Building Interpersonal Communication Through The Local History Dramatic Role Play

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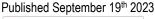[1] Alauddin State Islamic University of Makassar, Indonesia

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ABSTRACT

Today, in higher education, at the university level, the learning process is still evolving. The objective of this study was describe how to use local role-playing activities for interpersonal communication among students, especially those who have completed semester 5, in order to improve their language skills. In this way, knowledge can explicitly test the order of the function studied and explored by students to help them understand the concept of learning. The study design uses a quantitative survey as the approach, while observation and questionnaire are for data collection. The results show that the local history role-playing method is effective in building interpersonal communication, especially for the 5th-grade English curriculum. A local drama using the "Topekkong Agreement" was indicated where students always express their ideas which the listener can understand and then give feedback or response. So, this method could improve students' English skills. This study recommends that further research is needed to develop methods, especially building interpersonal communication by using a local history drama approach.

1. Introduction

Nowadays, English, especially speaking, is taught at all levels, from elementary school to secondary school to university. In this case, the learning process is carried out at the university level through curriculum development. Curriculum development policies are based on Decree numbers. In 2005 it was ranked 19th in the National Education Standards. Good communication and building relationships are also part of the speaking activity. One of the critical problems here is the still low level of English speaking skills in particular. In Indonesia, mainly speaking English is not currently a priority goal for communication skills development. If so, there aren't many students or employers looking to improve this skill in their lives if needed. Otherwise, this group requires good speaking skills for global communication. In modern society and among Asians, English as a second language seems to be making the mother tongue the first language. Building interpersonal communication between students was needed not only to empower their community but also to improve the students' skills. The one aspect that helps students in this case is speaking through role play in the classroom (Boonkit, 2010), (Hussain, 2017), (Paulus & Brown, 2007), (Hasnia et al., 2022), (Weda et al., 2022) and (Bashir et al., 2011).

Despite the crisis situations highlighted above, many local cultures still have their own characteristics and ways of conveying messages to convey their needs, aspirations, and wishes to others. Basically, this path always refers to local wisdom and culture. Sometimes their own culture expresses its message through drama, stage and film (Syukri, 2021), (Syukri, 2018), (Anggawirya et al, 2021) and (Edmiston, 2000). The researcher looked there is a gap between using local drama and modern drama to stimulate the students to improve their English skills. In fact, local drama seems more interesting if compared the modern drama, because local drama is an inherent thing for students in daily life. However, the most important in this issue is how students easily catch each message of their interaction.

The purpose of this research is to elucidate how interpersonal communication is constructed through role-playing in local drama research. Some researchers have found and published dramatic studies on the subject. There, dramatic performances and related investigations were an integral part of reading and preparatory to writing. The event,

which was dramatized at the time the photograph was taken, would have impacted the lives of everyone in the classroom in different ways, and at some point during the session, most of the students made critical and analytical comments (Edmiston, 2000), (Edmiston, 2016), (Rahman, 2018) and (Bahman, 2010)

Drama develops and provides a wealth of examples and easy-to-understand guidelines that can support the reader's experience through a positive and dramatic approach to dialogue, investigation, community building, exploration planning, and authentic assessment in one's own classroom. The drama approach has several aspects, including collaborative language, how communication is built in dialogue, and how authentic assessment is used in the classroom. Drama is a way to encourage and motivate students to improve their English skills (Edmiston, 2016), (Chang, 2009), (Adinda et al., 2023) and (Slamet, 2015). Besides that, it is a challenge for the teacher when others consider the method can not stimulate students' interest in learning English. Drama encourages students to exercise their sensitivity and imagination and thus makes learning more realistic and meaningful (Matthew, 2012), (Syukri, 2015b), and (Bahman Gorjian, 2010). Drama with a local historical approach has been used to stimulate the students in improving their English ability for this decade. It seems to be an effective way to build interpersonal communication, particularly among students. (Slamet, 2015), (Nurhayati, 2016), (Said et al., 2021) and (Syukri, 2021).

