

Students' Attitudes toward Drama Activities and Its Correlation to Their Narrative Reading Achievement

Astiara Larasati¹⁾

Rita Hayati²⁾

Fiftinova³⁾

fiftinova.hakim@gmail.com

Abstract: The objectives of this study were to find out: (1) how the attitude toward drama activities of the seventh semester students of English Education Study Program of Sriwijaya University was, (2) the level of the students' narrative reading achievement, (3) whether or not there was a significant correlation between students' attitudes toward drama activities and their narrative reading achievement, and (4) whether or not there was a significant contribution of students' attitudes toward drama activities to their narrative reading achievement. The population of this study was all of the seventh semester students of English Education Study Program of Sriwijaya University in academic year 2016/2017 with the total number of 93 students. Purposive sampling was applied and 45 students were chosen as the sample. The correlational research design was used in this study. The data were collected by using a questionnaire about attitudes toward drama activities and narrative reading test. Pearson product moment correlation coefficient of SPSS version 22 was used for analyzing the data. The results showed that (1) the students gave positive attitudes toward drama activities, (2) the level of students' narrative reading achievement was categorized into good to average categories, (3) there was a weak significant correlation between students' attitudes toward drama activities and the students' narrative reading achievement ($r = 0.333$), and (4) it was also determined that there was 11.1% contribution of students' attitudes toward drama activities to students' narrative reading achievement.

Keywords: *attitude, drama activities, narrative reading achievement*

Abstrak: Tujuan penelitian ini adalah untuk mengidentifikasi: (1) bagaimana sikap mahasiswa semester tujuh Program Studi Pendidikan Bahasa Inggris Universitas Sriwijaya terhadap kegiatan drama, (2) tingkat prestasi mahasiswa dalam membaca naratif, (3) ada atau tidak ada hubungan signifikan antara sikap siswa terhadap kegiatan drama dan prestasi membaca naratif mereka, dan (4) ada atau tidak ada kontribusi signifikan sikap siswa terhadap kegiatan drama pada prestasi membaca naratif mereka. Populasi dari penelitian ini adalah seluruh mahasiswa semester tujuh Program Studi Pendidikan Bahasa Inggris Universitas Sriwijaya tahun ajaran 2016/2017 yang berjumlah 93 mahasiswa. Teknik *purposive sampling* diterapkan dan 45 siswa dipilih sebagai sampel penelitian. Desain penelitian korelasional digunakan dalam penelitian ini. Pengumpulan data dilakukan dengan menggunakan angket mengenai sikap siswa terhadap kegiatan drama dan tes membaca naratif. Koefisien korelasi *Pearson Product Moment* dari SPSS versi 22 digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa: (1) siswa menunjukkan sikap positif terhadap kegiatan drama, (2) tingkat prestasi membaca naratif siswa berada dalam kategori baik hingga sedang, (3) terdapat hubungan signifikan yang lemah antara sikap siswa terhadap kegiatan drama dan prestasi membaca naratif ($r = 0,333$), dan (4) juga terdapat 11,1% kontribusi sikap siswa terhadap kegiatan drama pada prestasi membaca naratif siswa.

Kata-kata kunci: *sikap, kegiatan drama, prestasi membaca naratif*

¹⁾²⁾³⁾ *Lecturers of Language Education Study Program, Sriwijaya University*

Learning English involves listening, speaking, reading, and writing. However, reading is one of the most important skills for many foreign language learners, especially for university students. Reading is a way of getting knowledge and is one of the literacy skills which a person needs to understand. The factor of successful learning at university level is the students' good ability to read and to comprehend written language (Dechant & Smith, 1977; Grabe & Stoller, 2001; Shapiro, 2004). Furthermore, Patel and Praveen (2008) say that reading is the most useful and important skill for people. Reading is a source of joys. Good reading keeps students regular in which it provides them with both pleasure and profit.

In learning English as a foreign language, the learners are suggested to have good achievement in reading. Reading achievement is what readers are able to accomplish on an informal reading task or a formal reading assessment, which measures vocabulary and comprehension (Questar Assessment, as cited in West, 2010). Meanwhile, Elley (1992, as cited in Diem, 2011) states that Indonesian students' reading literacy's score in Southeast Asia region is 51.7 which is very low compared to Philippines with the score of 52.6, Thailand with the score of 65.1, and Hongkong with the score of 75.5. Additionally, it is also revealed by the report from the Progress International Reading Literacy Study (PIRLS, 2012) that Indonesia's mean score is 428 that is still lower than the PIRLS scale average of 500.

