

The Development of Voice Over as Drama Media to Teach Speaking Skill in English 8th Grade of Junior High School

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Abstract

This research focuses on developing engaging learning media to teach speaking skills to eighth grade students at MTSN 1 Sanankulon. Traditional methods of English instruction frequently fail to engage students, hindering their active participation and limiting their progress. To overcome this problem, this study introduces Voice over as drama media as a language learning tool. The game helps to increase students' activeness and creativity, vocabulary acquisition, and confidence in speaking. An R&D approach, including a pilot test with 25 students, was used to assess the effectiveness of the game. The results showed that the Voice over as drama media significantly improved learning, with a questionnaire score of 86.1%, categorized as highly valid. The evaluation showed that this media is a highly effective teaching tool. This research shows that Voice over as drama media can improve students' speaking ability and create a more interesting learning environment. This approach is in line with modern educational trends that emphasize interactive, creative and student-centered learning. In conclusion, Taboo game is an effective solution to teach speaking skills and increase students' motivation.

Keywords: Learning Media; Voice Over as Drama; Speaking Skill

INTRODUCTION

The curriculum that is offered with a great number of different learning experiences is known as the independent curriculum (Fransiska et al., 2023). The independent curriculum is focused on developing the social and essential potential of learners. The implementation of the independent curriculum gives more time and resources to learners to explore themselves through the concept of the independent curriculum. The curriculum is an effort by the school to make students diligent in learning, both in the classroom, on the school grounds, and outside the school (Darma Bakti et al., 2023). Therefore, the curriculum has an important role for schools, it is used to guide the actualization and achievement of learning objectives, the curriculum helps students to prepare themselves as students who are able to appear in addition active, creative, and critical in all aspects. The independent learning curriculum should be implemented with features distinct from those of the previous curriculums used in Indonesia (Adita et al., 2024). The independent curriculum emphasizes the development of relevant life skills, such as the ability to think critically, communicate effectively, and work together. Giving kids the freedom to comprehend the material and work through problems based on their aptitude is the premise behind independent curriculum (For et al., 2024). Before changing to an independent curriculum, the Indonesian ministry authorized the K13 curriculum as a curriculum for reference for learning units, in the K13 curriculum there were several emphases such as character development, active and creative learners, strengthening the Republic of Indonesia, and cultural development. A look-ahead perspective is also used to highlight the significance of character education, indicating that children must be anticipated and prepared to handle challenges in the twenty-first century (Harun & Muthalib, 2020). As well as the implementation

of the curriculum in English language learning, there will be a lot of improvement and development of learning by the process and concept pertaining to the independent curriculum. Within the framework of the independent curriculum, English language learning is focused on improving students' proficiency through four main skills: listening, speaking, reading, and writing. The goal of learning English according to the Merdeka Curriculum is to improve students' competence in the six fundamental areas of speaking, listening, reading, writing, viewing, and presenting (Mubarok et al., 2023). To promote students' active engagement, each skill is included in contextualized and interactive exercises. Speaking is one of the main English language skills that students learn. Speaking is an essential part of learning a language, especially when learning a second language since communication is the main goal. To promote students' active engagement, each skill is included into contextualized and interactive exercises. Speaking is one of the main English language skills that students learn. Speaking is an essential part of learning a language, especially when learning a second language since communication is the main goal. Since communication by definition necessitates the integration of the primary language skills, integrated skill instruction emphasizes the use of content-based and task-oriented instruction by exposing students to authentic language and engaging them in meaningful and engaging activities (Akram & Malik, 2010). Gaining proficiency in English as a foreign language broadens your understanding and enables you to completely appreciate a nation's culture and background. Learning English as a second language broadens your awareness and enables you to completely appreciate a nation's culture and background (Gibson & Esra, 2020). By understanding culture, one can avoid circumstances that can lead to misunderstandings in all aspects. Learning a foreign language can bridge a person in communication, especially in the realm of education and work. If you English one is able to see and respond to many cultures, starting from seeing one's own culture and so many outside cultures with a broad perspective. English is the first foreign language in Indonesia therefore it is important to be learned. English is required as a foreign language in both junior and senior high schools (Wirawan, 2020). English language learning at every level of education in Indonesia, in order to prepare students to be able to face the challenges of the times and be able to conduct communication with other people from around the world. English serves as a lingua franca, with both native and non-native speakers utilizing it as their primary form of communication in commercial contexts and organizations (Rao, 2019). Considering the importance of English system in all aspects of our life the education system must prepare the best possible English language education curriculum.

