



The Impact of Soliloquy Approaches on Digital EFL Speaking Skill Instruction

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Abstract

This research investigates the requirement for soliloquies to be performed for the aim of developing speaking abilities using modifications of soliloquy performers whose exceptional performances have been shown. in Hamlet's famous play. This discovery calls into question the views of some critics who believe that soliloquy is irrelevant, confusing, and unneeded in the context of the play. This study highlights numerous critical points to achieve two crucial goals: practicing acting and practicing speaking English, both of which are connected. They have expressed themselves in public by listening to their conscience when unhappy and crying, when angry and shouting words accompanied by screams of irritation, and when joyful, happy, and grateful to God for the wonderful accomplishment they have achieved. Flat, low, and high notes, as well as sorrowful and glad sounds, are all played. Embody eloquence. They were aware that they were in the presence of many eyes and cameras, so they did not turn their backs on them. Dialog, characters, and facial expressions are all included. The use of words when expressing oneself through the gaze. These critical features were preserved, resulting in an outstanding performance. Their degree of performance is incredibly fulfilling; study data demonstrate that posttest scores considerably outnumber pretest scores. Drama activities are related to speaking or oral communication. The connection between oral communication and theater is intended to bridge the gap between the classroom and the outer world. Drama activities might help to enliven and improve speaking skills.

Keywords: Soliloquy Approaches, On Digital, EFL Speaking Skill Instruction

Introduction

Indonesian Ministry of Education and Culture issued circular letter No. 15 of 2020 concerning Guidelines for Organizing Learning from Home in an Emergency Period of the Spread of Corona Virus Disease (Covid-19). The legal basis on which the Guidelines for Implementing Learning from Home were issued is 1) Regulation of the Minister of Education and Culture Number 33 of 2019 concerning Disaster Safe Education Units. 2) Previously, the Ministry of Education and Culture had issued Circular No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of Corona Virus Disease (Pendidikan Dan Kebudayaan et al., n.d., 2021). The implementation of language learning activities is an effort that results in students being able to learn languages effectively and efficiently. Foreign language learning is a process of learning a language that is used as a language of communication in formal environments such as schools and campuses. The Ministry of Education and Culture (Kemdikbud) during Covid 19 carried out various scenarios, to encourage the implementation of online learning (Sharp & Sharp, 2016; Yoon et al., 2020). The learning objective is to achieve an ideal learning process, such as a meeting, which is based on changes in student behavior. According to Song (2014), the general goal of learning a foreign language is cross-cultural communication and cross-cultural understanding. Students are said to have achieved this goal if they already have knowledge and skills in a foreign language per the goals that have been formulated (Jiang & Wang, 2018)

COVID-19 is already having an impact on education (Yu & Xu, 2021) Education changed dramatically in an instant. Face-to-face learning should evolve into online or distance learning that can be completed from the comfort of one's own home. This poses difficulties for educators and students in underserved areas. Many Indonesian students and teachers found it difficult at first to learn to teach online. They require time to adjust to online applications, which are prevalent from elementary school to college. This occurred because, before the pandemic, both students and students received some learning from teachers and lecturers via online learning. As a result, new applications such as Zoom, Google Meet, and others are still in their early stages of adoption (Mishra et al., 2020). These applications are rarely used in developing countries, but in the COVID-19 era, more and more developing-country schools are incorporating technology into the teaching and learning process in the classroom. In this regard, educators are confronted with the challenge of comprehending the sophistication of technology and effectively

integrating it into their teaching. According to Mu, (2021) using the Zoom meeting application to support learning during the pandemic can make it simpler for instructors and students to communicate synchronously during class.