What distinguishes it from previous research is that it is now believed that local histories interpreted through classroom theatrical activities facilitate their interaction. There were several reasons given, the first being that the local historical drama was unique to the student's own culture, that it was interesting in many discussions, and most importantly that the local historical drama really reached the hearts of the students and made the stage more vivid with each presentation. And so far, researchers have found this to be a great way to help students learn English. Otherwise, teachers are still looking for suitable formulations or techniques to improve their English skills through different approaches such as dialogue, role-play, drama, and discussion.

2. Methodology

To conduct this study, we collected data from the field using a mixed observational and questionnaire method. The design of this method was quantitative. First the quantitative data were presented and then the qualitative data were interpreted with the help of descriptive analysis (Gay & Airasian, 2007).

2.1. Participants

The study investigated the population of Islamic University Ahmad Dahlan in the 2022/2023 academic year. The total number of students is 1,654. Of these, 699 are in Department A, 331 in Department B and 624 in Department C. Targeted sampling is a technique for extracting data from teaching performance. In this case, researchers consciously set criteria for sample selection. This standard provides the basis for describing and advocating targeted sampling. Each faculty member represented their class in six lessons and four of their performances, including two of her theatrical stories. Faculty A consists of 25 students, Faculty B consists of 25 students, and Faculty C consists of 25 students.

2.2. Instruments

The purpose of this study is to explain how the use of local historical drama in the classroom enhances interpersonal communication. A local drama that utilizes the "Topekkong Agreement" is a historical story of Sinjai as local wisdom. It is a unique story of the Sinjai tribe. In addition, this study aims to investigate the extent to which community theatre activities can improve students' English proficiency. The study was conducted in his three departments at Sinjai University and data collection was done using mixed methods. The Data Collection section describes the types of data collected. Based on the technique of data collection in this research used questionnaire and observation. The researchers used questionnaires as quantitative data to determine how strong student responses were to utilizing local dramatic role plays in the classroom. The researcher used the observations as qualitative data to monitor student activity during ongoing drama activities in the class. The researcher provided the student with a list of 20-item questionnaires. The validity of the (quantitative) data of the questionnaire is based on the research variables X and Y, dramatic activity by role play (X) and building interpersonal communication (Y). The drama activity using local history "Topekkong Agreement" is used as an inherent aspect of students' lives, and, if the context is presented in class, it will inspire students to explore their ideas related to the material.

The purpose of this survey was to provide responses to students regarding the use of drama local in their learning process. Also, this approach to overcome the gap students ability in learning English as foreign language. The results of the questionnaire show the students' interest and motivation, especially in learning English. Students then

learn how to develop skills based on cultural values by integrating the drama of local history into the build of interpersonal communications.

2.3. Procedures

The researchers distributed the drama textbooks to the students before the therapeutic activity took place in class. The play texts were read and discussed between teachers and students before being presented in class. The drama text consists of 1) the drama text "Wolf Boy", 2) the intermediate drama text "The Princess's Suitor", and 3) the "Topekkong Agreement" (especially based on the drama text). Based on the inherent history of the local culture). Data collection procedures are presented in chronological order: pre-test, post-test, and treatment. Treatment is done in 6 times or 6 meeting in class. Each treatment lasts 90 minutes. The course of treatment was as follows. (1) Teachers give suggestions and motivations to students before they begin teaching language success. (2) The teacher introduces the topic. (3) The teacher explains the theme of the play. (4) The teacher divides the students into small groups. (5) Ask each group to reread and discuss the lines of the drama. (6) Students are asked to select the character they would like to play. (7) Have each group put on a play that will score drama activities. The researchers chose the above drama text as a vehicle for several reasons: a) the text of the drama is interesting folklore, b) the content of the text of the drama talks about social and cultural aspects, and c) the characters in the dialogue of the text of the drama describe their culture and social life. It represents, d) the message within the text of the drama can provide important input as students traverse and appreciate their own cultures. e) Researchers believe that local history is unique to students when presented in the classroom as a tool for learning English (Syukri, 2015)

Data collected by the instrument were analyzed using the following methods; 1) Identify and describe the statistical analysis of survey data results. The aim, in this case, was to see how the students would react after learning English through a local historical drama in a role-playing way, 2) How does local historical drama build interpersonal communication?, 3) Using a dramatic role-play, discuss some aspects related to the variables of how local drama can be used to build interpersonal communication between students.

