

APPLYING ONLINE DRAMA SCRIPT TO BETTER SPEAKING PROFICIENCY AND VOCABULARY BUILDING

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ABSTRACT

Delivering ideas to others requires speaking to them. Every language user should learn this tool. For EFL learners, carrying out such a practice causes an issue. The university students encountered it. During the delivery, they experience stammering or getting stuck. They enrolled in a conversation class that used internet drama transcripts to conduct performing drama to correct their weakness in speaking practice. The study's objective is to demonstrate the value of using online theater scripts to improve speaking abilities. 24 freshmen were participating in the teaching and learning process. Each student needs to have a device with them to ensure learning success. It is the device used to access online content. The instructor divided the class into five groups to get things going. A coordinator operated each one. The teacher provided the URL to let students access the material. The pupils clicked on, and a page of drama titles appeared. The group's leader guided every one of his passengers in making the right decision. Each participant was then given a role in the drama practice. The students read every word and expression in the scripts to comprehend its content. They looked up the meanings of the unfamiliar words using their electronic dictionary. Each student that had issues was given self-assistance by the teacher. The teacher invited each group to perform once they had finished practicing and rehearsing the drama in their groups. The instructor commented on the pupils' efforts. Following the conclusion of the performance by all pupils, the discussion of the drama's subject matter was given. It was evident from the use of a number of practice sessions that the pupils' vocabulary and speaking abilities had improved. The teacher will benefit from using it when teaching the relevant subjects. It also encourages additional investigation by other researchers.

Keywords: Drama, Discussion, Speaking, Transcript, Vocabulary.

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INTRODUCTION

Speaking is a crucial language learning strategy that greatly enhances linguistic proficiency, cultural awareness, and self-assurance. Learners who actively participate in discussions get a thorough command of the language, improve their pronunciation, and comprehend the target culture better. Speaking also helps students develop their confidence, enabling them to interact with language more efficiently and actively. Speaking serves as the entry point into authentic communication in the process of learning a language, allowing students to put their theoretical knowledge and acquired skills to use in real-world situations (Eripuddin *et al.*, 2022). Learners can overcome communication hurdles, accept cultural diversity, and form enduring relationships with people from various linguistic origins by regularly practicing speaking (Dewi, 2023).

People need to have enough words in their heads to practice speaking. To communicate clearly and effectively, vocabulary is essential. People can avoid misconceptions and guarantee that their message is fully understood by using the appropriate language to accurately convey thoughts and ideas. A large vocabulary enables speakers to express ideas precisely, promoting a deeper comprehension of difficult ideas and improving overall clarity. It enables people to explain their views succinctly and without ambiguity, allowing them to engage their audience and capture the substance of their ideas (Simbuka *et al.*, 2020).

Pronunciation is crucial for conversation. Learning proper pronunciation is an essential stage in learning a language because it improves communication effectiveness and general speaking skills. By concentrating on their pronunciation, students can increase their fluency, talk more confidently, and interact with native speakers more successfully. The process of improving one's pronunciation skills can be sped up by using practical techniques including active listening, imitation, requesting feedback, self-assessment, and the use of technology. Learners can unlock the power of precise pronunciation and

unleash their full potential in language acquisition with perseverance, effort, and consistent practice (Zakiyyah *et al.*, 2022).

Students must still adapt their prior language skills to the contextual circumstances. Drama offers a real-world example of language use that highlights its dynamism, adaptability, and social significance. We learn about the linguistic patterns, cultural quirks, and emotional depths ingrained in the language through the dialogue, nonverbal cues, and social commentary displayed in theatrical works. The drama serves as an example of the power of language and its capacity to reflect human experience in addition to being a method of entertainment (Hadiri, 2019).

Speaking is a component of learning a language, too. Enabling students to speak up is the aim of speaking instruction. They must communicate their thoughts to others. The pupils must increase their proficiency in word choice if they are to achieve this goal. On the other hand, speaking practice was problematic for many EFL students. They have weak pronunciation and word recognition skills. It made it difficult for them to practice speaking (Jaya *et al.*, 2022).