The sophistication of teaching applications must be accompanied by teaching techniques and methods that are expected to accelerate student abilities, particularly in the acquisition of speaking skills. The limited time available to students and students in mastering English as EFL in Indonesia is a major challenge. This language is only studied in school and is not used by students for daily communication. In language learning, a foreign language is the language that students learn in school (Zoe.G., 2016). The main goal of teaching English as a foreign language in most EFL programs is to improve students' proficiency in foreign language skills, specifically reading, writing, and listening. Speaking is a significant challenge for foreign language learners, in addition to being an important skill. The number of sub-skills involved in oral production reflects the difficulty of learning to speak correctly and fluently. Another difficulty that EFL students face is a lack of opportunities to practice their English outside of the classroom. Although most students master language skills, they are unable to communicate fluently and accurately.

The use of E-Learning and online learning applications should be maximized because students' interest in learning decreased during the pandemic, particularly during the pandemic (Le et al., 2022; Mishra et al., 2020). Students prefer classroom learning to online learning in terms of student attendance, lecturer-student interaction, and learning techniques. Students' interest in attending lectures tends to dwindle as a result of online learning (Setiana et al., 2021). Limited internet access, how lecturers deliver their lectures, and the amount of work are all factors contributing to the decline in student interest. Lecturers can improve learning quality and increase student interest in online learning by understanding student interest in learning and the factors that cause low student interest in learning. To overcome these obstacles, several interesting ways to foster students' enthusiasm for learning include using improvised techniques that can improve the classroom atmosphere by involving students in the teaching and learning process, using online learning applications (E-Learning) to teach EFL speaking skills, and using soliloquy drama techniques.

The drama involves pupils in the learning process. Drama engages students and encourages critical thinking (Nurkasih, 2008) by using drama as a tool or approach in teaching English as a second language, students will be equipped with key communication skills and achieve fluency in the language. This is increasingly described by (S. Pavlikova, n.d.) who claims that theater helps students participate in acquiring new vocabulary in a non-constructive learning setting. Allow for effective and accurate vocabulary acquisition in a variety of scenarios (Yunarso, 2015)

These findings show that using the target language in a drama-mediated pedagogy that effectively enriches real-life circumstances is an effective approach to acquiring it. Many studies have found that when students who are unskilled in foreign languages use diverse techniques to develop English language abilities, their presenting performance improves. Davies defines dramatic activities as "activities that allow students to use their personalities in creating material that forms the basis of part of language classes." Drama exercises can help kids use language to express themselves, solve problems, make decisions, and socialize. Drama exercises are also beneficial for boosting oral communication abilities, as well as reading and writing. Drama exercises assist students in communicating in a foreign language, especially if their vocabulary is limited (Doerflinger & Gollwitzer, 2020)

This study aims to determine the effects of implementing the Soliqui approach on enhancing instruction for Digital EFL Speaking Skills. The researcher chooses to employ the Soliloquy strategy because it effectively conveys the audience's knowledge of the previous characters' dislikes and predicts the next character's demise. Due to the necessity of a visual element for their effectiveness, soliloquies are predominantly employed in plays, films, and television shows. Several prior studies have investigated the impact of Soliqui or theatre techniques in enhancing pupils' speaking skills. Nevertheless, this study specifically examined the act of verbal communication within the digital domain. Dramatic activities are defined (Altun, 2019) as activities that allow students to use their personalities in developing material for language lessons. Drama exercises can help kids express themselves, solve problems, make decisions, and socialize by allowing them to use language (Roessler, 2016). Drama exercises are also beneficial for enhancing spoken communication, as well as reading and writing skills. Drama exercises help pupils communicate in a foreign language even if their vocabulary is limited are used in this research project

to help students improve their English language skills. There are several interesting literary devices, one of which is the soliloquy. The instrument becomes a discourse that conveys a character's emotions, motivations, and internal plans. The expression of deep emotions in English is consistent with the teacher's scenario for teaching English speaking skills, which is to make them complex, and challenging, but interesting for students. They are motivated to develop two skills: speaking and acting. The development of each soliloquy actor's role is a deliberate strategy for improving language skills and expanding each character's acting space in drama and theater stories (Davis, 2007). Through the solo performances of each character, the audience can immerse themselves in the drama's story and understand its plot. The tension of the drama's scenario illuminates the motivations and desires of the characters. The purpose of this study was to find out whether students who were taught EFL for speaking skills by maximizing learning through the soliloquy technique had higher post-test scores than students who were not taught EFL for speaking skills by using the soliloquy technique. English drama was an effective tool for participants to learn the expressions used in the play. In Post-test II, the participants were found to be able to use the learned expressions in new situations half of the time.