The lack of interest in reading, not only for personal pleasure but also for classroom assignments and assessments among students, has been worrisome. Many studies clarified that people use their time for listening about 40-50% (a half of their time) and for speaking about 25-30%, while they only use 10-15% of their time for reading and less than 10% for writing (Holden, 2004). This lack of interest can be the reason of poor scores on standardized tests, a general lack of vocabulary, spelling usage and skills, and inadequately low interest of literature (Gall, 2010). Especially for reading literature, Haynes (2009) states that students find it difficult to understand an abundance of idiom and figurative language in English texts. In order to solve this worry, a new technique in reading class is needed to create an interesting atmosphere of learning process and definitely to increase students' interest in reading. Therefore, drama has been viewed

and discussed as one of the most beneficial teaching techniques. According to Bidwell (1990, p. 38), drama can be a great motivator for students, including teachers. Mahoney (1997) claims that drama activities can increase the learning interest and accelerate the learning process of students both with lower and higher ability. In English Education Study Program of Sriwijaya University, drama is used as a medium in teaching Literary Appreciation, one of the courses for fifth semester students. Learning literature requires students to read more, especially literary texts. The literary texts usually used to be interpreted into a drama in this class are fiction texts or literary fiction in form of short stories, short short stories, drama or novel.

Studies show that drama can improve students' language skills, including reading. One of the investigations was conducted by Montgomerie and Ferguson (1999) entitled "Bears Don't Need Phonics: An Examination of the Role of Drama in Laying the Foundations for Critical Thinking in the Reading Process." They found that drama activities could force children into active meaning-making as drama provided a vehicle for a collective filling-in of the indeterminacies of the story. They concluded that the skills demonstrated in the drama classes showed a direct link to the skills required of a critical reader. Another study by Teresa (2007) about students' perceptions of learning English through drama also showed that about 64% of students thought that the drama approach could improve their reading skills. According to the interview data, students revealed that drama raised their interest in reading the texts, thus they read faster and in more detail.

In spite of the fact that drama offers a useful and enjoyable learning process, Mabel (2009) said, "using drama in the classroom setting provides useful and enjoyable medium for language discovery", students may have different attitudes toward it. Students' attitudes can be one of influential factors that determines students' outcome of learning process. Students' success or failure may be illustrated by their attitudes toward the target language (Candlin & Mercer, 2001). To strengthen the statement, an attitude study has been conducted by Fizzano (1999) about the impact of drama and the attitudes toward third graders. It was found that 100% of the students have high praise for the story drama program. The drama students provided the researcher with copious information and

displayed enthusiasm and excitement for role playing. They took the drama program seriously to the point that 81% of them elicited their desire to write their own story scripts. In sum, the students responded positively for the program. Drama gave them a concrete purpose to read and to utilize collaborative strategies to create meaningful interpretations of the folktales.

Based on the explanation above, the problems of this study were formulated in the following questions:

1. How was the attitude toward drama activities of the seventh semester students of English Education Study Program of Sriwijaya University?

2. What was the level of narrative reading achievement of the seventh semester students of English Education Study Program of Sriwijaya University?

3. Was there any significant correlation between attitudes toward drama activities and narrative reading achievement of the seventh semester students of English Education Study Program of Sriwijaya University?

4. How much did attitudes toward drama activities contribute to narrative reading achievement of the seventh semester students of English Education Study Program of Sriwijaya University?

METHOD

In this study, the writers conducted a correlational study. It was used to find out the relationship between two variables of the study. As Creswell (2012, p. 338) said that correlational research design is used to describe and measure the relationship between two or more variables. Therefore, in this study the writers wanted to know whether or not there was correlation between attitudes toward drama activities and narrative reading achievement of the seventh semester students of English Education Study Program of Sriwijaya University. There were two variables of this study; they were predictor variable and criterion variable. The predictor variable was attitudes toward drama activities, while the criterion variable was narrative reading achievement of the seventh semester students of English Education Study Program of Sriwijaya University.

The population of this study was all of the seventh semester students of English Education Study Program of Sriwijaya University in academic year 2016/2017 with the total number of 93 students. In this study, the writers used purposive sampling

technique to recruit participants who were relevant to the study. By considering the suggestions from the advisors and Literary Appreciation class' lecturers, the writers chose the seventh semester students from Indralaya class as the sample and those from Palembang class as the non-sample students. The non-sample students were needed for trying out the reading test and questionnaire to get the appropriate time used by the sample and to find out the validity and reliability of the test. The total number of the sample was 45 students.

In collecting the data, a questionnaire was used in order to measure the students' attitudes toward drama activities, and a narrative reading test was used to measure the students' narrative reading achievement. The questionnaire was a modified questionnaire consisting of 42 items and based on a previous investigation by Teresa (2007). The participants responded to a five-point scale for each item with 1, 2, 3, 4, and 5 signifying 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, and 5= strongly agree. Meanwhile, to find out the students' narrative reading achievement, the writers used a narrative reading test which contained 40 questions. In this case, the reading test used short story texts for the reading material.