The language that is often used by humans to communicate is English. In the era of globalization and technology, humans are required to have good English skills (Santuri et al., 2022). English is a foreign language that must be mastered by students, some of the skills that must be mastered in learning English are speaking, listening, writing and reading. Also highlighted are recent developments in instruction as they pertain specifically to the teaching of L2 speaking, listening, reading, and writing (Canagarajah, 2005). Although there are still not many who like it, because there are some difficulties in the learning process. The difficulties experienced by students are related to reading and speaking, the difficulty of students in reading English, because students are not used to reading various readings in English in their daily lives, besides the difficulties in speaking experienced by students, English is not a language that is actualized every day in their lives. The educational materials utilized in schools are outdated, and even the illustrations in textbooks fail to engage students effectively (Wirawan, 2020). Students at SMPN 1 Sanankulon also face some problems in learning English. In October, researcher conducted in-depth interviews with 15 students out of 25 of the students at SMPN 1 Sanankulon to gain insights into the obstacles they face in learning English. The interview focused on students' perceptions and challenges regarding English, particularly in the areas of

reading and speaking. During the interviews, students expressed that they found English to be difficult, especially when it came to reading and speaking. As one student mentioned, “It’s difficult to read and speak.” This sentiment was shared by many others, highlighting a common struggle among the students. The researchers chose this interview method to collect detailed and personal data about the students' learning experiences. The primary aim was to identify the specific issues students face in learning English and to gather as much information as possible regarding these challenges. By understanding these difficulties, the researchers aim to create more engaging learning models and media that will make students feel more comfortable and motivated in their English learning process. Ultimately, the goal is to help students develop a positive attitude toward the English language and overcome the obstacles they currently face. Based on the results of interviews conducted by researcher with English education teachers at SMPN 1 Sanankulon related to English learning problems. In the learning process, as a teacher certainly will not run well every day, because there are various kinds of problems in teaching and learning activities. Based on the results of the researcher's interview with an 8th grade English teacher at SMPN 1 Sanankulon, there are several problems experienced by him in teaching and learning English. English is one of the lessons that are less interested by students in Grade 8 at SMPN 1 Sanankulon that he taught. The problem certainly raises the question, why learners do not like the English language. Through the results of the interview, according to him, in addition to English is a difficult lesson, personal learners do not like the lesson. Classroom conditions that are often crowded make learning activities that are difficult and less interested students less effective.

In addition to conducting interviews with students and teachers, researcher also conduct observation activities. Observation activities were conducted to see how the learning process to discuss English in SMPN 1 Sanankulon. Problems found by researcher in addition to the results of interviews with teachers and students, researcher found the facts of the field. Field facts found by researchers are English learning activities that are not always placed on the brain clock that is still fresh, there are several hours of English on the clock prone to fatigue, drowsiness so as to make learners become less able to focus and comfortable in learning, on the lessons they do not like. Seeing problems like those that occur in the field, there needs to be more effort from teachers to change the classroom to be more lively, even at hours prone to fatigue and drowsiness. A teacher is required to have a model and a lot of Learning media and interesting, so easily accepted and interested learners. In addition to focusing on media and learning models, a teacher needs to have emotional control and skills in animating the class, so the class will feel more alive and effective.