Data were analyzed using the Quant-Qual method. The text is balanced in terms of qualitative and quantitative approaches. (Gay, 1980) Survey data: Four-category Likert scale (strongly agree, disagree, strongly disagree). All data were interpreted using descriptive descriptions.

3. Result and Discussion

3.1. Findings

The expressive drama approach uses the local historical theatre as a result of their interest in the learning process. In this case, implementations using local historical drama techniques begin to develop students' interpersonal communication abilities. This may spur interest in the second semester of Ahmad Dahlan Sinjai Islamic University in Faculty A, Faculty B and Faculty C for the 2020-2021 academic year. Students are trained in how they build interpersonal communication by role-playing in local dramatic activities, where teachers convey the legacy of events and ethical messages, and introduce Introduce a stage character.

In addition, historical terms such as vocabulary and certain expressions are influenced by local culture and language. Likewise, students of the time were trained to learn new words in continuous dialogue while performing their roles in a dramatic activity. The results are illustrated by the student questionnaire, as shown in Table 1.

Table 1.The score in the percentage of students' interest

No	Interval Scores	Category	F	%
1	66-80	Strongly interested	65	86.67
2	50-65	Interested	10	13.33
3	35-49	Uninterested	0	0
4	20-34	Strongly Uninterested	0	0
	N = 75	Total	75	100

Regarding the percentage of students interested in the table above, the results showed that students interest in using local historical drama techniques. Sixty-five (86.67%) students were very interested in how quickly he could get a

score of 66-80. Based on the student's interest in the test, the highest score was 79, reported as "strong interest", and the lowest score was 61, reported as "interesting category". Based on the results of the former test (6.63% to 7.83% of the latter), 65 of his students in the "very interesting" category were affected, or 86.67.

3.2. Discussion

1) Building of Interpersonal Communication

Role play the drama text are two kinds of activities that involve interpersonal events. The purpose of this is to build the social relationship between students in the group or among students and the teacher. The teacher sometimes comes up to class with certain material which is inherent to the student's life such as local history in drama text form, which stimulated the students to give responses and comments (Rodgers, 1999), (Syukri et al., 2022), and (Syukri & Amin, 2023) In this case, the researcher presents some aspects related to how using the local drama approach to build interpersonal communication, they are;

a) Imitative

Students always express their idea which the listener can understand and then give feedback or response. In this case, the most important things to be considered are both the speaker and the listener communicate the meaning to each other. The imitative process is an opportunity for each student to always make clear of themselves. And in the research activities, the teacher gives motivation and encourages the students to train their speaking ability when they find difficulties. In this situation, students always use all occasions to improve their ability particularly pronunciation, vocabulary, and grammar. Besides that, good and interesting materials also affect the students' interest and become more active and involve in the classroom. Some concepts offered about micro skills of oral communication, e.i :

1) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours, 2) Produce reduce forms world and phrases, 3) Produce fluent speech at different rates of delivery. 4) Monitor own oral production and use various strategies: devices-pauses, fillers, self –correction, and backtracking-to enhance and clarity the message. 5) Use grammatical word classes (nouns, verbs, system, tense, agreement, pluraization, word order, patterns, rules, and elliptical forms. 6) Convey link and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification (Douglas & Frazier, 2001).

b) Intensive

Students always try to repeat what t they have spoken in class or to listen to what is said in order to be more clear. The aspect that would be stressed here is how intensive speaking can be self-initiated or can even form part of some pair work activity, where learners are "going over" certain forms of language. The treatment which has been done in the class shows that dialogue and discussion among students and the teacher as facilitator significantly improve the students ability, specifically their pronunciation, vocabulary and grammar. Actually, most students' problem with accuracy is the pronunciation. This is proven by their poor and fair level of achievement. And, after the treatment their accuracy was under the category of fairly good and even good.

c) Responsive

The students' response or comment to the speaker as a sign to get information and meaning from the ongoing activity in the class is shown in the dialogue below:

| Student A | : | What is the meaning of "your daughter more beautiful than the sun? |
| Response | : | that is romantic things in the dialogue |