To see the validity of the test and questionnaire, the writers used content validity. According to Creswell (2012), content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that could be asked about the content or skills.

In addition, the results from the try-out were used to determine the validity of the reading test items which were calculated by SPSS software version 22 using Corrected-Item Total Correlation. The value of each item in Corrected-Item Total Correlation was compared to r-value of Pearson Product Moment in r-table at the significant level of 0.05 or 5%. Since the total number of the non-sample students who participated in the try-out was 34 students, the items were considered valid if the r-obtained was higher than 0.312 or at least 0.312. The try out showed that the writers needed to remove 10 items (number: 1, 7, 21, 32, 33, 35, 39, 42, 43, 44) because those items were lower than r-value.

In order to find out the reliability, the results of the try-out were calculated by applying Cronbach's Alpha formula. The

calculation was done by SPSS Program version 21.0. After the calculation, it was found out that the coefficient obtained for the test was 0.796 which was higher than 0.70. It meant that the test was reliable. Meanwhile, for the questionnaire, the writers found out that the reliability of the questionnaire was 0.923 which could be concluded that the students' answers were consistent. Since the reliability of the questionnaire was higher than 0.70, it meant that the questionnaire was reliable.

After assuring the validity and reliability of the instrument, the results of the data were analyzed. Then, the writers applied correlation analysis and regression analysis. The correlation analysis was applied to find out whether or not there was a significant correlation between two variables of this study. After that, the regression analysis was applied to find out the contribution of the predictor variable on the criterion variable of this study. The analysis calculation was done by using SPSS version 22.

FINDINGS AND DISCUSSION

Findings

In this study, a modified questionnaire was used as one of the instruments to find out the students' attitudes toward drama activities. The questionnaire consisted of 42 items, and the scale ranged from 1 to 5 signifying 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, and 5= strongly agree. After the questionnaire was given to the sample, it was found that the highest score of the attitudes toward drama activities questionnaire was 191, the lowest score was 77, and the mean score was 160.96. From the result, it was also found that students had positive responses to the most of positive statements and negative responses to the negative statements (items number 8, 28, 38, and 41). For the positive statements, it could be seen from statement "I like drama activities" showing that 51.1% of students strongly agreed and 31.1% agreed with the statement which meant that more than half of the students liked drama activities. Another statement "I think drama activities are fun and interesting" showed that 48.9% of students agreed while 44.4% strongly agreed. It was the same with statement "I enjoy the learning process" which showed that 55.6% of students enjoyed the learning process.

Furthermore, from statement "The activities can improve my reading skills", it was also known that 55.6% of students thought that the drama activities could

improve their reading skills. It was supported with their positive efforts for the activities that were showed by other statements showing that 51.1% of students did the drama activities seriously, 53.3% of students had more participation in the activities, and 55.6% of the students learnt the details of the story. The results also illustrated that 55.6% of them thought a lot about what their own character's feelings, thoughts, and reactions, 51.1% of students re-read the story a lot, 57.8% of students agreed that they always practice their script, and 60% of the students tried to guess the meaning of the words that they did not understand. In addition, from one of negative statements, "I dislike group work of the drama activities", it showed that only 20% of the students disliked the group work of drama activities (15.6% agreed and 4.4% strongly agreed). Meanwhile, a narrative reading test was used to find out the students' narrative reading achievement. The test consisted of 40 questions after the validation. From the test, it was found out that the highest score was 92.5 and the lowest score was 35. The mean score of the data was 71. The percentage distribution of the reading test score was presented in the following table.

Table 1. The Percentage Distribution of the Reading Test Result

No	Score Range	Category	Frequency	Percentage
1	86-100	Excellent	6	13.33%
2	71-85	Good	18	40%
3	56-70	Average	15	33.33%
4	41-55	Poor	5	11.11%
5	0-40	Failed	1	2.22%
Total			45	100%

Source: *Buku Pedoman Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya 2012/2013*

As shown in the table, it was found that 6 students (13.33%) obtained excellent score, 18 students (40%) obtained good score, 15 students (33.33%) obtained average score, 5 students (11.11%) obtained poor score, and 1 student failed. It implied that most of the seventh semester students' narrative reading achievements were categorized into good to average categories.

The analysis was continued to find out the correlation between attitudes toward drama activities and narrative reading achievement

of the students. To find out whether or not there was a correlation between two variables, Pearson Product Moment was used. The calculation was done by using SPSS version 22.0. The result of the correlation analysis was shown in the following table.