Numerous studies have examined the efficacy of Voice Over (VO) in relation to speaking. A study titled “The Usefulness of TikTok Voice-Over Challenges as ESL Speaking” explores the application of media platforms as educational resources for speaking skills, aiming to ascertain the effectiveness of TikTok voice-over challenges in assisting English as a Second Language students (Chuah & Ch’ng, 2023). With the development of the times, we have a lot of choices to access many things, especially in the learning process. Watching learning activities must be replaced using media and methods that are more relevant in accordance with the times and the established curriculum. In this study, respondents were given two months for the voiceover process followed by filling out a questionnaire. Other research suggests that students have different perceptions regarding the success of using certain platforms to improve their speaking skills. Learners' perspectives on the methods used will always be different, due to learners' backgrounds and different abilities. A study title Student’s “Voice Over Technology- Based Speaking Class.” Teachers can utilize many media for student learning, employing suitable strategies that incorporate visual or auditory elements, as supported by existing research. analyse students’ responses as the main data from the interview regarding the use of WhatsApp,

Flipgrid, and Zoom platforms to enhance their speaking skills. As a result, most of the students believe that the combination of those platforms enhances their speaking (Ocktarani, 2021).

In addition, there are studies that discuss learning media using voice over in the process of learning to speak which covers a wide range of contexts in language proficiency and the process of learning to speak in a communication skill. This prepares students to navigate diverse real-life interactions encountered in daily life. Educators employ VO techniques to convey dialogues and tales, provide vocabulary, and improve pronunciation and intonation abilities (Fitria, 2024). Using voice over skills, learners can actualize and focus on the development process of learning to speak in everyday life, they can use various media and make the learning process more interesting through the various contents they create.

The used of VO in a learning process has been the subject of numerous research. The purpose of a study titled "The Effect of Using VOA (VOICE OF AMERICAN) News Video on Improving the Students Transactional Speaking at Senior High School Soppeng" is to investigate how Gandra Soppeng Islamic School students' transactional speaking abilities are affected by VOA News (Nawir, 2022). The study found that students' scores on the five components of speaking - vocabulary, grammar, pronunciation, fluency, and comprehension - improved from pre-test to post-test. Thus, this shows that VOA (Voice of America) News has a favorable impact on students' speaking development. The aforementioned viewpoints serve as the theoretical foundation for this study's investigation into the value of voice-over media as a tool for teaching speaking practice.

There have been many studies examining the use of Voice Over technology in English language learning in the aspect of knowledge or speaking skills, while the development of speaking skills through digital media is still relatively limited. Therefore, this study to fill the gap by exploring how the use of digital media can affect English speaking skills in senior high school students. This research combines Voice Over and drama as media to learn English speaking, not only practicing speaking skills, but also reading and listening skills.

METHOD

This research is a research that uses the type of Research and Development (R&D) development research. According (Rayendra, 2017) Qualitative research is research that seeks describe and interpret data with objective measurements of the phenomenon. Research and development according (Sugiyono, 2013) research methods used to produce a particular product design, test the effectiveness of the design that has been made, so that the product becomes tested and can be used for the wider community. This type of research is developed to create a product. The products produced in this study are learning media in the form of voice over, illustrated videos, with text and practice. This developed Media can be used as an alternative by teachers for teaching and learning activities and the achievement of learning objectives.

This research refers to the research and development (R&D) design, meaning that the research method will use to produce the product then tests the effectiveness of the product (Sugiyono et al., 2022). The media development in this research follows the ADDIE model, which includes five stages: analysis, design, development or creation, implementation or delivery, and evaluation. The selection of development media is due to product development measures, this research and development model is more rational and more complete.

