

DRAMA IN ENGLISH STORY TELLING AND PRACTICE FOR STUDENTS' FLUENCY

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DRAMA IN ENGLISH STORY TELLING AND PRACTICE FOR STUDENTS' FLUENCY

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Abstract

Drama in English is a part of art which has been related to linguistics. Some students' fluency will be connected with the four aspects of language; such as listening, speaking, reading, and writing. It shows in some different styles but they will get better English through their capability. One of the aims in the process of conducting this research is connecting with the gap between English drama and ELL education on speaking. Fluency is not only about on transferring the idea but also creating the newest way how to study English in fun. Finally, we can make the deal for one of the most effective and fun things is learning by doing, their creativity is their speaking skill on practicing their English drama.

Keywords: Drama in English, Storytelling, Speaking Practice, Students' Fluency

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A. Introduction

English drama is a kind of activities which we had known as the entertainment based. From the way how to teach English we do not get to make it happened just like we wish to; even more than six years the students are learning but mostly they are lack of confidence to express it in public. They just practice more over about the theoretical based, text book, grammar and never express it in communication skill on the spoken or conversation. In drama we can make it happened, even it's not about the reality or daily communication but at least they will try to practice it. What is an English drama? Maley and Duff (1978) explain the values and uses of drama that it can help the teacher to achieve 'reality' in several ways. It can overcome the students' resistance to learning the new language. Some ideas say it in Drama for the foreign language learners will improve their abilities through this English drama learning process. According to (Chauhan, 2004: 1), real communication involves ideas, emotions, feelings, appropriateness and adaptability.

This is one of the effective ways on how to practice the speaking ability in several expressions. It's not only about how to express but also understanding the newest dictions since some of the words are unusual to be expressed. Literature is the basic way to understand the art of speaking. In this learning and teaching some English drama students are not only about how to act in the character based on the script but also the way on how to improve of learning and teaching English; especially for the listening and speaking one. English drama is one of the subjects in the 6th semester for English education curriculum. The greatest way of teaching speaking for English drama would be designed and constructed by

several factors. One of the complex factors is the strategy applied by the lecturer. English Drama is one of the alternative strategies to improve students' competence in spoken expression. English drama is able to help the students for learning and expressing more about themselves both through language spoken and language expression as well. The students would more active in speaking activity with English drama is also a specific action to create the atmosphere of learning process more active, exciting, communicative, and contextual. They will be guided to follow some practicing the best way for learning English conversations through the literature of the script itself. Real conversations would be stated in an English drama and it is nice alternative learning for them.

Moral value is the most important thing behind the whole of the activities. Since from the educational side, we will get more than spirit to learn more in detail about the language. Since English is one of the most favorable subjects; the English teachers should create the innovation on learning system through the literature. Some techniques are adopted since it will be more interesting for the students on making the English subject becomes easier to be applied and learnt. The other thing that we should know on having the character which influences the students on moral value is very useful. Thus, it seems that the strategies and methods for teaching learning English drama to English as a Foreign Language (EFL) learners are not enough for improving their competence for communication things. Students are necessary to follow a set of curriculums for learning English drama by the conversations. The conversations in English drama would be a perfect alternative for them.

B. Literature Review

This is an experimental research on English drama for EFL. Some theories will support on how to make the show is valuable. Meanwhile the ideas from the characters will improve when the show is expressed.

1. The Power of Acts on Studying English

Based on the theory, some students really like as the entertainment; in this time English Drama is the lesson which supports on oral practicing. When some students are doing the drama, they will act as pretend to be the real person in the story. Mc Gregor, Tate, and Robinson (1977: 16-17) state: "Drama revolves around the process of behavior, through interpersonal response. In acting-out, the individual himself is the prime medium of expression. Acting-out then is the exploration and representation of meaning using the medium of the whole person."