Drama, in the words of Kumar *et al.* (2022), is speaking practice. People express themselves through dramatization to interact with one another. This kind of technique can be used by the teacher to encourage students to speak up. In order to improve the practice of theater, the teacher gives his students the task of writing the drama transcript. The students develop their vocabulary by creating sentences. They look for the right words to convey their ideas. The pupils practice writing transcripts in front of the class after finishing it. They improve their speaking abilities by doing this.

Additionally, students must develop their natural speaking expression. They must be familiar with the everyday colloquialisms used by native speakers (Astiandani and Mustofa, 2021). This kind of information

affects how the audience will interpret the characters' messages as they are delivered. Online theater scripts are helpful in meeting this demand. The native expressions that cannot be translated word for word can be taught to the students. Applying such resources teaches pupils how to use words in the right context. It promotes the students' proficiency in acting exercises.

The goal of the study is to show how well theater scripts can boost vocabulary and speaking development. To do this, a tip to assist in gathering the data is needed. Research questions must be stated to make it. It is satisfied by asking "How does the teacher implement drama scripts to enhance speaking development?" How effective are theatrical scripts for enhancing vocabulary growth? Is yet another. The analytical data will be enhanced using a mixed-method approach to fulfill the conclusion.

METHODS

The 1st-year student adhered to the treatment's protocol. They are about 19 years old. To meet the needs of the analysis, the data were being gathered. While the teaching and learning process was being watched, data were being acquired. In light of the numerical and descriptive data, a mixed-method approach was applied to complete the analysis. Pre-test and post-test data were compared to see how well the students had improved at speaking after beginning treatment. The pupils took a test before starting their treatment. Their level of articulation was put to the test. The students took a post-test to gauge their level of learning after the course.

Conducting a pre-test

The teacher gave the student a test to determine their speaking capacity. Each student was given the opportunity to provide an oral response to the question. The pupils had to answer three questions and follow one instruction, as shown in Fig. 1. The first query inquires as to what friendship is really all about. Daily proof that pupils do not need to search challenging resources to answer is available. It also occurs in inquiries 2 and 3. They are researching the common knowledge that pupils encounter in their daily lives. In the last one, it is about describing a picture. It provokes the students to speak a lot about the details of the picture. The utterances delivered by the students were transformed into scores. The compiled scores will be the source of the pretest results.

Choosing the material

Selecting ideal personalities and playing drama go hand in hand. Students are able to select the subject they are passionate about. Students in a group should agree on the title they chose while deciding on the topic. Making the right title choice is crucial. The play's performance will be based on this kind of step. This stage serves as the



Fig. 1: Question sheet

starting point for how each character expresses his or her objective. He or she could envision the environment to which they would adapt. Therefore, it may be claimed that the decision to choose the theme and the title is the first step in determining the play's success. The instructor asked the pupils to access their laptops at the first lesson meeting. On the projector screen, he displayed the URL: <http://www.teachingheart.net/readertheater.htm>. The pupils could access a variety of titles by clicking the URL, as shown in Fig. 2.

There are only a few titles available. If the students still need more, the teacher could direct them to look for another one. The numerous titles are helpful in meeting the needs of the students. The teacher's job is to make the students' research easier so they can find the materials they want.