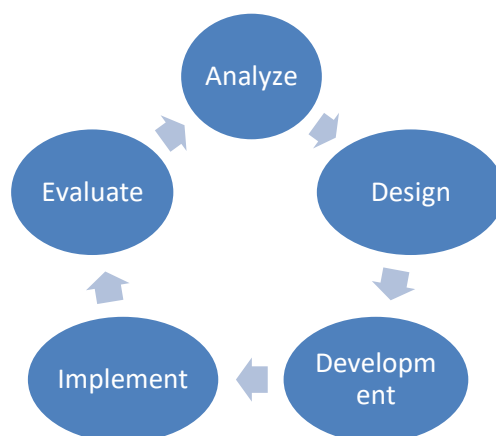


Fig. 3.2. ADDIE Research and Development Procedure Steps

The population and samples in this study were class VIII students of MTSN 1 Sanankulon, totaling 25 students. The selection of research objects was carried out using purposive sampling technique (judgmental sampling). This technique is used because the object of research, especially the class has characteristics that are in accordance with the research objectives. According to Sugiyono (2013), purposive sampling is used when researchers select samples based on certain considerations that are considered relevant and significant to the research objectives to be achieved. Data collection techniques in this study are unstructured interviews (random) conducted to find out the problems of the validation questionnaires for teachers and students are used to gather data on the material's suitability, as assessed by education and learning evaluation experts. In addition, the questionnaire is also used to determine the level of practicality of the learning model. The method of data analysis applied includes both qualitative and quantitative techniques. The results of the reviewer assessments are presented in the form of product quality categories, which are coded using a quantitative scale based on the Likert scale. The response options in this scale include strongly disagree, disagree, agree, and strongly agree, making it easier for respondents to answer. The qualitative data collected is then converted according to the predefined score weights, which range from 1 to 4. The obtained data can then be calculated using the formula provided.

$$P = \frac{F}{N} \times 100\%$$

P = percentage grade

f = frequency of good agreement

N = number of respondents (Kristanto et al., 2019)

Table 1. Product validity criteria

No	Percentage %	Validity Category
1.	85%-100%	Very valid
2.	70%-84%	Valid
3.	55%-69%	Less valid
4.	40%-54%	invalid

(Arikunto, 2010)

RESULTS AND DISCUSSION

Results

This research involves is an R&D project designed to Voice Over as drama teaching tool to improve speaking skills among Grade 8 students at MTSN 1 Sanankulon. The purpose of this development is to create a learning media that can increase students' interest in learning speaking skills, allowing them to learn in an interesting and fun way through Voice Over as Drama. Besides the learning model this research also produces products in the form of illustrated video learning media. Learners perform voice over drama activities, according to the theme they get. a word that must be guessed and described by the player, but the word should not be mentioned so that it becomes "taboo". The cards are printed using Nothin' But Paper material. This Taboo game learning model serves as an effective medium for teaching speaking skills.

After the product development was carried out, the researcher practiced the results of the product to the 8th grade students of MTSN 1 Sanankulon. The following is a table of student questionnaire results.

QUESTIONS											TOTAL
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
A1	3	3	4	3	4	4	3	2	3	3	32
A2	4	3	3	4	3	4	4	4	3	3	35
A3	4	3	3	3	3	3	4	4	3	4	34
A5	4	4	4	3	3	3	3	3	4	4	35
A6	3	2	3	4	2	2	3	3	3	2	27
A7	4	4	3	3	4	4	4	4	4	4	38
A8	3	3	3	4	3	3	4	3	3	4	33
A9	4	4	4	4	3	3	4	4	4	4	38
A10	4	3	3	3	3	3	4	4	3	4	34
A11	4	3	4	4	3	4	4	4	4	4	38
A12	3	3	3	3	2	2	3	3	2	3	27
A13	3	3	3	3	2	2	3	3	3	3	28
A14	4	4	4	4	4	3	3	4	4	3	37
A15	3	3	3	3	4	4	3	4	4	3	34
A16	3	4	3	4	4	4	3	4	3	4	36
A17	3	4	3	4	4	4	4	4	4	4	38
A18	3	3	3	4	4	3	3	3	4	3	33
A19	3	3	3	4	4	3	3	3	4	3	33
A20	4	4	4	4	4	4	3	4	4	3	38
A21	4	4	4	4	4	4	4	4	4	4	40
A22	3	3	3	3	4	3	4	3	3	4	33
A23	3	3	3	3	4	3	3	3	4	3	32
A24	3	4	3	3	4	3	4	3	4	4	35
A25	4	4	4	4	4	4	4	4	4	4	40
TOTAL SCORE											862
TOTAL MAXIMAL											1.000
SCORE PRESENTASE											86,1

The results of the questionnaire indicated that 86.1% of students expressed interest in the learning model developed by the researcher. Product validation of the development model as a whole includes 4 aspects, namely aspects of instrument validity, media, material, and student responses. The overall validation results can be seen as follows.