Drama will make the students to interact because acting-out involves a "negotiation of meaning". Meanwhile Susan Holden takes drama to mean any kind activity when learners are asked either to portray themselves or to portray someone else in an imaginary situation. "In other words, drama is concerned with the world of 'let's pretend'; it asks the students on their projects imaginatively into the other characters, situation or another person" (Holden 1982: 1). Art of acting is more interesting since at least we can be the other with our style. From this side we have some experiences on making the great pronunciation. To express more the dialect since it is necessary to support the oral ability on English especially. How to apply it in daily activities, especially as the

English education instructors or the people who learn English as a foreign language?

In every term of languages, we have the dictions which have specific meaning. When we know how to express it well it is not only in literacy but also the daily used terms. We cannot compare with the kinds of story from the drama itself. Sometimes we will find some stories in other countries are different from others. When we know since it is quite similar and I think the similarity is not coming from the story but the dictions. Linguistics is so complicated when we never know the point of view from the culture behind on the story. Moreover, we never concern about the diction whether it is a literacy based or daily used based.

As the English teachers and practitioners, we should know at least the dictions and the meaning of the basic language are applicable for the daily used. In some countries such as European and American or even in Asia; it is naturally expressed based on the historical background and the culture behind on it.

The ideas of the drama are not about on how to get the line of the story only but also the character on how to apply it in the practicing of the drama itself. We cannot compare exactly from what the students learn about but we can make it better for the students who had learnt and practice of the drama.

2. Problems Encountered in Applying English Drama through Literature and Culture

The various problems that actually occur are not very complex problems but are common problems that often occur in students. In this case, as a lecturer, it is appropriate to give a problem

that is made as something that needs to be faced and changed from a problem to a solution that gives benefits, especially in the field of English.

Hall (2005) states that literature will make the psycholinguistic things especially about the language learning itself. This step will enhance about the discourse processing skills and also will improve the vocabulary building and reading skills. Hişmanoğlu (2005: 47-57) also emphasizes the role that literature can play in teaching both basic language skills such as vocabulary, grammar and pronunciation. Besides, literature has experienced a revival with the enhancement of communicative approach in language teaching as it provides students with original thing, enjoyable and cultural material. Cruz (2010) in his article entitled “The Role of Literature and Culture in English Language Teaching” notes that:

“Literature enhances ELT through elements such as authentic material, language in use and aesthetic representation of the spoken language, as well as language and cultural enrichment. It is with this last element that literature opens the door that leads to a wider and closer look on the culture (or cultures) where the target language is spoken.”

The most important thing that drama techniques are inspiring will motivate the students’ activity for learning and practicing as it brings delightful feeling, fun and laughter into the stage and encourages cooperation in a creativity. In this method, students have an already-made real-life discourse models and then they try to apply it while they speak with their expression. This is what we call a behavior will create the expert. Communication is the key on how to make it well. When we do believe that behavioral

communication is needed, this time we try to make it real. Newton, C. (n.d) (2015) states there are five communication styles. They are assertive, aggressive, passive-aggressive, submissive and manipulative. All of them are different sorts of behavior and language character. Each style will motivate them through their practicing. From those activities there will be a motivation. The motivation will be formed by itself if in one class making a drama script will be taken from a positive perspective and moral value and can make English drama lessons not only from a literary lesson without any purpose except only lessons that are only made a mere obligation. The simplest solution is when we can make the storyline of a story that is valuable and can be made an example in real life.

3. Teaching a Conversation through an English Drama

Some factors are interacting in the process of acquiring language and learning new conceptual information through drama. One of the most important ones is practicing or behave yourself on doing it". English Drama enables students to learn new language and to understand new ideas by participating in different roles through which they perform on the show for making the sense of ideas. Actually, there is other important contribution to know more about the interaction between language acquisition and drama is the principle that learning is situated within interactions, particularly in drama. In this research, ELL students interact with each other and with the lecturer or director of the English drama, in ways that situate the meaning those interactions. In sociocultural sides to understanding the foreign and second language

classroom, Richard Donato (2000) states, “Learning and development, including foreign and second languages, is situated.”