In the short dialogue above, students' response depends on the topic that the teacher brings up to class for discussion and to initiate dialogue activities. Generally, the students would give quick responses if the contents of the dialogue concern the real or the past event which the sources of their culture. We can see the dialogue below:

| Arung Bulo-Bulo | : | Benar kata Gella Samataring. Ketiga kerajaan ini ibarat mata hitam dan mata putih yang takkan terpisahkan. Namun yang terpenting bagikun adalah mempersatukan ketiga kerajaan ini. Seperti orang-orang tua mengatakan : "Seddi Ata Seddi Puang" Satu Rakyat Tiga Arung. |
| (The King of | : | I agree what the Gella Samataring said. The three of the Kingdoms as |

Bulo-Bulo)		well as black and white which is not separated each other. But, for me, the most important of all is unity the three of kingdoms. Such as the old man said that "The one people is in the one King".
Gella Saukang	:	*Apa yang Puatta ucapkan Saukang pasti mendukungnya Puang.*
(Gella of Saukang)		The Gella of Saukang would support whatever the majesty said.

The expressions of "Ketiga kerajaan ini ibarat mata hitam dan mata putih yang takkan terpisahkan (The three of Kingdoms as well as black and white which is not separated each other), they had deep meaning that unity of the kingdoms is painted as eye symbol. The words in black and white had the highest values in the kingdoms as an inherent symbol of the culture. So, each expression that invites the students' response is very determined by the contents of the dialogue (Syukri, 2015b).

d) Transactional (dialogue)

The researcher assumed that dialogue is one way to exchange idea or information among participants. And the class activity during research showed that in dialogue students had more opportunities to express their idea or convey some information or feedback of the under-topic discussion. On the other hand, conversations could readily be part of group work activity as well. Through group work, dramatic role play and dialogue actiovities, significantly improve the students' intensity in speaking (Brown, 2000) and (Brown & Lee, 2015). The dialogue below can show us as transactional (dialogue). They are:

| Student A | : | what the main idea of the dramatic text? |
| Student B | : | the main idea of the dramatic text is a fundamental event that talks about how the "Topekkong Agreement" was conducted. |

When a student asked the other student with "what's the main idea" question, based on the research indicates that if the topic is interested and understood by students well it will be more interactive with the class. In relation to the short of my argument above, The students who have the confidence to express an opinion in the drama lesson. There is a congruence between what they think, what they say, what they do and these factors have to be seen against the background of the society in which the students lives and the event of their lives; they bring these dimension into the drama lesson. In this case, students will enhance their English ability when an interesting instrument, for instance local drama presented in class as medium for transactional dialogue. Besides, students trained self confidence to perform in front class (Claydon 2007), (Prendiville et al., 2013), and(Nigledodd, 1979).

Furthermore, if we return to the central idea in the local drama of created from own culture, they get the value from local drama also would be an important part, developed by the participants through their ideas through dialogue.

e) Interpersonal Interaction

Dialogue and discussion are two kinds of activities which involve interpersonal event.The purpose of this is to build social relationships between personal in the group or among students and the teacher. When the teacher comes up to class with material which is inherent to the students' life such as local history in drama text form, it stimulated the students to give responses and comments. In this case, the researcher used some steps as a design of the learning process, they are: Warming Up, Rereading and Discussion, Performing, Reflecting on activities, and Intersecting and Recognizing the value of culture.

The result of the research showed that after treatment, there is an improvement of proficiency from fairly good to good category. It means that the procedures above can improve the students' speaking ability in learning English (Syukri, 2021)

During the elaborate process, the students present what they have got through discussion in the group. In this case, members of the group convey their answer of the teachers' question in class. Looked at the question and students' answers at the first treatment below :

Data Transcription of the sentences

The discussion of '**The Boy Who Cried Wholf**"

(the 1st   treatment)

The teachers' questions:

1.What is the topic of the dialogue?

2.Could you mention the characters in the dialogue.?

3.Find the main idea in the dialogue.

4.Could you mention some messages in the dialogue?

