes his authority or who conceives of drama as a kind of inductive method for arriving at preordained correct answer will certainly vitiate the developmental values of drama and possibly its educational value as well. The following is a drama with the title “Fight to Be A Superstar”.

Surely many peoples want to be a superstar, But being a superstar is not easy. There must a fight be to reach it, like me.

One day, Aira has a daydream and then her mother came.

Mother : Liya (claps Aira’s shoulder)

Auliya : Ah! (shocked)

Mother : Why you daydream??

Auliya : Nothing Mom

Mother : What do you think ?

Auliya : Mom, next month my friend will work in Korea. I want to follow too.

Mother : I don’t agree, Auliya!!

Auliya : But, I want pursue some money for you. I will make you happy, Mom, Please .. .

Mother : Are you sure?

Auliya : Yes.

Mother : OK, if so I agree with your judgment. Although, I heavy to free you.

Auliya : Thanks Mom. I love you.

Next month in the airport.

Mother : I am feeling blue, you must go to Korea. well take care of yourself

Auliya : Yes Mom, I will always remember it.

Mother : I will always miss you.

Auliya : Me too. Mom I must go now. Bye –bye Mom I love you.

Mother : I love you too.

But, in Korea Aira got a bad employer.

Mrs. Hyun : Auliya!!!

Auliya : Yes Mrs. Kim, what happen?

Mrs. Hyun : Make the breakfast for me! Quickly!!

Auliya : Okay Mam.

A few minutes later.

Auliya : This is breakfast for you Mam.

Mrs. Hyun : (testing) what you made? This food is not delicious! I don't like it!

The next day,

Mrs. Hyun : Why is my clothes like this? Why do my clothes rip? Auliya!

Auliya : What happen Mrs. Hyun?

Mrs. Hyun : Look! Why do my clothes rip?

Auliya : I don't know

Mrs. Hyun : What? You don't know? You really make me angry!

Auliya : I am sorry, Mam, but I really not know.

Mrs. Hyun : Get out of here!

Auliya : But,

Mrs. Hyun : I don't want to see you again!

Auliya : Please Mam, don't expel me. Please.

Mrs. Hyun : Get out now!

In the street,

Auliya : I am annoyed. Why does Mrs. Hyun expel me? In fact, I don't know anything.

Suddenly, the rain comes down.

Auliya : (running) Why am I really unlucky?

And then Auliya fainted, afterwards there was a girl found Auliya in the side of street. And then a girl broght Auliya to her home.

After a few times, Aira got up.

Auliya : Where am I?

Sue : You're conscious.

Auliya : Who are you? and where am I?

Sue : My name is Sue, Lin Sue. This is my house. This mornig I found you faint in the side of street.

Auliya : Ooo. . . My name is Aira. I am come from Indonesia. Thanks, you help me.

Eun ri : No problem. By the way, why you faint in the side of street?

Auliya : My employer expelled me, in fact I don't know anything. And then the rain come down and I faint.

Sue : Ckckck. . . you employer is so bad.

Auliya : Yeah. Now I dont know where I am stay.

Sue : You can stay here with me.

Auliya : Are you sure? Thanks Sue.

Sue : You're welcome.

One day, Auliya cleaned the room while sang. And then Sue heard her singing.

Sue : hmmm . . . Auliya's voice is so beautiful. Auliya come here.  
Auliya : What happen?  
Sue : You're voice is so beautiful. I like it.  
Auliya : Really ???  
Sue : Yes. And I will give you song education.  
Auliya : Thanks Sue.

Auliya learned to sang with a really really with Sue. One day, Sue met with her friend. Her friend is manager of SM. Entertainment the named is Mr. Vin

Mr. Vin : Sue?  
Sue : Mr. Vin. How are you ?  
Mr. Vin : I am fine and you ?  
Sue : I am fine too. I happen to meet with you, I will talk something.  
Mr. Vin : What would you like to talk about something  
Sue : I have a friend, her voice is so beautiful.  
Mr. Vin : Really ??  
Sue : Yes and I will you make she as superstar.  
Mr. Vin : Ok. I will look she. I invite your friend to SM. Entertainment next afternoon.  
Sue : Ok. See you tomorrow.  
Mr. Vin : See you.