It shows, “The performance becomes the cultural and language practices happen with learners or in this case as the actors and actress specially; they are joining together, sometimes there is a little bit conflict on making sure about the new and developing meanings and understandings”. In this part, drama theories have much in common with SLA theories, in that they can apply together on making the conductive learning to language learning.

C. Method of Investigation

In what ways does the drama technique help the conductive learning as the EFL students? How can English drama improve the students’ conversation skills?

The participants of this study are forty-four male and female students who had studied English at the sixth semester in the Universitas Pancasakti Tegal. They are classified into two groups including control and experimental groups. To the two groups, a Test-Retest evaluation is applied to measure the targeted language skills that is to be taught to them. They are divided into two target groups of students. Group A is considered as a control group while Group B is considered as experimental group.

This study applies two different syllabi for teaching English language skills. Group A (control group) is exposed to a language syllabus that contained classical and traditional instructions and exercises on language skills with little or no exposure to literary discourse. Group B (Experimental group), on the other hand, is exposed to an

1 experimental syllabus that includes drama structure. This syllabus is designed mainly to develop English language conversation ability in the learners through literature or literary texts. The two dramatic texts that are used in this research are based on Juliet Snowden and white's 'The OUIJA' and Alejandro Amenabar's. Since the language the writers use in these two modern plays is not highly literary and it is like an everyday conversation.

1 For two groups, a Test-Retest evaluation is used to measure the targeted language skills that are to be taught. These groups are selected for instruction for a complete eight-week term and perform their English drama. This research is a qualitative case study that follows the sixth semester students during a period of eight weeks at Universitas Pancasakti University Tegal. During this time, some exemplary and typical drama structures are used to teach the dialogues on the English (conversations). All participants are interviewed at several stages to obtain their reactions and responses as they participate in this project. To understand their thought about the use of English drama and drama techniques to help them learn English (conversations) with cultural contents, their own words are used as direct feed-back to inform the development and improvement of existing learning practices through their English drama project. During this time, English drama and drama techniques, practices and observed the participants interact with each other and with their dialogues which they have created to support their abilities. All of the participants periodically to obtain their reactions and responses as they participate in this project are interviewed.

For experimental group, two plays have been chosen: Juliet Snowden and white's 'The OUIJA' and

Alejandro Amenabar's 'The Others'. These two plays' language is highly simple, conversational or communicative dialogue and easy to follow. Before applying on two plays in the show, the topic and context of each of these are explained and discussed to students so that they fully understand what they have expressed through the dialogue. Those lists of characters in the play are assigned to students to make them interested in participating actively in acting out their roles. Students are getting involved in preparing for their roles for three weeks and then they are starting to speak their own parts or at times and they are memorizing it to make it sure that the expressions are absolutely connected.

First, the method used for gathering data is observation. Direct observation in the classroom and indirect observation (what gather through the use of a video camera or recording device) are used. In direct observation, for every detail in the classroom is such as how the students respond their dialogue based on the script; the eager or their interest; the body language helps them to understand the point of ideas; how they interact with each other through their dialogue and finally how they try to express appropriately in different ideas or dialogues which is supposed. In indirect observation discussed on the accuracy of the discourse and the learners, using and the capability of their fluency to see how the English drama and drama techniques that can affect these two main features are applied. After recording their expressions, their voices are transcribed and analyzed.

The second method used to gather the data in this study is through interviews. The interview is begun by asking general questions about the participants, the preparation of the English drama show, their experiences on making their

communication skills just like the previous lesson on speaking but now it is applied to the conversation on the dialogue, or other information that the students want to discuss about.

D. Findings and Discussion

To perform this research, two English learning classes are chosen; in each class there are fifteen female students in experimental group test treatment retest (role play) and in control group test routine subject re-test is implicated. After English drama session and interview has conducted, each one's documentation on the computer is transcribed, in words and sentences. Each transcript is labeled and each actor and actress expressing is identified. Other themes from the interviews with the college students are: the process of the show, personal character on how to express, how the English drama during the practicing is used, learning content, using an English drama expression in daily activities and speaking subject, and show plans. The whole of actions when they talk and speak about anything related to the universities, lecturers, and speaking class is signed as "daily activities", and, when students talk about their fellows, is signed as "personal life".

