DRAMA-BASED SPEAKING MODULE IN IMPROVING MRSM STUDENTS' ENGLISH SPEAKING PERFORMANCE

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by

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATION

AF	Affective Filters
BPM	Secondary Education Division (*Bahagian Pendidikan Menengah*)
CVI	Content Validity Index
DSM	Drama-Based Speaking Module
DV	Dependent Variable
IB	Independent Variable
ICCS	Integrated Curriculum for Secondary Schools
IGCSE	International General Certificate of Secondary Education
IB	International Baccalaureate
KPM	Kementerian Pendidikan Malaysia
MARA	Majlis Amanah Rakyat
MI	Multiple Intelligences
MRSM	Maktab Rendah Sains MARA
NCLRC	National Capital Language Resource Centre
OET	Oral English Test
P&P	Teaching and Learning (*Pengajaran dan Pembelajaran*)
PT3	Pentaksiran Tingkatan 3
SBOA	School Based Oral Assessment
SLA	Second Language Acquisition
SPM	Sijil Pelajaran Malaysia
SPSS	Statistical Package for the Social Sciences
TESL	Teaching English as a Second Language
UMP	Universiti Malaysia Pahang

LIST OF APPENDICES

PENGGUNAAN MODUL BERTUTUR BERASASKAN DRAMA DALAM MENINGKATKAN PENGUASAAN KEMAHIRAN BERTUTUR BAHASA INGGERIS DALAM KALANGAN PELAJAR MRSM

ABSTRAK

Kajian ini adalah bertujuan membina sebuah modul bernama "*Drama-Based Speaking Module*" (DSM) sebagai bahan bantu mengajar bagi para guru Bahasa Inggeris sekolah menengah (berfokus kepada MRSM) dalam pengajaran dan pembelajaran kemahiran bertutur (*speaking*). Modul ini dibina dengan harapan akan dapat membantu dan membimbing para guru ketika mengendalikan kelas kemahiran bertutur Bahasa Inggeris berdasarkan Kurikulum Kebangsaan (KPM, 1996) dan Spesifikasi Kurikulum: Bahasa Inggeris (KPM, 2003). Antara objektif pembinaan modul DSM ini adalah bagi mengatasi permasalahan yang dihadapi oleh pelajar menengah (MRSM) dalam kemahiran mereka bertutur Bahasa Inggeris dan juga dalam mengatasi permasalahan kekurangan bahan bantu mengajar sedia ada yang berfokus kepada kemahiran bertutur Bahasa Inggeris. Modul DSM ini dibina berlandaskan *ASSURE Instructional Model* dan beberapa teori, antaranya *Theory of Multiple Intelligences* (Gardner), dan *Affective Filter* (Krashen). Modul ini dibina dengan mengambilkira beberapa aspek, antaranya mesra pelajar, penuh informasi, praktikal dan berupaya meningkatkan tahap motivasi pelajar. Kandungan modul juga adalah komponen yang berfokuskan pelajar dan mempunyai rangkaian aktiviti yang sistematik selari dengan objektif pengajaran yang berkaitan. kaedah "*mixed method approach*" telah digunakan bagi kajian ini, yang melibatkan pelajar MRSM (Maktab

Rendah Sains MARA) sebagai sampel kajian. Data Pemarkahan Kuantitatif (berbentuk data *Speaking Test*) dan Data Kualitatif (berbentuk temubual dan analisis dokumen) digunakan dalam proses dapatan hasil kajian. Hasil kajian mendapati bahawa modul DSM (*Drama-Based Speaking Module*) mampu membantu guru memenuhi keperluan mereka dalam menggunakan bahan bantu mengajar kemahiran bertutur Bahasa Inggeris membuktikan terdapat kesan impak yang positif proses pembelajaran aktif. Hasil dapatan kajian juga mendapati bahawa modul ini menggalakkan pelajar untuk meningkatkan mutu komunikasi pelajar dalam lima konstruk pertuturan SPM dan juga memiliki kelebihan tersendir yang mamu membantu para guru ketika mengendalikan kelas bertutur di sekolah. Diharapkan *Drama-Based Speaking Module* (DSM) ini dapat digunapakai sebagai bahan bantu megajar kemahiran bertutur yang berkesan kepada MRSM secara umum dan subjek Bahasa Inggeris secara khasnya.

