

THE USE OF IDIOMATIC LANGUAGE IN EXPRESSING DAILY SPEAKING STYLE THROUGH DRAMA FOR EFL STUDENTS

Teaching
Speaking,
Idiom,
Drama

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***Abstract** - Speaking is one of the important skills in learning English. Speaking means communication. One of the roles in communication is by using Idiom (an expression that cannot be understood from the meanings of its separate words but that has a separate meaning of its own). Idiomatic has roles in communication. This case study investigated on how to understand and use certain Idioms about daily life especially for their final project (DRAMA) by using essential methods that support the process in teaching. The participants were STBA Pontianak students' class 1A1 at the second semester and the class consist of 40 students. The subject of this class is Conversation 2. There are more than 25 new idioms taught by the lecturer in one semester and as the last project was they should make a drama in a group consist of 5 to 6 students. The drama spent 3 to 5 minutes for each group and they should record it as their final assignment. The result of the research was amazing, many unexpected things happened, from the use of the idioms, and also the recording itself.*

***Keywords:** Teaching Speaking, Idiom, Drama, EFL Students.*

I. INTRODUCTION

Language is the important point in communication. As we know that speaking is one of the main aspects in English learning. This journal would like to focus on speaking skill especially the use of idiom in daily life and for the final assignment (Drama). Some methods have been used in delivering, explaining the use, the form of the idioms. As we know that EFL students have some difficulties in having communication by using appropriate expressions, there are some factors that are related to that point, for example: lack of vocabulary, lack of confidence, and environment which is not supported, examples will be main point in teaching and assume that they will get obvious from those. The students do not want to speak English because they are too shy to talk in English, they are afraid of making mistakes or their friends will laugh at them, and they are also anxious because they

had not many changes to speak or because the teacher always gave critics and correction on their mistakes right away (Fauzan : 2014).

Students need to be exposed to language (in order to study it). They need to understand the meaning, understand its constructions, and practice it (Harmer,1998). The purpose of having drama for the last project was to cover all aspects.

Teaching Speaking

The mastery of Speaking skills in English is a priority for many second - language and foreign -language learners (Richards :2008). By fluent in speaking, many people think that the foreign language learners have mastered the language well especially when they use it every day. Because speaking is the key of success in learning the language. In fact, the use of idioms is so widespread that an understanding of these expressions is essential to successful communication, whether in listening, speaking, reading, or writing (Dixon: 2004). Students need efforts which they can feel free to use the language in daily – life activity, so the language will come spontaneous and natural.

The definitions of Idiom

In this study, the writer is focusing on Idioms in speaking that are used as daily expressions. Idiom is “a group of two or more words which are chosen together in order to produce a specific meaning or effect in speech or writing” (Sinclair: 1991) in Maisa and Karunakaran (2013). The idioms selected for study should have practical value and be within the student's ability to comprehend (Dixon :2004). Idioms cannot be translated separately and cannot be translated word by word. Even we understand the grammar, we have to know the context of the phrases and the meaning. Even if you know the meaning of all the words in a phrase and understand all the grammar of the phrase completely, the meaning of the phrase may still be confusing (Spears : 2005). Some idioms have the same phrases but relate to different meaning, it depends on the use. In translating idiomatic into idiomatic language, it is particularly difficult to match equivalence of meaning with equivalence of frequency (Newmark : 1988). Idioms will be regarded as semi-fixed multiword units (fMWUs) that may be non-compositional as explained by Zyzik (2011) in Zimmerman (2015).

The Definition of Drama

To be creative is an effort for some people. And drama will be a creative action in delivering the knowledge. In Drama , many aspects involve , for examples : self-confidence , language competence , fluency , creativity. According to Ozdemir and Cakmak (2008) Drama is an instructional method, which helps individuals develop themselves in multi dimensions by empathizing with others, be active in educational and instructional processes, be able to express themselves, be creative, perceive life from many perspectives, be keen on research and on learning as opposed to the fact of education's getting dull and non – productive. The purpose of having Drama in teaching is also to see life in different perspective , sometimes when we see in different side , there will be some positive impact for example : by learning someone's character , the person need to be in that person personality , so he or she can perform and act it naturally. Drama offers participants the opportunity to practice constructive behavior and provides a medium through which students learn to cooperate and collaborate (Sternberg, 1998 in Ozdemir & Cakmak ,2008). And also another definition of Drama “Drama is doing. Drama is being. Drama is such a normal thing. It is something that we engage in daily when faced with difficult situations. You get up in the morning with a bad headache or an attack of depression, yet you face the day and cope with other people, pretending that nothing is wrong [...] Getting on with our day-to-day lives requires a series of civilised masks if we are to maintain our dignity and live in harmony with others.”(Charlyn Wessels :1987).