5. Mention some funniest things in the dialogue

Questions No	Respd. code	Answered
1	A.1.2	The boy who cried wholf
2		Hery (Antagonist) Draco (Protagonist) Hermione, (Protagonist) Ron (Protagonist) Author (Neutral)
3		- There was boy who was a liar
4		- don't like to lie - Do not always to say that is not true
5		The funnies thing is when Draco tripped and rolled on the side of hill While Ron wearing tight clothes with a black mini skirt, with a bright green and high heels.

Discussion:

Quest 1st	What is the problem in the dialogue?
Answer	the problem in the dialogue is Hery always lie to his friend that he saw a wholf. But, actually, there is now wholf around them.
Quest 2nd	what the important things in the dialogue?
Answer	he wants making a funniest in order to entertaint the other people and he hopes the other people can believe him again.
Quest 3	what do you think about this drama?
Answer	I think this drama so good because we can take messages of the dialogue, and then we know what we should do and what we should not to do.

Based on the above interaction between the teacher and the students, then the students and the other students seem that introducing of the topic in the preceding is affecting to stimulate them in involve to speak actively. Let's see the above discussion, the extent of the topic in the conversation is appearing to the students' interest to engage in giving responses and comments. For instance, when a student give a question "what do you think about this drama?".

Having in mind, the question is reflected of the students' view of the material and tend to know what the other students' opinion of the text. So, in response to the question the presenter replied:

"I think this drama so good because we can take messages of the dialogue, and then we know what we should do and what we should not to do."

The above response shows that the students understand and catch well what the speaker mean. Besides that, the good aspect here is the students have insight about what we have to do in the life. It could be regarded as moral value in the learning process (Prendiville et al., 2013), (Claydon, 2007), (Bolton, 2007), and (Syukri, 2015a).

f) Extensive

In the learning process, the teacher often begins the class by warming up of the material or explains briefly the theme, objective, and model of learning and so forth. And in this research, students were asked to present and discussed the material in their group in front of the classroom. The strategy was meant to the students to show their performance and train their speaking ability by monologue. After the treatment, there students' speaking ability improved significantly from the fair to good category.

Intermediate progress is gained when the teacher intensively invites the students to be more active and practice their proficiency in the classroom. For example, the presentation of the material that they have discussed in group section. As an illustration, look at the simple monologue below :

Questions:

1) What do you know about Topekkong Agreement?

2) Mention some characters in the dialogue.

Responses or answers to the questions are:

1) Topekkong agreement is an event which is talking about the wishes of Bulo-Bulo kingdom to unity the Tellu Limpoe Kingdom, they are Bulo-Bulo, Tondong and Lamatti.

2) King of Bulo-bulo has a good character, Tondong King is familiar, very polite, kind character, and King of Lamatti has a good leadership and is cooperative.

Underlying the example above, if a discussion event involves culture aspect, or an inherent story, it would be a good chance for the students to develop their oral language and try to find out the value of the story from the local history. Finally, through the local history drama text approach, the learning process may be more interesting and more life in discussion activities

2) Training in Speaking Intensity

Based on the data shown, most students show an interest in learning by using drama text in class. But, the researcher stressed here the drama is created by using the local history of "*topekkong* agreement". In the setting, dialogue with appear with some unique characters; for instance, King of Bulo-Bulo, *Gella Panreng, Balibinna Pake* Stone. These characters represent the theme of the story to be discussed. Furthermore, the understanding of each character's role and position relates to the core meaning of the event (Syukri, 2018)

Affecting the students' speaking performance with dramatizing local history are three components of speaking skills; accuracy, fluency, and comprehensibility. Therefore, if the intensive speaking activity in class calls for all students to be more active, the exercise ultimately affects their levels of fluency, accuracy, and comprehensibility demonstrated during the learning process. Dialogue in drama is an effective mechanism for learning a language. The dramatic work in a school concerned with the production of a play is comparable to the use of reading simple dialogue in a Latin or French lesson. In addition, he said that acting was a sure way to learn. In the study of history, for example, the method was to use the text book as a stimulus (as the basis for a history story) from which the student then acted their 'make believe' story which, in turn, enabled them to really understand (and thus learn) the fact of history (Brown & Friedrichsen, 2011), (Bahman, 2010), (Howlett, 2019), and (Gümüş, 2019), and this method was founded on three basic principles: 1) Proficiency and learning come not from reading and listening but from action, from doing, and from experience. 2) Good work is more often the result of spontaneous effort and free interest than of compulsion and forced application. 3) The natural means of study in youth is play. 4) Collaborative learning.