DRAMA-BASED SPEAKING MODULE

IN IMPROVING MRSM STUDENTS' ENGLISH SPEAKING PERFORMANCE

ABSTRACT

This study aims to develop a teaching module named Drama-Based Speaking Module (DSM) as an assistant or tool to guide upper secondary school teachers to conduct the teaching of speaking in class. This module focuses in helping and assisting the English teachers in conducting speaking lessons based on National Curriculum (KPM, 1996), Integrated Curriculum for Secondary Schools (ICCS) - Curriculum Specifications: Bahasa Inggeris (KPM, 2003) and the ASSURE Instructional Model (1995). The development of DSM is aimed in targeting to the problems faced by the secondary school students (namely MARA Junior Science College (MRSM)) in their performance in speaking English and in the lack of existing module that focuses on the teaching and learning of speaking skills in classroom lessons. Two theories named Gardner's Theory of Multiple Intelligences (MI) and Krashen's Affective Filter (AF) are the ground in the development of the module. This module is a student-centered component and contains systematic outlined activities based on the learning objectives and outcomes in keeping its features of being user-friendly, informative, and practical. A mixed method approach is used, involving an MRSM (Maktab Rendah Sains MARA) as the sample. Quantitative scoring data – Speaking Test, Qualitative interviews and document analysis are the main methods used to collect the data. Findings have proven that the use of DSM helps teachers to cater students' necessities in the process of teaching and learning of speaking. It has positive impacts on teachers'

pedagogical knowledge and provides an active learning process. DSM enhances communication skills in interacting actively in groups, cooperating and helping each other and completing the tasks. This study suggests that DSM is highly recommended and beneficial for both teachers and students; as DSM can be incorporate into their lessons and it focuses on students' interest. It is hoped that DSM will serve as a useful resource material for MRSMs in specific and English subject as a whole

CHAPTER 1

INTRODUCTION

1.1 Introduction

Education in the modern era is a vital need to the development of a nation. The education system plays the role in shaping the generation to be equipped with the right characteristics in order to face the real world. In Malaysia, compulsory education begins as early as six years old, as the children start having pre-school training and then the primary education and finally the secondary education. In the secondary school education level, the students to go through five years of schooling, starting from Form 1 until they reach Form 5. As the requirement to graduate from a secondary schooling system, the Form 5 students are compulsory to sit for the national examination, which is known as Sijil Pelajaran Malaysia (SPM), or Malaysian Certificate of Education.

In the system of Malaysian education, students are to acquire various subjects including two compulsory language subjects, Bahasa Malaysia (which is Malaysia national language) and also English language. Under the Malaysia National Curriculum Education Regulations 1997, Zin (2003) stated that students need to having language competency and skill to communicate effectively, being proficient in Malay language used as the national language and being proficient in English language, which is used as the second language.

In the Malaysian Education Blueprint Report 2013-2025, it is outlined that only 28% of students managed to achieve a minimum score in 2011 English paper for SPM based on Cambridge 1119 standards (Ministry of Education Malaysia, 2013). In order to

overcome this concern, The Ministry of Education of Malaysia under the same blueprint has targeted that in year 2025, 90% of the Form 5 students will score a minimum credit in SPM Bahasa Malaysia and 70% in SPM English (following the standard of Cambridge 1119).

In realizing the target, the ministry has drawn eleven shifts of transformation in the blueprint. Under shift 2: the bilingual proficiency in which every child will gain the minimum proficient in Bahasa Malaysia as the national language and language of unity, and in English as the global language. This means that upon the ending of formal education, the students should be able to have conversation in both Bahasa Malaysia and English language setting.

An evaluation called Cambridge Baseline Test 2013 was done in 2013 in identifying students' English proficiency to the international English standards. The data shows that the level of English proficiency among the students is quite low compared to the international standard. The results showed that majority of the students resided at the level of A1 and A2, of being basic users.

Secondary school English teachers usually emphasize on the basics of teaching writing, reading, listening, speaking and grammar in class. According to Spawa and Hassan (2013) in a journal entry, the teachers agreed that speaking is the most significant language skill in helping the students acquire the language (44.45%). This is followed by reading (29.63%), listening (11.11%), writing (9.26%) and grammar (1.85%). Quite similar to the students who believe that speaking is the most significant skill by 45.45%, compared to reading (15.45%), listening (12.73%), writing (10.90%), vocabulary

(8.20%) and grammar (7.27%).