EFL Students

English is still a foreign language for Indonesian people, they will think that learning and studying this language is still unimportant for them because Mother tongue is used in social interaction and communication to each other and this is also one of the obstacles in teaching English. For the English learners, mastering speaking is a challenging since it needs a huge powerful effort. You cannot plan the exact words/sentences in speaking. Unlike reading or writing, speaking happens in real time; usually the person we are talking to is waiting for us to speak right then (Fauzan : 2016). Beside that, traditional languages are still dominant, since Indonesia is a country with archipelagoes. A country with archipelagoes is rich with languages, and the access of technology that can support the process of teaching and learning is still difficult to be reached. Based on this, we need some motivated

II. METHOD

teachers to boost their interest in teaching and learning the language, because motivation will be the core point in getting students attention about language.

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1. Data Collection.

The participants were the students of the 1st semester in STBA Pontianak. They were 37 Students. The writer did some data collection from the Mid - test result, Final -test and also their final Assignment (drama video), make stages of pre,while, post. The manuscript of the Drama, to see whether they got the point and still in silver lining of the idiom used.

2. Procedure

The writer used qualitative research. She described the result of the research from collected data. The first step was the meeting before mid - test, it was explaining and giving exercises related to the expressions of the idioms. It was done in groups or individuals. The exercises were given every meeting, which is twice in a week. It was not easy to explain the idioms, the writer needed some techniques in delivering the meaning and also the context of the idioms. The writer used body language, she acted in front of the classroom and students needed to guess, and after that when they got the meaning they should put the idioms in the sentences , to make sure that they knew how to use the idioms in context. When they mastered in digesting the idioms, they had to work I a group. in a group that consist of 3 or 4 students , they made some dialogs by using the idioms. And they acted the result in front of the classroom.

And after the mid – test, the writer asked the students to group themselves in 5 or 6 students each. They needed to make script for their final assignment. They chose 18 idioms ,and put them in the script.

Table 1 : The list of the idioms

No.	Idioms	Meaning & Use
1.	<i>...talk me into it....</i>	To insist someone to do /take something. e.g : because you talk me into it .. I will buy the bicycle.
2.	<i>... over with</i>	
3.	<i>...before you know it...</i>	Before someone realize feeling/ doing something e.g: A : sist, please stop doing your homework, you need time to get rest. Before you know it, you will turn into an old woman. B : I am so sorry , I forget that it's already evening .
4.	<i>...make time to....</i>	Spend time with someone to do something e.g : A : tomorrow is our daughter performance, can you make time to see it ? B : OK, what time is the performance ?
5.	<i>...turn into...</i>	Change something e.g : A : come on , let's go to the mall to get some refreshment. B : ok. Let's go... before we turn into a Robot.
6.	<i>...change (someone's) mind...</i>	
7.	<i>... rain check...</i>	Take another opportunity, changing into another time. e.g : A :
8.	<i>Pull an all nighter...</i>	Stay awake for studying e.g : I need to pull an all nighter tonight , because tomorrow I have a quiz.
9.	<i>Be in the hot water...</i>	Be in trouble. e.g : I am the hot water because I broke my fathers shoes.
10.	<i>...pop quiz..</i>	Sudden quiz e.g ; students, take a piece of paper and we will have a pop quiz now.

11.	<i>...hit the books...</i>	Study harder E.g : today is my exam.. but I didn't hit the books last night.
12.	<i>...make up (for)...</i>	- do something nice as an apology Example : “ i'm really sorry. Tell me how i can make up for it. - become friends again A : are Jack and Jill together again ? B : yes , they made up last week. - create A : did she get in trouble for being late ? B : nope . she made up an interesting story about was she was late. - Cosmetics
13.	<i>To be honest with you..</i>	to tell the truth. E.g : A : what time should we leave ? B : To be honest with you , i don't want to go
14.	<i>Hurt (someone) feeling...</i>	cause some one to feel bad. E.g : A : i can't believe you didn't call me. B : i'm sorry that / if i hurt your feeling.
15.	<i>Be in someone's mind...</i>	be in someone's thoughts.E.g : A : i'm in love B : how can you be sure ? A : i can't stop thinking about her . she's on my mind twenty – four hours a day !
16.	<i>Stand someone up...</i>	not arrive for a date. Some one who stands up a date does not call to cancel. Example : A : he said she would meet me at 7 . and it's already 9:00. I'm so sorry. B : maybe something happened to make her late. A : no , she didn't even call . she stood me up.
17.	Work something	solve a problem