<u>The Legend of Lightning Larry</u>	The Legend of Slappy Hooper	Savitri
<u>The Gifts of Wali Dad</u>	Peddler Polly and the Story Stealer	The Baker's Dozen
<u>The Calabash Kids</u>	How Frog Went to Heaven	Help! Hilary! Help!
<u>Which Shoes Do You Choose?</u>	Casey at the Bat	The Magic Brocade A Tale of China
<u>Master Man A Tall Tale of Nigeria</u>	Tackey The Penguin	Wemberly Worried
<u>Around the Water Cycle</u>	"This is Your Life, Amelia Bedelia"	Swamp Thing!
<u>Where the Sidewalk Ends:</u>	The Magic Carpet Ride	Dinosaurs Reader's Theatre
<u>St. Patrick's Day</u>	The Little Old Lady Who wasn't Afraid of Anything - Halloween	Easter Bunnies Vacation
<u>Where the Wild Things Are</u>	Who Was King	There's a Werewolf In Town
<u>The Very Hungry Caterpillar</u>	What, No Santa?	Turkey Trotten
<u>The True Story of the Three Little Pigs</u>	The Animal Trainer	Chicken Little
<u>The Dentist</u>	Dinosaur Land	The One in the Middle is the Green Kangaroo
<u>No Bath Tonight</u>	The King's Wish	The Fairy Godmother's Assistant
<u>Liza and the Lost Letter</u>	Temper, Temper	Rumpelstiltskin, Private Eye
<u>Remind Me Please</u>	Goldilocks and the Three Bears	Three Little Bears Cha-Cha-Cha
<u>Chin Play</u>	The Three Little Pigs	Nursery Rhymes with a Twist
<u>Columbus Day Reader's Theater</u>	The Enormous Nose	The Girl-Fish
<u>Shiloh Season</u>	The Meal Must Go On - Thanksgiving	SANTA KNOWS ABOUT RUDOLPH'S NOSE
<u>Earth Day</u>	A Collection of Many	Thematic Scripts
<u>Pippi Goes to School</u>	The Old Women and Her Pig - Level 1	The Haunted Castle - Level 3
<u>Lightning Larry - Grade 2-6</u>	Rumpelstiltskin	Piggie Pie

Fig. 2: The page of drama script title

The students will get their best performance if they have the appropriate supplies. In addition, the manuscript sample can be seen in Fig. 3.

Making a group

The students requested others to join them after considering the subjects and studying the numerous titles. The students are able to determine who will be in their groups, according to the teacher. Starting a team project is a crucial step. The teacher explains to the class how many people will be in each group before requesting them to form groups. They make their preferred selections. The teacher will convince the group members to accept the students he finds who do not already belong to a group.

Choosing the title

They take on a position and a title of their choice. Deciding on the title depended on the group's choice of subject. If it turns out that any of the group members disagree with the topic, the teacher can assist them in finding an alternative. Once they have a theme, they look for the title that members enjoy the most. However, it is unavoidable that the teacher will have to make accommodations for the members' differences. However, each group makes an effort to match its membership accordingly. The leader may ask additional members of the other group to join if the number of members is insufficient to meet the requirement. The teacher could assist them in running the play.

Practicing drama based on the role

Each member of the group practices the play according to the scenario in the script. They are reviewing their electronic dictionary to authenticate the spelling and meaning of the new words or expressions. For the student who neglected to bring an electronic dictionary, the teacher might do a favor. Not necessarily lethal. The life dictionary may be the teacher. The teacher's readiness will take precedence even though he merely looks at them to see if they are ready for enrollment. He could not overlook any student miscommunication. He has to help the students who need it.

Repeating the steps

Each student is then asked to perform another drama by repeating steps 4 and 5 after presenting their drama to the class. Students should choose new pals while selecting those with whom to perform another drama. Raising one's sociability level is crucial. The number of repetitions should be as high as feasible to achieve the purpose of employing online theater script to effectively promote speaking competence and vocabulary building in the pupils. The students will engage in the teaching-learning process for roughly 4-5 months during a semester. If there is one period every week, the students will have roughly 20 opportunities to perform tragedies. To run it, however, depends on the pupils' and the teacher's speed.

Closing

All of the participants dress up in costumes for the final theater practice chance. To further the role of the characters, they also painted their faces. Dramatics is an enjoyable activity. The pupils will feel comfortable playing the part they are portraying. It has an impact on speech and body language to improve message clarity. In addition, the students took a post-test after practicing several play titles to gauge their progress. They carried out the same actions throughout the pre-test and post-test.