Based on the research, it is clearly mentioned that the most important skill in learning English is speaking. However, when it comes to teaching in class, the researchers added that teachers are more focused on writing by 52.05%, reading (28.77%), speaking (15.07%), grammar (2.74%) and listening (1.37%). As when the teacher respondents were asked on the reasons why they did not focus on speaking, all of them responded that it was caused by the exam-oriented system and by the purpose of exam only (Spawa & Hassan, 2013).

On the matter that speaking is always taken easy in teaching and learning process, this research is designed to examine whether the developed module called DSM, would be able to improve the performance of secondary school students (in focus to a high performance school known as MRSM (MARA Junior Science College) in speaking English. MRSM Maktab Rendah Sains MARA (in Malay) or MARA Junior Science College (in translation) is a group of boarding schools scattered in 13 states of Malaysia. The MRSM schools were established in 1972 with the aim of providing better learning for bright Malaysian students (Mukundan, Mahvelati & Nimehchisalem, 2012).

The thesis is organised as follows: Chapter One introduces the thesis, Chapter Two is a review on the research literature related, Chapter Three discusses on the Methodology, Chapter Four on The Module Development, Chapter Five on the Findings and Analysis and Chapter Six outlines the summary, conclusions and recommendations of the research.

1.2   Background of Research

Speaking is a process in which two or more people encoding or decoding information. Speaking is defined as a way to express emotions and communicating needs. It is a device used to interact and able to influence the receiver. Brown (1994) (as cited in AR, 2017) pointed out that speaking involves the producing, receiving and processing of information, and it is an interactive way in constructing meaning.

National Capital Language Resource Center or NCLRC (2004) indicates that speaking involves mechanics of using the correct words in the correct order with the correct pronunciation and purposes, and knowing that clarity of message is important rather than having a precise understanding. Besides, the understanding of the social cultural rules and norms is also needed and to be taken into account as example in considering to whom the speech is uttered, in what circumstances, about what, and for what reason or purpose.

Spawa and Hassan (2013) claimed, both instructors and learners perceive speaking as an significant language skill as it is the method of instructions that helps students to acquire the language, so that they will be prepared for real world and will be able to express their thoughts and share knowledge (Spawa & Hassan, 2013). However, it is a contrast in practice. The negligence of oral communication practice in the lessons hampers the students' English language communication skills. This then would severely obstruct their language learning foundation and the development of other aspects of language skills (Musa, Lie & Azman, 2012).

It is the wish of the nation to develop English language proficiency to maximise the employability of the future generation or students in the global workforce (Education Blueprint 2013-2025). Even in interview sessions such as for employment and for furthering studies, candidates are encouraged to converse in English to get higher scores. Being taught English in schools for nearly eleven years is not a guarantee that the students are capable to converse in English fluently. Darmi and Albion (2013) claimed that by the end of the formal education, English language learners in Malaysia are predicted to have good proficiency in the language and they should be able to communicate proficiently to express their views clearly and confidently. Somehow, on the other hand, Pandian (2002) rejected the statement as the expectation is said to be a misguided idea.

The demand in English language in the tertiary level and workplace is not a new issue, same goes to Malaysia. In 2006, 45,000 Malaysia college graduates were jobless and the cause was mainly affected by the poor proficiency of English language (Phang, 2006; Kassim & Ali, 2010). Therefore, being able to converse in English confidently and fluently, especially in the working field, is a serious matter nowadays. The poor proficiency might be caused by the weak foundation from secondary school. In schools, when dealing with speaking performance, the teachers are given the responsibilities to provide students with the opportunities to have meaningful speaking performance on appropriate topics and use the interaction as the main point in teaching language communication (Safari & Fitriati, 2016). It is assumed that the teachers need to be trained to think that teaching just for the sake of passing the exam is not preparing the students for real-life purposes. They need to be provided with the present teaching approaches and resources in the teaching of speaking (Spawa & Hassan, 2013).

The common opinion of why Malaysians are incapable to converse in English fluently and effectively is that English is not their first language (Enxhi, Hoon, & Fung, 2012). Therefore, it is a difficulty in mastering it. In December 2014, the former Deputy Prime Minister and Education Minister expressed his displeasure and surprise that the students were failing to converse in English. He was puzzled why even graduates still could not communicate in English (Mokhtar, 2015). According to Sattar, Lah and Suleiman (2011), Malaysians are still not confident in speaking English, as they might not socially fit in. This causes them to avoid from having dialogues or even having short conversation with English native speakers or competent non-natives English speakers.