Next afternoon in the SM. Entertainment building Auliya and Sue met Mr. Vin

Sue : Mr. Vin, she is Auliya  
Mr. Vin : Hi Auliya, nice to meet you  
Auliya : Nice to meet you too Mr. Vin  
Sue : Mr. Vin wish to see you sing.  
Auliya : Hah? I feel ashamed.  
Sue : You must believe with your self.  
Auliya : Ok. I will try it.

And then Auliya sang so beautifully.

Mr. Vin : Auliya, your voice is so beautiful.  
Auliya : Thanks Mr. Vin  
Mr. Vin : Okay, I wish to make you as superstar.  
Auliya : Really?  
Mr. Vin : Yes  
Auliya : Thanks Mr. Vin  
Sue : Congratulation Auliya  
Auliya : Thanks Sue. This is all because of you

Some months after that, Auliya became a very famous superstar.

Sue : Auliya I have something for you.  
Auliya : What?  
Sue : Wait a moment.

After a few times Sue came with Auliya's mother.

Auliya : Mom!  
Mother : Liya! I miss you so much.  
Auliya : I miss you too Mom. Thanks Sue.  
Sue : You're welcome.

Suddenly, Mr. Vin came

Sue : Mr. Lee she is Auliya's mother  
Mr. Vin : Hello madam. Nice to meet you  
Mother : Nice to meet you too sir. Thanks, you make Auliya a very famous superstar.  
Mr. Vin : Its because Sue.  
Sue : Ah no. This is all because of Auliya tries very seriously so that reach the maximal result.

#### Activity I. Reading Script

1. Teacher gives a students drama script
2. Students decide the best characteristics for their self
3. Teachers ask the students to perform by reading a script
4. Teacher ask to students to perform in interact with each other base on the script
5. Teachers identified a students voice, tone and others
6. Teacher evaluated students role in script like Body movement, gesture and others

#### Activity II. Mime

1. Teachers gives a warm up for students
2. Teacher ask the students to work in pairs or small group,
3. Teacher guides a students for their body movement, eye contact about 30 minutes
4. Teacher gives a topic to the students to work three minute mime (For example Feeling blue when a mother in the airport, Shouked Expression , Happy or laugh expression and so on
5. Tearcher are allowed students about five minutes for preparing, and rehearsing.
6. Teacher ask students to perform their mime in turn
7. After Each performance the teacher asks the class to interpret what it has been for example : Students 1 make a gesture or expression "happy Expression "and another students will guess the body langusge that students perform

#### Activity III. Role Play

1. Teacher devided a students in small group, each group consist of 3 students

2. Teacher decides the scene, every student has a different scene for example in an airport, in Korea and in an entertainment building
3. Teacher asks the students to play a role based on character (Mother, Auliya, Mr. Vin, Sue)
4. Teachers give about ten minutes to prepare and comprehend their characteristics
5. Teachers ask the students to perform based on their characteristics
6. Teachers require a student to talk in the classroom performing with different roles
7. Teachers evaluate student roles in their real characters

#### Activity IV. Improvisation

1. Teacher gives a warm-up for students to decrease their anxiety
2. Teacher asks student to make some groups, each group consists of 3 students
3. Teacher gives a topic for each group and decides characteristics and situation for example for a group a teacher gives a topic about Health and the characteristics is Doctor, patient, and parents
4. Teacher provides the context and the students act out their roles spontaneously without any planning
5. Teacher evaluates student improvisation and gives reinforcement

#### Activity V. Simulation

1. The teacher gives an overview problem in a situation that will be simulated.
2. Teachers put on students in small groups
3. Teachers assign a student to be involved in the simulation of Drama "Fight to be a superstar"
4. The teacher provides the opportunity for students to ask questions, especially for students involved in characterization Simulation
5. Teacher asks the students to interact with various categories of dialogue such as greeting, parting, introductions, compliments and complaint
6. After performing the teacher and students evaluate critique and feedback on the implementation of simulation process.