Table 2. The Result of the Correlation Analysis between Attitudes toward Drama Activities and Narrative Reading Achievement

Correlations			
		Narrative Reading Achievement	Attitudes toward Drama Activities
Narrative Reading Achievement	Pearson	1	.333*
	Correlation		
	Sig. (2-tailed)		.025
	N	45	45
Attitudes toward Drama Activities	Pearson	.333*	1
	Correlation		
	Sig. (2-tailed)	.025	
	N	45	45

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the table above, the correlation coefficient was 0.333. It signified that there was a weak correlation between attitudes toward drama activities and narrative reading achievement. However, it was considered as a significant correlation because the number of p -value (0.025) was lower than the number of the significance level (0.05). In brief, there was a weak significant correlation between attitudes toward drama activities and narrative reading achievement of the seventh semester students of English Education Study Program of Sriwijaya University.

Since the result of correlation coefficient showed that there was a weak significant correlation, the calculation was continued by using regression analysis. It was applied to find out how much the contribution of the students' attitudes toward drama activities to their narrative reading achievement. The calculation was done by using SPSS version 22.0. The result of the analysis was shown in the following table.

Table 3. The Contribution of Attitudes toward Drama Activities to Narrative Reading Achievement

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.333 ^a	.111	.090	11.63026

a. Predictors: (Constant), Attitudes toward Drama Activities

b. Dependent Variable: Narrative Reading Achievement

From the table above, it was found that the value of the R square was 0.111 which explained that the contribution of attitude toward drama activities to narrative reading achievement of the seventh semester students of English Education Study Program of Sriwijaya University was 11.1%.

Discussion

There are four points that could be discussed from the findings of this study. The first finding of this study showed that the attitude of the seventh semester students of English Education Study Program of Sriwijaya University toward drama activities was positive. It could be seen from the average percentages for the positive responses (4 and 5 responses) of all of positive statements. It was obtained that the average percentage for response point 4 (agree) was 41.96% and point 5 (strongly agree) was 25.08%. In conclusion, more than half of the students gave positive responses toward the drama activities and it could be said that their attitudes were positive. This was well said by Bidwell (1990, p. 38) that drama can be a great motivator for students, including teachers. Similarly, Mahoney (1997) claims that drama activities can increase the learning interest and accelerate the learning process of students both with lower and higher ability.

The second finding was the level of students' narrative reading achievement. It was found that 6 students (13.33%) obtained excellent score, 18 students (40%) obtained good score, 15 students (33.33%) obtained average score, 5 students (11.11%) obtained poor score, and 1 student failed. It implied that most of the seventh semester students' narrative reading achievements were categorized in good to average categories. Since the students' attitudes toward drama

activities were positive, this finding was in accordance with the finding from Ghazali, Setia, Muthusamy, and Jusoff (2009) which claim that students with positive attitudes will spend more effort to learn by using strategies such as asking questions, volunteering information and answering questions. Students' attitudes could be one of influential factors that determines students' outcome of learning process, narrative reading achievement for this study. Students' success or failure may be illustrated by their attitudes toward the target language (Candlin & Mercer, 2001).

The third finding of this study revealed that there was a weak correlation between attitude to drama activities and narrative reading achievement of the seventh semester students of English Education Study Program of Sriwijaya University. The calculation showed that the correlation coefficient was 0.333 and it was higher than r-table was 0.312. Since the r-obtained more than r-table means the result of correlation analysis was significant. In other words, there was a weak significant correlation between attitude to drama activities and narrative reading achievement. This result also coincides with the study conducted by Tunde (2014) which found that students' attitude might increase students' reading achievement. Also, Mahoney (1997) claims that drama activities can increase the learning interest and accelerate the learning process of students both with lower and higher ability.

The last finding was the contribution of attitudes toward drama activities to narrative reading achievement. It was found that the attitudes toward drama activities contributed only 11,1% to narrative reading achievement of the seventh semester students of English Education Study Program of Sriwijaya University. It might happen because of the difficulty level of the reading test or because the students' attitudes toward drama activities was only measured by using questionnaire and also might come from other factors, such as interest, motivation, and belief.

In summary, students' attitudes toward drama activities could influence students' narrative reading achievement, even though it only contributed 11,1% to narrative reading achievement. Therefore, it was necessary that the teacher kept maintaining the drama activities in teaching narrative reading or literature in order to attract more students' interests and motivation in learning.

CONCLUSION

Based on the findings, there were four conclusions that could be drawn. First, the attitude of the seventh semester students of English Education Study Program of Sriwijaya University toward drama activities was positive. Secondly, the level of narrative reading achievement of the students was categorized good to average. Thirdly, there was a weak significant correlation between attitudes toward drama activities and narrative reading achievement of the seventh semester students of English Education Study Program of Sriwijaya University. Lastly, only 11.1% of students' attitudes toward drama activities contributed to narrative reading achievement of the seventh semester students of English Education Study Program of Sriwijaya University.

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