FINDINGS

Measurement of the teaching-learning process is necessary. It illustrates how well the method was executed. The results of the pre- and post-tests are a reflection of the students' proficiency in speaking. A speaking rubric was used to ensure that the description of the assessment was clear and understandable as seen in Tables 1 and 2. It improves how pre-test and post-test assessment results are described. The clarity and comprehension of the analysis are highlighted when using the speaking rubric to improve the measuring of the students' progress in their speaking abilities.

Pre-test

Table 3 displays the pre-test average score. In this kind of test, two categories are evaluated. The two abilities that are the focus of the examination are vocabulary and fluency. They are the elements required for the pupils to improve their speaking skills. The students can effectively communicate their ideas when they have an adequate vocabulary in their heads. Their fluency is improved, resulting in successful delivery. The scoring criteria are specified so that the definition of providing the scores is clear. There are six tiers of scores, as can be seen. They are excellent, very good, good, bad, and extremely bad. These descriptors are crucial for improving the description when using speaking rubric assessment.

Criteria

- 50-55=very bad
- 56-65=bad
- 66-75=fairly good
- 76-85=good
- 86-95=very good
- 96-100=excellent.

The description of vocabulary assessment

Table 3 makes it evident that the average vocabulary development score is 57.7. It suggests that the majority of them had difficulty articulating their thoughts in a clear and concise manner and were frequently interrupted by protracted silences that limited their speech to one or two sentences. It has an exceedingly low rating. Their word knowledge doesn't appear adequate. The pupils must work on expanding their vocabulary.

The description of fluency assessment

On the other hand, it can be noted that the average score in the area of fluency is 58.8. It indicates that the majority of them struggled greatly with syntax, word choice, and tone of voice when speaking. It is the listeners' understanding that is the issue. They have very poor fluency in their speaking, it can be said. The average student's proficiency in expanding their vocabulary and speaking fluently is 58. It means it is extremely awful. Both their speaking and vocabulary-building skills need to be strengthened. In addition, it indicates that most of them struggled greatly with syntax, word choice, and tone of voice when speaking. The listeners' inability to comprehend is an issue, and they further struggle to express their intentions with the appropriate words and are frequently interrupted by long silences that prevent them from saying more than a word or two. The results above suggest that the pupils require treatment to improve their vocabulary-building and speaking fluency skills. To achieve the goal, some actions are required. The concept of adapting a play script from the internet would be used to address the pupils' weaknesses in both vocabulary development and speaking fluency.

Post-test

After joining a treatment, the students' competence in both vocabulary building and speaking fluency is getting better. It can be seen from the findings shown in Table 4. It is clear from the chart above that the average score for vocabulary development is 86.2. It indicates that the majority of them had no trouble selecting the appropriate words to express their intentions, but there are some pauses as it takes a time for him to recall the phrases he has learned. Nevertheless, it makes sense. It is rated as being good. The majority of pupils received an average score of 90.2 in the speaking fluency category. It indicates that they had no trouble using language that the listeners could understand in terms of tone of voice, word choice, and syntax. They have outstanding fluidity in their speech, one could say. In addition, they score an average of 88. It is good given the category. The majority of participants had no trouble selecting the appropriate words to express their intentions, but it took them a moment to recall the words they had learned, which caused pauses. In addition, they spoke without any trouble using grammar, tone of voice, or word choice that the listeners could understand. According to the findings above, it can be concluded that the pupils' ability to create a vocabulary and speak fluently has

improved. It is obvious that the treatment is effective even though the end result is well-qualified. To reach the best results, it will take a few more attempts.

The effectiveness of using drama scripts

The first graph must be presented to understand how the implementation of online theatrical scripts to improve vocabulary and speaking skills is progressing. Five graphics are used to improve the analysis's clarity. They discuss the pre-test, the post-test, the comparison of vocabulary proficiency between the two assessments, the comparison of speaking fluency proficiency between the two assessments, and overall improvement. The description sounds vibrant and clear. It is the benefit of using the graphs to support the analysis.