#### Activity VI. Evaluation and Feedback

1. Teacher puts students into groups, each group consists of 5 students based on characteristics of Drama above (Fight to be a superstar)
2. Teacher asks the students to describe what happened next of Drama, so students can explore their ideas and decide their endings
3. Teacher asks the students to analyze of drama then each student has a role as a connector, summarizing, and culture
4. Teachers ask the students to perform their task
5. Teacher evaluates students and gives them feedback

## CONCLUSION

Drama is an appealing teaching strategy which promotes cooperation, goal-oriented learning as well as emotional intelligence skills. Drama strengthens the bond between thought and expression in language. Drama is considered as a teaching method in the sense of being part of the eclectic approach to language teaching. It can become a main aid in the acquisition of communicative competence. Drama activities facilitate for learners to solve their problem in using English especially for their self-confidence.

Six activities that applied above are good for students. From the use of drama, students become more confident in their use of English by experiencing the language in operation. Drama in the English language classroom is ultimately indispensable because it gives learners the chance to use their own personalities. It draws upon students' natural abilities to imitate and express themselves, and if well-handled should arouse interest and imagination. Drama encourages adaptability, fluency, and communicative competence. It puts language into context. By giving learners experience of success in real-life situations, it arms them with confidence for tackling the world outside the classroom.

## REFERENCES

- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. New York: Longman.
- Byrne, D. (1988). *Teaching Writing Skills*. London: Longman.
- Claridge, C. (2010). *Hyperbole in English: A corpus-based study of exaggeration*. Cambridge: Cambridge University Press.
- Dagarin, M. (2004). *Classroom Interaction and Communication Strategies in Learning English as a Foreign Language*. Ljubljana: Birografika Bori Ljubljana.
- DiCerbo, P. A., Anstrom, K. A., Baker, L. L., & Rivera, C. (2014). A review of the literature on teaching academic English to English language learners. *Review of Educational Research*, 84(3), 446-482.
- Ellis, R. (1997). *Second Language Acquisition*. Oxford: Oxford University Press.
- Kourieos, S., & Dimitris, E. (2013). Students' perceptions of effective EFL teachers in university settings in Cyprus. from <http://www.csenet.org/journal/index.php/elt/article/view/31103/18195>
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. California: Pergamon Press Inc.
- Lee, B. (2015). EFL Learners' Perspectives on ELT Materials Evaluation Relative to Learning Styles. *RELC Journal*, 46(2), 147-163.
- Lewis, M., & Hill, J. (1992). *Practical Techniques for Language Teaching*. Cambridge: Cambridge University Press.
- Littlewood, W. (2000). *Communicative Language Teaching*. Beijing: Foreign Language Teaching and Research Press.
- Lyons, J. (1968). *Introduction to theoretical linguistics*. London: Cambridge University Press.
- Rosida, I., & Rejeki, L. (2017). Woman in Patriarchal Culture: Gender Discrimination and Intersectionality Portrayed in Bob Darling by Carolyn Cooke. *INSANIYAT*:

- Journal of Islam and Humanities*, 1(2), 129-139. doi: 10.15408/insaniyat.v1i2.4345
- Roslina, R., Mutawakkil, M., Nashruddin, N., & Amin, A. (2020). Literature Learning in the Students of Class-X at SMA Muhammadiyah Pangkep. *JELITA*, 1(1), 60-67.
- Sharndama, E. C., & Suleiman, J. B. (2013). An analysis of figurative languages in two selected traditional funeral songs of the Kilba people of Adamawa State. *International journal of English and Literature*, 4(4), 167-174.
- Skehan, P. (1991). Individual differences in second language learning. *Studies in Second Language Acquisition*, 13(2), 275–298.