In the setting of national examinations in Malaysia, Sijil Pelajaran Malaysia (SPM) is one of the important national examinations in assessing the academic competencies of the fifth form of secondary school students, for either normal schools or high performance schools including Maktab Rendah Sains MARA (MRSM). The major purpose of SPM is to stratify, support and define the students' academic pathway towards tertiary level education (Esa, Razzaq, Masek, & Selamat, 2009).

In focus to speaking skills, Ministry of Education School-Based Oral Assessment (SBOA) using Oral English Test (OET) is used in which it is a testing conducted in classroom that is designed to help and improve oral proficiency of students according to the learning objectives stated in the English Language Syllabus for Malaysian Secondary Schools (Budin, 2014).

OET evaluates candidates' real speaking ability as the assessment of the students' speaking performance is assessed continuously in Form 4 and Form 5. They are assessed

two times in Form 4 and once in Form 5. The teacher as the examiner, is the person closest to the student and therefore is able to assess the actual competence of the students in terms of their speaking skills. This is to confirm validity in the valuation process and to highlight assessment for better learning (Majid, Samad, Muhamad, & Vethamani, 2017). In the Malaysian context, it means that a part of the students' official total grade in English subject is determined by the assessment of the teacher (Majid, Samad, Muhamad, & Vethamani, 2017).

English language learning is taken as acquiring the language mechanics complete with the rules and instructions (Musa, Lie, & Azman, 2012). According to Musa, Lie and Azman (2012), a great focus is given on the teaching of reading and writing, and the mastering of grammatical rules as these items are assessed in the school and in the national assessments. Pandian (2002) claims that the emphasis is usually on mastering of skills and applying them in examinations, in which eventually eroded speaking competence. As a result, English Language proficiency has been deteriorating over the years and basic oral skills have been appalling due to lack of usage and reflective practice (Ambigapathy, 2002). Hence, this research was conducted in taking speaking performance as an important skill in secondary school. A module (DSM) is developed in order to function as a tool to teach speaking lessons.

This research was done with the students from an MRSM. The sample was chosen using the purposive sampling technique and determined based on the school programme. A criterion is highlighted as the determiner that is the type of school programme, which focuses on the types of programme that those particular MRSMs are having. MRSM offers seven different programmes. They are

7

i. PKP - Special Education Programme (Excellent Students in PT3)

ii. IGCSE or Dual Certificate Programme (granted Cambridge IGCSE Certificate)

iii. IB Middle Years Programme- offering IB curriculum: Physical & Health Education, Language Acquisition, Language & Literature, Individuals & Societies, Sciences, Arts, Design and Mathematics

iv. Technical- Additional subjects of Engineering Science, Engineering sketching, Electrical & Electronic Engineering or Mechanical Engineering

v. Ulul Albab (Religious Programme having additional subjects of: The Study of Al-Quran, Arabic Language and other languages (Mandarin & Japanese);

vi. Entrepreneurship- Focusing on: Accountancy and Economics and

vii. Premier Programme of having just SPM.

For the sample, the schools (MRSM) with Premier Programme was chosen as DSM is more suitable to be applied to schools that undergo standard SPM examination. Form 4 students were chosen for the reason to make them be exposed and familiar with the techniques and ways to speaking English confidently. Ting (2002) also emphasized that the requirement to emphasize the teaching of English oral communication skills in school is to students who will join the working field in future. Furthermore, the administration of MRSM Board, does not allow any research to be done to exam form: as the Form 5 is facing SPM.

1.3   Problem Statement

Speaking has always been the most important component in English. Chan (2015) stated that the stronger the foundation in listening and speaking, the easier it is to build on reading and writing. For speakers (i.e. school leavers), having fluency in speaking English helps them to conquer the real world situation such as in studies and working field. Ting (2002) also highlighted the need to emphasize the teaching of English speaking skills in school to students who will join the working field in future.

However, the emphasis on mastering and rote learning of skills and applying them in examinations somehow eroded communicative competence in which developed students who could pass examinations and continue to the higher education without being able to use the English language productively in communication (Ambigapathy, 2002). An importance on the teaching of reading and writing skills and the understanding of grammatical rules is given. All of these are the items to be tested in the school examinations as well as in the national examinations (Razianna Abdul Rahman, 2005).