It is evident from the preceding chart that the students' proficiency in vocabulary development and speaking fluently fell short of 70. It implies that students require more instruction on how to hone their speaking and vocabulary-building abilities. As shown in Graph 1, the lowest score ranges from 50 to 67, however, most fall between 58 and 60. It indicates that the students struggled to find the appropriate words to express their ideas and were frequently interrupted by long silences that prevented them from saying more than a word or two. They also had a difficult time using the appropriate grammar, word choice, and tone of voice to make their sentences clear to their listeners.

The scores of vocabulary building and speaking fluency in post-test

The pupils' competency in vocabulary development and speaking fluently improved after undergoing the treatment 14 times. It is seen in Graph 2. The majority of them travel past 80. The score ranges from 70 to 96, with 70 being the lowest. According to the rubric used in this work, it is classified as good. The gain is not optimal. It requires some effort to be optimized. It might also be claimed that most of them spoke clearly enough for the listeners to grasp their words or phrases in terms of their tone of voice, word choice, and grammar. There is no difficulty in selecting the appropriate words to express the intentions, but there are pauses when he takes a minute to recall the phrases he has learned. Nevertheless, it makes sense (Astiandani and Mustofa, 2021).

The averaging of each student's pre-and post-test vocabulary-building scores is displayed in Graph 3. Each student is making a very different amount of improvement. For instance, student number 3 made the least development. His post-test score was 70 whereas his pretest score was 62. Only 8 points were earned for progress. The students who received numbers 7, 13, 19, and 23 on the other hand, achieved a lot. Number 7 advanced by 41 points, followed by number 13 by 41 points, number 19 by 36 points, and number 23 by 40 points. However, everyone who took part was able to advance in their vocabulary development. The typical vocabulary building pretest score is 57.7. However, the typical posttest score for vocabulary development is 86.62. It indicates that before beginning therapy, most participants had trouble finding the appropriate words to express their goals and that their conversations were frequently interrupted by pauses that were only long enough to say a word or two. Additionally, after beginning the treatment, the students' skill in vocabulary building is such that there is no trouble in selecting the appropriate words to explain the goals, although there are some pauses as it takes a moment for him to recall the words he has acquired. Nevertheless, it makes sense (Diniarty *et al.*, 2018).

Speaking fluency in pre-test and post-test

The students are becoming more fluent speakers. It was evident in Graph 4. Although the rate of progress varied from person to person, the majority of them made progress. After 14 sessions, it could be said that all of the pupils had improved their speaking fluency. Based on the discovery, the pupils' average speaking fluency score before to starting treatment was 58.8. The majority of the participants were speaking with a lot of difficulty in terms of syntax, word choice, and tone of voice. Based on the Rubric in this paper, it is the listeners' responsibility to comprehend the issue (Rumainun *et al.*, 2022).

Table 1: Speaking rubric 1

S. No	Rating scores	Description
1	50–59: Very Bad	The difficulty of finding the right words in conveying intentions and dominated by long enough pauses to say a word or two.
2	60–69: Bad	The difficulty of finding the right words in conveying intentions and dominated by long pauses to say three or more words.
3	70–79: Fairly Good	Not experiencing too many difficulties in finding the right words to convey the intentions and dominated by short pauses to say three or more words.
4	80–89: Good	There is no difficulty in choosing the right words to convey the intentions but it takes a few moments to remember the words he has learned so that there are some pauses.
5	90–100: Excellent	There is no difficulty in choosing the right words to convey the intentions and the proper pauses in the conversation.