The first element is the results of the tests which are given out to the two groups and they show the outcome of this research project. The analyzed data of transcribed interviews after doing this research show that: the pupils have expressed much better of the context and they are very careful on choosing the dictions in different contexts. The script reading, contextual and life like daily routine on speaking expressions have been created automatically by them on making the awareness about the context and appropriateness. They also express the ability of

understanding how to switch to different words in different context. For example, when they are trying to express it with their friends on practicing while monitoring with the other college students, they use informal and spoken language but when they switch to formal language it means the dialogue has been practiced especially when they address to their partners on the English drama script which they have also modified. This understanding of using the contextual language especially English emerges in all 15 students of this research.

The second element which is analyzed is grammar and accuracy. Although the writer does not teach about the grammatical points in the class, all pupils have the great responds on the enhancement of their English grammar abilities. The writer even can show that practicing the English drama in classroom context helps them to focus on grammar. They are not only speaking grammatically correct, but also moving from simple sentences to the long and complex sentences.

The third element has analyzed about the vocabulary buildings or (dictions). The daily and routine in the speaking class and also the English drama show the progress on the process. The writer concludes that English drama presents a very authentic, life-like just like the reality for the college students to respond to. It is surprising to see how they are picky and accurate with their dictions. They show a perfect respond and have the best involvement with English specially drama. From these statements the writer does not accuse that they are using a lot of difficult and complex vocabularies in their speaking but the writer believes that they know and select the suitable word for the right situation; and by doing this that makes their English is more beautiful.

The result of the control group shows a bright enhancement in conversation skills, words power, dictions and appropriateness. On the contrary¹, the experimental group expresses clearly better gain in language skills than the control group in terms of grammar, words power, dict¹ions and appropriateness. This huge result is a great indicator to the fact that English drama implementation has helped the experimental group students to make up in their ability for learning English in a³³ very significant way. The results prove that the experimental group scores higher marks than the using of litera² texts which they have studied. It indicates that the standard of the experimental group has imp²roved well in the conversation skills. We can say; this result shows that there are important gains to be achieved which are including literature in the curriculum of the non-native English students or learner¹.

It also shows that both literature and language teaching connect with the development of feeling for language or spontaneous express to the literary texts. Reading to the script, practic²ing with friends and interpreting the English drama texts help the students to maintain the memory useful quotations and phrases which they can apply and express in their daily activities. Even more, the literary texts with the integration of the linguistic competence with the communicative competence are used i²n different situations. The results also show that a great effort has to be created for the literary texts in EFL curriculum at all steps, whether primar²y intermediate, or secondary. It is quite important for the language lecturer to support learners with interesting plays from the finest English literature on making the reading of those texts and practicing of them as a conversation through the script which they have expressed. The foreign language

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learner gets benefit from reading target-language literature since it will give practice in the linguistic expression.

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In this study a very intimate relationship between educational goals and literary texts is established. The lecturers, therefore, should create make a selection which is suitable with the literature for the learner's necessities, steps, capability and interests at all levels. For instance, the students have fun on making the one-act plays. Since usually, the amateurs will be highly motivated and feel so curious with a foreign language, so these texts or scripts will guide them to acquire their capability in communication skills which are connecting with the foreign language. The lecturers should make sure about the importance on teaching language through the spontaneous actions and it will produce the impressive and effective ways.

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Based on this research, English drama plays an important role in the acquisition of communication skills mostly on English conversations. Moreover, it will enhance their language skills through English drama between the non-native English learners. It is also helping them to apply the words for daily communicative purposes.