This is also something that is occurring in MRSMs. Being labelled under High Performance School, MRSM students aim to focus on their excellent results whether in PT3 and SPM. These students also may have two different targets, immediate target which is to achieve a given test score and long term target which is to share the experiences with their language teacher, coincidently enhancing their language proficiency (Majid, Samad, Muhamad and Vethamani, 2017).

In aiming for excellent results in national examination, the teaching in classroom is more on teacher-centred approaches, chalk-and-talk drill method (Ministry of Education, 2003) and drilling using past-year examination questions, work sheets and exercise books (Ambigapathy, 2002). Moreover, the study of Tuan and Mai (2015) reveals that psychological factor such as self- confidence influences students' speaking performance. It hinders them from speaking and sharing their thoughts. Misbah, Mohamad, Md Yunus and Yaacob (2017) claimed that this situation demotivates the students in using English in their daily life as they hesitant of committing mistakes (Debreli & Demirkan, 2015). Students will feel anxious while speaking in English and they will coincidently face difficulty in delivering themselves (Noor Hasimah, 2007). When students are being evaluated according to their skills and competencies, they will be in silence. This makes them feel isolated and separated from meaningful language use (Musa, Lie & Azman, 2012). It is contrary to the fact that students are expected to motivate themselves to be open-minded in learning English (especially in speaking). They should be brave to accept their insufficient capability and make a change (Rusli, Md Yunus & Hashim, 2018).

In learning speaking, students favour having activities that are more exciting and different learning styles in classrooms and want to be exposed to the real life situations in which then learning will be more interesting and relaxing (Rusli, Md Yunus & Hashim., 2018). To achieve this, teachers should be creative and innovative in their teachings so that it will attract students' interest and in a way instill motivation in them through activities (Misbah et. al, 2017). They need to find activities that able to catch the students' attention and interest. Young learners are fonder to active and interesting

activities in learning. It is indeed necessary for teachers to work with the students instead of for the students. Students need activities that can be as great tools in improving their skill, manage to arouse and capture their attention, something lively and fun but yet serious.

One of the possible ways in maintaining the students' attention and getting their full commitment in English speaking class would be by doing the drama games in class. Sirisrimangkorn and Suwanthep (2013) stated that drama-based activities help the students in developing their self-confidence because they are continuously involved in the activities and they feel that their contributions really mattered. Speaking confidently is the basic importance in developing the motivation in oneself that one can gain through the involvement in drama. Drama is able to be a dynamic tool in gaining students' confidence through speaking and in motivating, and challenging them to demonstrate their abilities (Basom, 2005).

A needs analysis survey was done with 11 MRSM English language teachers in finding out what did they focus on when assessing speaking and what did they used as their teaching speaking resources. They all agreed that the five constructs outlined in the OET Score- sheet which are grammar, vocabulary, fluency, coherence and appropriacy, are the important ones. On responding to the second matter, not having specific standardised references is the most replied answer. A resource such a module can be a very helpful one if it focuses on a local content which is more relevant and meaningful to the students in relation to learning the English language in their non-English environment (Azman, 2016). Without any specific resource or module, students receive limited input before engaging in a communicative activity (Noor & Amir, 2011) and teachers on their

part are unable to keep the students' interest in continuing learning the English lesson (Hussein, 2002).

In relation to the matters, this present research is prepared to develop a module using drama activities called DSM and to investigate whether the developed module is effective in improving the students' English speaking performance in the future- in relation to their ability to speak in public and in facing real life situations (i.e. work and study). Drama-based activities are chosen for the module as Philips (2013) stated that in drama, students will get used to performing in front of an audience, thus, they will feel more able to speak out in other social situations and have perfect setting to make friends. It restores the body and emotions to language learning, thereby restoring motivations (Maley & Duff, 2001) and language anxiety hinders language production; which consequently affects accomplishment (Horwitz, 2010). The module is not built to control the creativity and originality of teachers, but functions as a guide that allows teachers to modify the activities according to the situation and interests of their own students.

1.4   Research Objectives

This research outlines the following objectives:

a) to develop a module "Drama-Based Speaking Module" focusing on speaking performance

b) to determine whether DSM helps in improving the students' English speaking performance

c) to evaluate the benefits gained and challenges faced by the teachers in using DSM in improving the students' English speaking performance

1.5   Research Questions

To understand the goals and objectives of the research, the researcher has conducted a research to answer the research questions as the following:

RQ1: Is there any significant difference in the experimental group English speaking performance based on the OET pretest and posttest scores?