Table 2: Rubric assessment 2

S. No	Rating scores	Description
1	50–59: very Bad	Uttering words or phrases with great difficulties regarding tone of voice, word selection, and grammar. It is the problem for the listeners to understand.
2	60–69: Bad	Uttering words or phrases with difficulties regarding voice tone, word selection, and grammar. It is a bid problem for the listeners to understand.
3	70–79: Fairly Good	Uttering words or phrases with no difficulty regarding tone of voice, election of words, and grammar.
4	80–89: Good	Uttering words or phrases with no difficulty regarding tone of voice, selection of words, and grammar that can be understood by the listeners.
5	90–100: Excellent	Uttering words or phrases with no difficulty regarding tone of voice, selection of words, and grammar that can be understood by the listeners like native speakers

Table 3: The pre-test scores

Qualification	Vocabulary	Fluency	Average
Scores	57.7	58.8	58.2

Table 4: The average scores of post-test

Qualification	Vocabulary	Fluency	Average
Scores	86.2	90.2	88.2

Graph 5 shows how significantly the pupils' proficiency in vocabulary development and speaking fluently has improved. The overall average score for participants is 88. It indicates that they are making good progress in both vocabulary development and speaking fluency. The 17th participant made an advancement of 18.5 points. It advances at the slowest rate. The participant's numbers 6, 7, 12, 14, and 18 made advancement between 35 and 38 points, on the other hand. Furthermore, it is obvious that using theatrical scripts to improve speaking fluency is effective. This type of instruction also advances the students' ability to build a vocabulary. From the findings above,

it can be concluded that after beginning the treatment, the majority of students are speaking with no difficulty in terms of tone of voice, word choice, and grammar that can be understood by listeners, and there is no difficulty in selecting the appropriate words to convey the intentions. However, it takes him a short while to remember the words he has learned, resulting in brief pauses. Nevertheless, it makes sense. However, it requires some resources to attain the best results. Another observation might be used to do it (Eripuddin *et al.*, 2022).

DISCUSSION

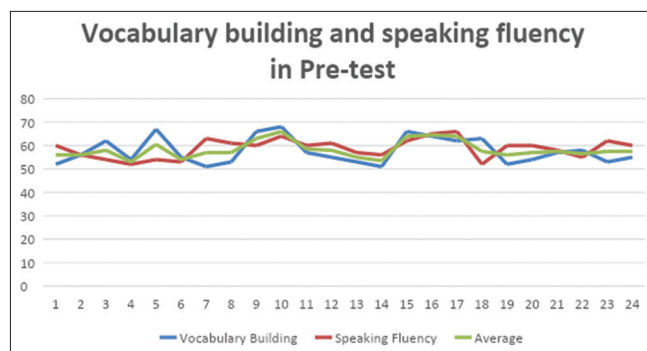
People learn languages to improve their ability to communicate. People must be familiar with the native language’s culture to use it in daily life. Both informal and formal languages are at issue (Vysotki *et al.*, 2021). People must learn how native speakers of that language interact in both formal and informal settings to understand it (Hadiri, 2019). The learners’ native tongue may have an impact on how they use the language they are learning. It is the thing that students steer clear of (Lee and Liu, 2022). Languages are distinctive. Each one has a special way of expressing things. It is embarrassing to use the forbidden expression in a particular community. Language learners must find the native speaker’s expressions for expressing thoughts (Lubis and Bahri, 2021). The students learn how to use the language in everyday situations by using online drama transcripts (Castro and Larenas, 2019).

Native English speakers write the online theater scripts. The characters in the play use a lot of colloquial, idiomatic, and formal expressions (Diniarty *et al.*, 2018). It is advantageous for EFL students to use it in drama because it is a native product. The language they learn will teach them how to articulate particular intentions. They will use diverse contexts to build their vocabulary. Students who are learning a vocabulary should also learn how to pronounce the terms. They are able to pronounce words correctly thanks to the usage of an electronic dictionary (Suseno and Purwati, 2020). Students can increase their vocabulary and pronunciation by learning new terms and using them in theater games. It encourages students to become more self-assured when using English (Rumainum *et al.*, 2022).