When the teacher came up to class with material, actually he/she acted as the pioneer to conduct and organize the teaching process. Their position determines whether the process will succeed. What he/she presents in the classroom should create a climate conducive to learning and, if possible, involve all of the students in the process. Then,

the students are positioned as active participants and react to the activity being performed. If a drama text is a tool offered by the teacher to obtain the teaching goal, the researcher offers local history as an alternative to stimulate the students in their collaboration in class with each other. This represents an opportunity for the students to generate productive and receptive skills.

People use dialogue to create further meaning when considering the way they act and react to what others say and do (or have said and done). People make meaning, and over time become authors (or using other words, create, construct, or coauthor), showing an understanding about a topic, as they address and answer one another. Dialogue occurs in speech when two (or more) points of view, point of view, or perceptions of the same fact meet when people act in words and actions. This expert also believes that people can also dialogue with themselves. When people act during an event, they build on what they already know, and they have the power to choose how they can act and react when they perceive different possible outcomes. Active and dramatic learning methods used in context can make actions, consequences, choices, language, ideas, and meaning-making more apparent (Edmiston, 2013), and (Rodgers, 2016).

Furthermore, it proposed that classroom dialogue should be an ongoing conversation about important ideas. Conversations are extensive chains of dialogue or, in other words, dialogic meaning-making that can move back-and-forth between being active and dramatic in learning. Further, he believes that, as much as possible, conversations should be authentic (people choose to participate), open-ended (teachers especially cannot hold on to predetermined understanding), dialogic (one person cannot be promoting a monologist fixed perspective), substantive (about something worth our attention), and polyphonic (involving multiple viewpoints).

3) Enhance Community Through Learning Together

The teaching process that includes a focus on improved speaking performance is especially important when one of the goals is learning together as a community. Local history is a part of the heritage of a big community; therefore, a teaching discourse that includes local history as a focus creates a collective perception of its inherent value, and its status as a cultural treasure, and instills the importance of maintaining it for future generations. In this way, the community culture can survive.

Intensive drama activities become collaborative research projects with everyone in each group learning to live together and build community. I show how communities are built through tasks with common goals, and how adults and young people create and build desired common outcomes. Experts argue that communities need to be built through shared experiences, products implemented, and honest and reflective learning focused on social challenges (Edmiston, 2010), (Syukri, 2021), (Chang, 2009), and (Slamet, 2015).

Role-playing in drama is also a positive approach to the arts with dramatic learning, focusing groups on outcomes that reconcile people's real-world concerns with imaginative explorations of how to make the world a better place. You can. It showed how common expectations can be negotiated between groups in a dialogue. At least four core values of researcher teaching attitude underlie my commitment to developing a democratic and non-hierarchical educational environment.

• Physical and mental safety
• mutual respect
• Equality of ideas
• Learn from mistakes and successes(Edmiston, 2010)

These values are implicit in the classroom in which the researcher teaches, and it makes them explicit when necessary. Experts suggest that teachers can manage group dynamics by paying attention to interaction, who tends to dominate the dialogue, and who takes into account the ideas of others. It shows if you can recognize and respond to it. (Edmiston, 2000)

4. Conclusion

Dramatic activities by role play in class showed that students interest in using local historical drama techniques. Sixty-five (86.67%) students were very interested in how quickly he could get a score of 66-80. Based on the student's interest in the test, the highest score was 79, reported as "strong interest", and the lowest score was 61, reported as "interesting category". According to the results of the former test (6.63% to 7.83% of the latter), 65 of his students in the "very interesting" category were affected, or 86.67.

Students build interpersonal communication through the local historical drama role-playing method. The indicating result of reserach as followed by aspects in build interpersonal communication, they are; intensive, responsive, transactional (dialogue), interpersonal interaction, and extensive. Besides, the others aspects that obtained are training speaking intensity and enhance community through learning together.

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