RQ1a: Is there any significant difference in the experimental group English speaking performance based on the OET pretest and posttest scores with regard to the construct of Appropriacy?

RQ1b: Is there any significant difference in the experimental group English speaking performance based on the OET pretest and posttest scores with regard to the construct of Fluency?

RQ1c: Is there any significant difference in the experimental group English speaking performance based on the OET pretest and posttest scores with regard to the construct of Coherence?

RQ1d: Is there any significant difference in the experimental group English speaking performance based on the OET pretest and posttest scores with regard to the construct of Vocabulary?

RQ1e: Is there any significant difference in the experimental group English speaking performance based on the OET pretest and posttest scores with regard to the construct of Grammar?

RQ2: What are the benefits gained and challenges faced by the teachers in using DSM in improving the students' English speaking performance?

1.6 Hypotheses

Based on research question 1 to 6, these hypotheses are constructed:

Ho1: There is no significant difference in experimental group English speaking performance based on the OET pretest and posttest scores

Ho1a: There is no significant difference in the experimental group English speaking performance based on the pretest and posttest scores, with regard to the construct of Appropriacy

Ho1b: There is no significant difference in the experimental group English speaking performance based on the pretest and posttest scores, with regard to the construct of Fluency

Ho1c: There is no significant difference in the experimental group English speaking performance based on the pretest and posttest scores, with regard to the construct of Coherence

Ho1d: There is no significant difference in the experimental group English speaking performance based on the pretest and posttest scores, with regard to the construct of Vocabulary

Ho1e: There is no significant difference in the experimental group English speaking performance based on the pretest and posttest scores, with regard to the construct of Grammar

1.7   Significance of Research

This research targets to build a module that functions as a tool, resource or guide for English teachers to develop the speaking skill of the upper secondary school students. It is based on the difficulties faced especially in the lack of resources or guidelines and lack of knowledge in running speaking lessons, focusing in promoting speaking performance of the students.

The module, which is called as DSM, is emphasizing on drama-based activities in the context of promoting the development of speaking performance of students in secondary school. By referring to the teaching and learning practices, it encourages students to interact with one another and relate themselves to the environment as example the real life situations.

It is an attempt to identify whether the module functions as an instrument in improving the speaking performance of the students and to find whether this approach can improve speaking skills of the secondary school students. This research also provides the

English teachers a guide of using drama-based activities in teaching speaking in class. The results of the present research can be helpful for English teachers at secondary schools in deciding about incorporating drama-based activities and the module into their classes as a mean to increase learners' interest and self- confidence especially in learning and using English.

1.8   Limitations of the Research

This study focused on the speaking performance of the students, therefore, other language learning skills such as writing and reading were not included.

The participants were Form Four students (secondary level), therefore, learners at the elementary or primary levels were excluded.

The study was limited to MRSM in the northern zone in Malaysia. The sample for the study was drawn from that specific population, therefore the results from the study might not generalize to other schools or regions in Malaysia. The limitation in the number of respondents could only account for the trends of English language learning in the particular MRSM. It may not be suitable to relate the results of this study to other schools where they might be influenced with a different environment, different learning and teaching experiences and methods.

1.9   Operational Definitions

There are several key operational terms used in this research, namely learning module, Drama, speaking performance, appropriacy, fluency, coherence, vocabulary and grammar. These terms are defined as follows:

1.   Module – In this research, module refers to Drama-Based Speaking Module (DSM), which is a module developed by the researcher, which consists of six lesson-planning (or activities) which are grouped under three Drama-Based categories: Role Play, Improvisation and Acting (Act It Out).A module is a type of instructional materials that is important in the process of teaching and learning, as a tool of assessment and for active learning in educational lessons. Learning modules are known by various other names such as activity packages, individual learning packages (Febrianto, Osman, Yuanita, & Suasty, 2015).

2.   Drama-Based (Activities) – The drama activities that are used in the module (DSM). The activities selected for DSM are Role Play, Improvisation and Acting. These drama-based activities enable to encourage students to use their imagination to enhance their performance, as they are allowed to add or change lines if they wish (Manjooran and Resmi, 2013) to suit the tasks given. It involves actions, imagination, involvement and expression of emotion (Wessels, 1987). The presence of drama techniques is an ideal tool to stimulate and carry on different speaking activities with the focus on fluency, pronunciation, stress and intonation (Mackey, 2001).

a) Role-Play - Different topics are given to enact role-plays. Situations of a real life situations and characterisations are prepared beforehand.

b) Improvisation - Different topics are given to enact acting. Only situations are prepared beforehand. Students need to act without script and rehearsal.

c) Act it out or acting – A dramatizing activity which allows students to express their feelings about something through behaviour or actions. It offers students the opportunity to understand, enjoy its process, and empowers the students by helping them to build trust in their own ideas and make them able to think imaginatively and carefully (Tucker and Ozanne, 2014).