No	Aspect	Precentage	Category
1	Instrument Validity	93,7%	Varry Valid
2	Media Validity	85,7%	Varry Valid
3	Material Validity	80%	Valid
4	Student's Respond	86,1%	Varry Valid

From table 2, the analysis of questionnaire responses from 25 students in Class VIII MTSN 1 Sanankulon resulted in a total score of 862 out of a possible maximum score of 1000. This results in a percentage of 86.1%, which categorizes the product as “Very Valid” according to Arikunto, (2010), for the established validity criteria. From table 3, it can be seen that the The validation of the instrument's validity aspect yielded a percentage value of 100%.is included in the very valid category. Media aspect assessment with a percentage value of 85.7% is included in the very valid category. material aspect assessment with a percentage value of 80% is included in the valid category. While the assessment of the student response aspect of 86.1% is included in the very valid category. Overall, the assessment results show the effectiveness of voice over as drama learning media in supporting speaking skills among students. Continuous monitoring and improvement of the material can further enhance its educational impact.

Discussion

Developing English language skills is essential for effective communication in academic, professional, and social settings. Key methods include active listening, practice in speaking and reading (Rustamovna, 2020). In addition, writing regularly and expanding vocabulary are important components of mastering a language. Making a habit of talking to teachers and peers at school or in the neighborhood can provide practical exposure to various accents and dialects in English. Leveraging the use of digital resources such as language learning apps, can accelerate the learning process. Ultimately, a well-rounded approach that includes listening, speaking, reading and writing helps individuals become confident and proficient in English. Without engaging exercises that encourage students to speak actively, students may find it difficult to feel motivated or see significant progress. However, this research shows that voice over as drama media is an effective, engaging and interactive learning medium. It strongly encourages active participation in speaking, reading as well as listening and is required to be creative in performing the roles acquired.

English drama offers many benefits to students. Students' perceptions of which aspects of speaking are improved by English drama were (Role et al., 2024). By actively participating in voice over as drama activities, students not only practice their speaking skills in a dynamic and engaging environment, but also gain a deeper understanding of tone, emotion and expression, If someone has good language skills, they will have high self-confidence(Widiarini et al., 2023) The emphasis on role play and dialog exchange in English voice over as drama encourages students to think creatively and react spontaneously, which in turn helps them become more adaptable and effective communicators. This approach encourages stronger language acquisition while boosting their confidence in real-world conversations.

The use of voice over as drama media to improve vocabulary acquisition through role play not only promotes language acquisition but also creates a more stimulating classroom environment. The results of this study, with a validity score of 86.1% from students' responses, further confirmed the effectiveness of voice over as drama media in achieving this educational goal. Voice Over (VO) as a drama technique in teaching English speaking covers various contexts aimed at improving language proficiency and practical communication abilities. It equips students to handle a variety of real-life situations they may face daily. Educators employ VO and drama methods to present dialogues and stories, teach new vocabulary, and refine

pronunciation and intonation (Fitria, 2024). Voice over as drama media can be incorporated into the curriculum and be an innovative and effective strategy to improve students' language proficiency and overall academic performance in English.

CONCLUSION

This study concludes that voice over as drama media is an effective and engaging medium to teach speaking skills among eighth grade students at MTSN 1 Sanankulon. The game encourages active participation, interactive, vocabulary development, and increases students' confidence, which demonstrates its effectiveness in language learning. With positive student feedback and a high validity score of 86.1%, this study confirms that voice over as drama media can improve speaking skills and create a dynamic and supportive learning environment. Overall, incorporating interactive methods such as the use of voice over as drama into the curriculum can help overcome common learning challenges and foster enthusiasm and fluency in language acquisition.

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