The research questions are applied through with what ways do the English drama and drama techniques help create conducive learning environments for the EFL student specialist? It is showed that using drama in a language classroom is a good resource for language teaching. By using English drama, learners become easily recognized with grammatical structures in contexts and also learn about how to apply the communication skills. The using of English drama raises the students' English capability and culture. The performance of English drama is as one of the systems

on enhancing the understanding of English in detail and language in the global scope including the culture behind on it especially as the EFL's learners in English department Universitas Pancasakti Tegal. The learners should make use of English drama to improve their comprehension of life experiences, reflect on particular circumstances and make sense of extra-linguistic world in a deeper way (Sariçoban, 2004: 15).

The data analysis is related to the second research question, how can English drama improve the students' conversation skills? especially, in Indonesia; with a traditional classroom in which the lecturer stands in front of the class to teach while twenty to thirty students sit quietly. In such a university class the interactions between lecturer and student as well as between the students themselves would be very limited. Finally, most of students are passive role in the classroom listening to the lecturer and waiting for the example and guidance. At the university level, acting out will help students to get involved actively and physically. In this level language learning, students can demonstrate their understanding of a command or question given by the lecturer by responding in other synonyms or similar expressions. They can act out the point of story to carry out. They can learn to do simple demonstrations, such as how to express and explore their comprehension, by first watching and understanding to the lecturer, practicing as a group, then individually saying and doing the actions.

In special class, this study begins with monologues since it shows the personal way for making other dialogues. Students have given some popular statement which they have already memorized and then act out in front of other students in the class; this makes them feel confident for better performance.

For other expressions in monologues about themselves, some students can also express the dramatic monologues in which they will try to take a role of a well-known actor from the foreign language culture while the others try to identify the one on it. The English dramatic monologues of this type can also express the other characters from the story or even a movie. After doing monologues the students can explore to conversing in pairs with one student interviewing another. The interviewer takes notes and writes a report on his or her partner. To prepare for the interview, students can be given questions in the second language, questions in English which they translate to the second language, or they can make up their own questions with some help from the lecturer.

As the amateur opinion, students will adapt the new information by trying it to fit what they had already learnt. It involves changing what they know in light of the new knowledge. Some opinions say that combining is a process of connecting new comprehensions to what we have already learned. Once they have integrated new knowledge than they use it comfortably. Using English drama as a technique to teach English conversation, the lecturer manages the theatrical learning opportunities provided by the dramatic context from within the context by taking the suitable role play in order to excite, control or their actions, provoke the memory, take the challenge superficial thinking, create choices and ambiguity, develop the narrative, and support them, for the interact in role. The homogenous two groups happen in their basic language skills. The duration of the practicing is for about eight-week term. The control group is instructed to apply in language skills through a strictly language-oriented syllabus with no literary discourse. The Experimental group is taught English conversation

through exposure ¹ dramatic texts. At the final term when the whole of the instructions is complete, the two groups are given out retest based on the components and study materials that are designed for them.

One of the aims in the process of conducting this research is to help to connect the gap between English drama and ELL education on speaking especially when referring to teaching techniques for teaching and learning as a second language. When the ELL strategies and the English drama/theatre conventions are used in this research, there come across some similarities between both. Generally, the strategies and techniques are alike, but unfortunately, they have different terms to identify their abilities. ELL learning and teaching techniques target listening, speaking, reading, and writing skills are including areas of grammar and pronunciation.

There will be some effects especially with the students' development on four essential skills on learning English. When we learn about listening, speaking, reading and writing whether we like or dislike it should be interconnected. It seems like a complete nerve system in our body. Even part of the body is sick but through the brain it will show the pain using its mouth which is expressed spontaneously. It is also for Drama; when the students are trying to express it on the show, they will do more about four essential skills indirectly. How do we know that it is giving the good effect on the students? Let us say that they will listen for the first time for making sure how to speak since they are not the professional artist. After several times they have listened the examples for next step they will try to speak up based on their ideas which are connected with the line of story. When some students are feeling worried; they will read as the reference as much as they can. Even some of references are not

enough and finally they will try to create their opinions on the new script based on their minds and it is more comfortable to be expressed. When we know about the theories let us say some dramas which have influence on making our English is getting better. It is the process which is needed the passion than only a patient.