3.   Speaking Performance – For this study, it refers to the students' ability to speak or hold a discussion or conversation on a relevant topic appropriately and effectively, with fluency by using correct and acceptable pronunciation, coherently by having a smooth flow of well-organised ideas, and with a wide range of vocabulary and correct grammar to convey intended meaning, based on the tasks given to them by the teachers (instructors). A speaking performance is a production of the spoken language skill on how the language is orally formed (Handoko in Iqro Metro, 2017). It also refers to the students producing fragments of language and understanding the information (Harmer, 2007).

4.   Appropriacy – Referring to the ability of the students to use language appropriately for specific and intended purpose (tasks) or audience. The use of various expressions and sentence structures are concerned. It is the ability to observe convention suitability to specific situations. According to the British Council, appropriacy refers to the suitability of a word to be used in the context it is being used, and how to say things depend on the exact understanding of what is right for the context and the culture.

5.   Fluency – For this research, it refers to the speech fluency observed in students' ability to speak smoothly and easily, with clarity and good patterns of pronunciation, stress and intonation in a language. Clarity is the quality of being clear, being easy to be heard and sharpness in sound. It deals with the quality of being intelligible. Several factors that influence speech clarity which are the speed of the speech, the intensity of the speech and the articulatory features of the articulation organs and vocal tract (Noh & Lee, 2012). As for pronunciation, it covers on the ability of uttering words or sentences with articulation.

6.   Coherence – Referring to the ability of the students in being consistent and logic. They should be able to organise and maintain sequences or flow. It is a quality of being logically connected from one idea to another. It helps in making sense as we can follow the sequence of ideas and points (Kavaliauskienė &Kaminskienė, 2017). It covers on the comprehension of the dialogue between the speech and its listener (Tanskanen, 2006). Coherence is the consistent flow of interconnected ideas in a text (Menzel, Lapshinova-Koltunski & Kunz, 2017). A well-organized and logical flow of ideas presented should be brought to students' consideration (Licen & Bogdanovic, 2018).

7.   Vocabulary – The ability of the students to use a wide range of vocabulary and to have acceptable vocabulary in order to express their thoughts verbally (in their speech) in which for this research, it is observed. Vocabulary deals with how words convey specific meaning(s) and can be in the form of single items and phrases or chunks of a group of words (Choo, Lin, Singh & Ganapathy, 2017) and is the main difficulty faced by ESL students is especially if they encounter with unfamiliar vocabulary (Peyyala, 2013).

8.   Grammar – Referring to the ability of the students in having correct grammar and understood by listeners. Grammar is defined as language rules for changing the form of words and combining them into sentences (Brown, 2001). Grammar is a paradigm of construction generally covers the division of phonology, morphology and sentence (Anggraeni, 2017).

1.10   Summary

This research is designed to investigate the impact of the developed module called DSM that might be able to help students of secondary schools (in focus to a high performance school known as MRSM or MARA Junior Science College) to improve their English speaking performance. Researches have shown that drama can be used as a strategy in capturing the students' interest and enhancing their creativity. Researchers have also suggested the usage of drama-based activities such as role-play, improvisation, charades, storytelling and others to be integrated in English speaking lessons to let the students engage to the lessons and tasks assigned.

CHAPTER 2

LITERATURE REVIEW

2.1   Introduction

This chapter reviews and discusses on the previous studies that are related to the implementation of the present research. This research aims to examine the effects of using DSM in improving students' English speaking performance quantitatively and to evaluate students' experience in using the module in English speaking classes qualitatively. Speaking lesson should be taught creatively and innovatively so that it will attract students' interest and instill motivation in them throughout the activities (Misbah et. al, 2017). This chapter contains sections that describe the theories underlining the development of DSM – which are the Theory of Multiple Intelligences (MI) by Gardner, Affective Filter (AF) by Krashen and ASSURE Model by Heinich, Molenda, Russel and Smaldino. This chapter will put forward about the findings of relevant past studies. Previous studies are taken as the literature review and references for the research variable including drama-based activities, speaking performance and the five constructs namely: appropriacy, fluency, coherence, vocabulary and grammar.