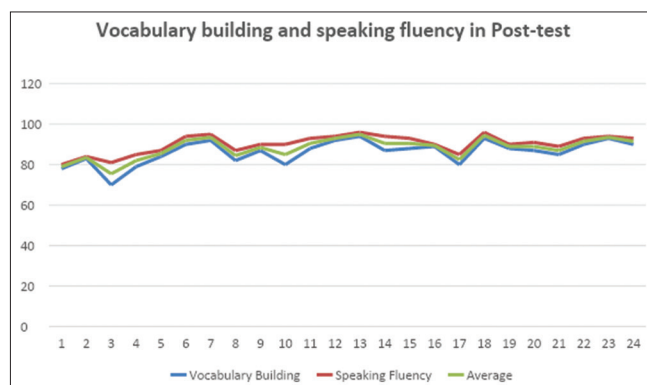
However, the teacher’s position is essential. He can assist the pupils in finding online resources for theater scripts. The teacher assists the pupils in participating in the teaching-learning process by offering plays on a variety of subjects. Obtaining the practice material is easier for them. The students require some assistance in using the material (Pudjastawa, 2021). They must be aware of how to obtain the materials up until the play is performed in front of the class. The teacher encouraged the students to dress appropriately to emphasize the roles of characters in the play to pique their interest in learning vocabulary and speaking through online theater scripts. It is an effective strategy for making the teaching and learning process enjoyable and worthwhile.

CONCLUSION

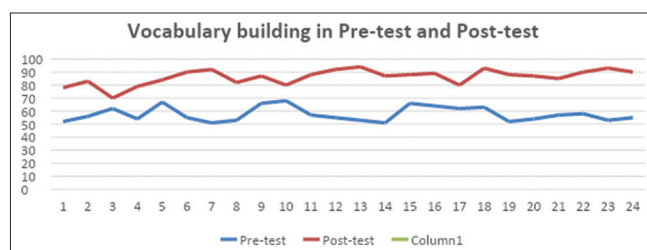
The EFL freshmen were having trouble communicating their views. To satisfy their speaking fluency, they must fix it. To achieve such an aim, terminology is crucial. Using online theater scripts could offer the resources needed to improve vocabulary development. The students were able to learn English in its informal form thanks to the authentic materials. By translating from their mother tongue to English, the students are unable to understand it. When students use these kinds of materials to act out a drama, they learn how to express themselves appropriately in dialogue. However, it is still the teacher’s responsibility to help the pupils comprehend the information in the transcripts. The students must comprehend the terms’ true meaning. Building the students’ contextual understanding is the right course of action. The pupils must be encouraged to speak up by the teacher as well. This objective is met through providing feedback and having a discussion after the play is performed. Last but not least, it is important to motivate the pupils to participate in theater productions. It might be fun and



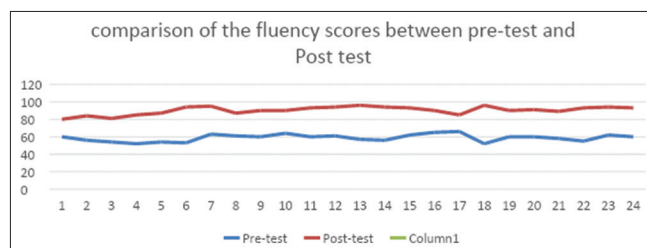
Graph 1: The graph of pre-test



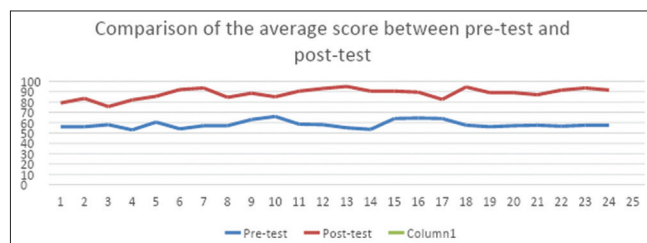
Graph 2: The graph of post-test scores



Graph 3: The growth of vocabulary kills



Graph 4: The growth of speaking fluency



Graph 5: The overall progress

inspiring to encourage the pupils to dress in the appropriate costumes to improve their performance.

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