	out...	<p>Example :</p> <p>A : won't you please talk to me? As the Beatles said , “ we can work it out “</p> <p>B : maybe the Beatles can work out their problems , but can we ?</p>
18.	<i>Treat someone (to something)...</i>	<p>pay for someone's meal in a restaurant or for a ticket to an event.</p> <p>Example :</p> <p>A : i will pay for dinner tonight.</p> <p>B : come on . let me treat you to dinner.</p> <p>Note : treat (someone) = it's on me = i'll get it.</p>
19.	<i>Show up...</i>	<p>arrive , appear</p> <p>Example :</p> <p>A : why is Diane in trouble with Sam ?</p> <p>B : his party started at 09:00 and she showed up at 11:30!</p>
20.	<i>(Not) stand for something...</i>	<p>(not) tolerate some behavior</p> <p>Example :</p> <p>A : i'm afraid i'm going to fail this test.</p> <p>B : i know you are worried, but don't try to cheat. The teacher won't stand for cheating.</p>
21.	<i>Be in the same boat...</i>	<p>be in the unpleasant situation.</p> <p>A : i can't believe that we got a flat tire.</p> <p>B : look across the street. Those people are in the same boat</p>
22.	<i>Chances are...</i>	<p>Probably</p> <p>A : where's Gary ?</p> <p>B : he was sneezing a lot last night. Chances are he's staying home today.</p>
23.	<i>Catch the flu..</i>	<p>Have the flu</p> <p>e.g : You caught another cold ? i hope you don't have the flu.</p>

III. FINDING AND DISCUSSION

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As the first start, the students felt confused with some idioms, because most of the idioms were new for them. They would translate them word by word, and combined them together. But the result was, they didn't get the meaning. Then, when they saw the sample sentences, they started to know the core meaning of the idioms in general, even still they couldn't get the real meaning. The writer didn't give the meaning for each idioms directly. Need brainstorming in delivering the meaning, for the expectation that the students would get familiar with some of them. In explaining the meaning and also the use, the writer needed techniques. They would be action in the classroom, pictures that had the points. For example: .. *pull an all nighter* ... this idiom was unfamiliar for them. they translated word by word. The real meaning is staying awake for studying. It was a simple thing in translation, but the impact would be for the whole part of the sentences or phrases. To boost their knowledge about the idioms, the students needed to create dialogs, small dialogs in groups that consist of 3 or 4 students each. They had to use the idioms. In this situation, the writer observed the class to make sure that they used the idioms correctly, whether they correct situation and correct phrases

After practicing with the dialogs, and it was done many times, the writer started with matching and it ran smoothly. Then, drama was the final assessment for the students. They had to choose their own group members. The group consisted of 5 or 6 students. They should choose 20 idioms in their script. They could create the situation, and the most important part of this activity was, they should record the drama using their gadget from 5 – 7 minutes. They get enthusiast with this assessment even it needed much time and it should be well – prepared. And surprisingly, the result of the video recordings were out of my expectation. They did it very well, start from the location, the way they took the picture and editing process that was amazing. Points that came in common were they took daily life expressions and combined with the idioms. It can be seen from the plots, the places, and the characters which were used by them.

Table 2 : Part of the Drama

The Plots	The Places	The Characters
Most of the students took their daily life as the plot for the drama, it talked about campus activity, campus subjects, etc. but, I found two groups used different topic and story line. They took a story about superheroes and detective.	House, Park, school, campus.	As mothers , fathers , college students , superheroes , detectives , police officers , etc.

IV. CONCLUSION

Drama can be used in all levels of classes and also it can be applied for all English skills, since drama provide skills needs of the students. It forces students to speak , listen , reading , and writing. They need to understand the content of the drama, not only just memorize the script, but also the gestures and expressions, so they can get the objective of all aspects. When they get the aspects of drama, the result will be natural and look spontaneous, they will be fluent in communication. The students will have *self – confidence* in speaking when they think feel fluent. For the idiom, the students start using them, in their classroom, for example: having interaction with their friends, or responding the lecturers statement . just like in this case , they start using the phrases, be in *hot water ...* , *pull an all nighter ...*, *pop quiz ...*, *hit the book* , etc. the writer would like to conclude that EFL students are eager to learn language especially when the language seems natural and looks spontaneously spoken by the speaker.

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