2.2   Drama in Speaking Class

Why are drama activities so useful in education especially speaking class? There are quite a number of reasons to support their engagement in a language classroom. Drama promotes speaking skill as it is a potential language teaching tool for its

applicability as a language learning technique to improve oral skills has come to the forefront (Ulas, 2008). It is likely able to offer chances for the students to practise their English in a setting where they feel safe and motivated to work on speaking skills such as diction and speech because of the students' desire to express themselves and be understood (McCaslin, 2006). Philips (2013) mentioned that students will get used to presenting in front of an audience, thus, they will feel more capable to speak out in other social situations.

In comparing a three-week of normal class to a nine-week of class with drama incorporated, Gill (2013) concluded that the classroom atmosphere went from relatively quiet with limited verbal involvement by the participants to having an increasingly greater quantity of speech, greater interaction between participants and having higher levels of spoken interaction, in drama related classes. He also mentioned that the students showed the signs of being 'quite interested in the proceedings', they seemed 'embarrassed' in the earlier sessions but somehow changed with the introduction of drama. The facilitator noted that 'more enthusiasm (was) displayed during the drama sessions, perhaps because of the fun factor'.

Goodwin (2001) states drama is a particularly effective instrument for pronunciation teaching because various components of communicative competence (discourse, intonation, pragmatic awareness, and non-verbal communication) can be practised in an integrated way. There are some other elements involved in acquiring oral communication skills: adding efficiency to communication and drama facilitates the improvement of these elements. The positive everlasting benefits of regular drama instruction and lessons from the schools would help in the learners' career and life. When

students are engaged in meaningful communication in drama, they convey their own feeling, their own self. It is not a 'second-hand' feeling borrowed from other sources such as textbooks (Duff & Maley, 1982).

Drama is believed able to entertain students as it is fun and also useful to motivate students' learning. It is much fun, a kind of interactive styles of learning and in other way is for them to gain their confidence. These activities can capture the attention of the schoolchildren. In being exposed to drama including the performance of drama itself, students will and shall develop their self-confidence coincidently and unplanned, and improve the speaking skill in them. This coincidence is actually the hidden agenda of why some teachers love to choose and use drama in English classes.

It offers students the chances to recognize and appreciate its process, and authorizes the students by helping them to build confidence in their own ideas and make them able to think creatively and cautiously (Varelas et al., 2010). It gives the opportunity to develop the imagination of the students. The students can go beyond here and now and even 'walk in the shoes' of another. Ganiron Jr. (2014) claimed that drama offers the chance of having independent way of thinking which are related to thinking critically and somehow let the students be creative and according to their own pace and knowledge.

Drama and drama-based activities allow the student to show his or her own feelings, personality and creativity (Maley and Duff, 1982). Students also lessen their embarrassments, because, by playing a role, they are able to escape from their everyday identity (Phillips, 2003, p. 7). Drama has its own techniques which are able to

encourage students to be imaginative and creative in performing (Manjooran and Resmi, 2013). It involves actions, imagination, involvement and expression of emotion (Wessels, 1987), which is ideal as a booster for the students to perform fluently with focus on pronunciation, stress and intonation (Mackey, 2001). Drama might be a good solution to the problem as Elkilic and Akca (2008) have underlined that students be likely to perform better when the task given to them are meaningful and related to them. They also stated that children love to play with language and are more willingly to sing and participate in drama-based activities.

Drama activities are able to make students comfortable in taking risks of making mistakes based on their own experiences, which are basically related to their thoughts and actions (El-Nady, 2000). It is a meaningful communication between people, or any activity, which asks the student to portray himself [or another person] in an imaginary situation (Holden, 1981). The drama techniques as mentioned by Lavery (2012) in her article 'Drama Techniques Get Them Talking', she outlined that the techniques encourage creativity of thought of the participants, appeal to reluctant speakers, and appeal to the more 'physical' learner and reinforce the understanding of language as a way to communicate meaning.

Drama activities enhance students' social interaction, critical thinking and problem solving, by exploring different language styles and registers (Aldavero, 2008). Tucker and Ozanne (2009) stated that doing drama is a great way to learn and to exercise English before using it in real life conditions, and having self-confidence in speaking will help these students in future. It enables to get students to move, and want to participate and share ideas. Those who take part in a drama-based activity have true-