1. The Receptive Skills Versus the Productive Skills

The receptive skills are the skills that the students never produce the language and they just receive whether they know it automatically. We just try to understand on the scripts. This is also known as the passive skills. The receptive skills are listening and reading. From both of the skills the students are quietly easy to enhance their skills but we have to make sure that all of skills are applied it correctly. It will make the result of the English drama performance. Finally, they will show their creativity through their English drama show.

Meanwhile in the opposite we have the productive skills. The skills will make the creativity on deciding the script and also the line of the story. They are speaking and writing skills. From both of them we can make sure that all of the parts are supporting based on the creativity. The director will make it shorter or longer from the scripts meanwhile the actors are also giving more freedom on expressing trough their speaking skills. No more the borders since language will be interpreted as their way on giving the storyline itself. It just looks alike the chef on cooking class. They will create the same menu with different step perhaps. Even more the results are different taste and quality.

2. The Show Must Go on

We feel so hard for the first time on making it real since in Indonesia, English is a second language. Furthermore, most of them are having the students typical Asian which is usually shy and lack of confidence. From this part, it is a challenge for us on how to make them more confidence. The process is what we need more attention. The steps and also their faith should be improved well. In this lesson the team work will be tested and it makes them better to help and support each other especially when they have the problems on how to overcome it. Grammar, vocabularies, pronunciation and mostly accent and dialect will be shown. It is fun for them when they can find the way how to be a team work.

3. Comparison Is a Spirit to Get More Than a Knowledge

Experiences are one of the reasons on the pupils for creating the English drama. They have the line of the story but unfortunately it is not only about the story or moral value but also the process for them to find out the newest way on learning English in detail. Perhaps they do not realize but it is real. They try to compare with their seniors or other English drama show on the other social media. The power of imagination and also the creativity are the biggest points on making further steps. Saman Masoumi-Moghaddam (2018) state, "Learning a second language by paying attention to form and trying hard to create only accurate form in the new language is the method of many English as a second language and foreign language teaching programs." The sixth semester English department is the students who will perform about it. Through this art some students are faced in

reality whether they like or dislike it. The comparison is one of the ways how to make it better show. The greatest idea is about the process which we can call as the knowledge. Time management, dictions and also other accent will stimulate the pronunciation on making the dialect which they should express in this English drama.

4. Practice Will Show the Result

From the beginning we will try to choose the story; whether this story is suitable with the students' ability. Some famous story is easier to be applied but it seems common and perhaps it makes they will not get the challenge. Meanwhile the challenging is not only about the concept but also the global practice. English Drama provides opportunities for multi-sensory, kinesthetic responses to stories. We try to educate them in several ways with the whole of packages on making them are better than ever. As the previous explanation which has been stated that the best result needs more the process. We have a very limited time from the start till the show. ELL education uses a pack of techniques to achieve the acquisition and learning of a second language. Some techniques are included, but they are not limited to, music and songs, pictures, dialogues, journals, videos, and games. When compared to English drama and theatre techniques, both involve some of the following: small group work, peer interaction, cooperation, active communication, and kinesthetic learning.

E. Conclusion

After we have tried to explore what they have done in English ability; we have an idea how to make it happen as smooth as they could. They will try to enjoy how to make it real as drama, storytelling or

other literature things. English drama is one of the English subjects which is interesting to be practiced. Let us see and practice the vocabularies or dictions to the other things, from grammar till the writing style, from the listening through the dialect and style of the speaking will express it better. The positive effects are making the students are ready to know more about the reality than they will apply it through their daily communication. We know that it seems impossible when they never apply it in their behavior. English drama will make it happens since at least they will practice it to get better performance.

Even only three months at least the intensive practicing will enhance their mind to get better English. One of the most important things is about the moral value. They will take the moral value from the line of story which they have taken and practiced it in daily. Make it sure they will find their own creativity through their skill on practicing their English drama.

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