Monologue vs. Soliloquy

Soliloquy is a literary device in which a character talks to himself or herself to describe complex interior sentiments. The audience should hear it, but not the other characters. Characters are people who have complex thoughts and emotions that they can express to others. Soliloquy comes from the Latin words *solus* (alone) and *loqui* (to speak). In the soliloquy, the characters speak at length for him. In a monologue, a character delivers a speech to another character with the express intention of being heard by them. For example, in William Shakespeare's *Hamlet*, when Hamlet asks: "To be or not to be ...?", he is speaking in soliloquy. However, when Julius Caesar Marc Antoine says: "Friends, Romans, nobles, give ear; I have come to bury Caesar, not to praise him", he is delivering a monologue to the characters at Caesar's funeral. In other words, if another character can hear and respond to what he says, his speech cannot be said to be spontaneous. It can be concluded that monologue is different from soliloquy. This difference is also explained by (Davis, 2007) who states that a soliloquy is different from a monologue. Monologues are long conversations or speeches delivered by individual characters

addressed to other players or the audience. Monologues can be performed separately. Monologue staging

Using Educational Drama to Improve Speaking Skills

The utilization of drama activity technology creates opportunities to improve English-speaking abilities that are superior to traditional educational methods. Furthermore, the study confirms that students acquire good attitudes and increase their academic performance when they take theatrical classes.

Drama in the classroom can help to shape students' personalities. Through representative and role-playing games, the goal is not only to play and entertain, but also to build standards for developing speaking abilities as well as skills such as sketching, singing, and acting. Drama can help students develop their perceptions of understanding concepts and liking the values of the environments in which they live, as well as contribute to the achievement of educational goals such as physical health, scientific and mental abilities development, and the development of values and the preparation of individuals to be active members of their communities (Villanueva Baselga et al., 2022).

Utilize social media.

This is a relatively simple way to improve student's English language skills by maximizing the use of social media to learn English by interacting with friends who are already fluent in speaking (Yunarso, 2015).

Given the information provided earlier, the researcher developed the research inquiries in the following manner: Does the employment of Soliloquy approaches effectively contribute to the development of Digital EFL Speaking Skill Instruction?

Research Methodology

The pre-experimental design was used. Pre-experimental design is a format of analysis in which certain fundamental experimental features are used while others are not. This form of design includes conducting exploratory research to see if large-scale experimental research was conducted "before the experiment") has justifiable evidence. Case studies are a form of pre-experimental design. One teacher who used a new teaching method for her class is an example. At the end of the semester, their grades can be measured to see if the new teaching method is

working. For example, at the start of the semester, teachers using the new teaching method give students a pre-test, teach them the new method for one semester, and then take final exams at the end of the term. Again no reference category.

A group of participants or a class is found in a pre-experimental design after any intervention or procedure is assumed to drive improvement. Although some of the basic steps used in the experiment were followed, apart from that, no randomization technique was used to control for extraneous variables. As such they are called "pre-" which implies that they are preparations or prerequisites for the next experimental design. There were 103 students majoring in English who had their turn to take part in the online English supper camp. This activity is mandatory activity for students majoring in English at the Islamic University of Kalimantan. This activity is held every semester break. They study English off campus for approximately 13 hours a day and a night for a week. The last day of the activity was a soliloquy drama competition. They were taught drama theory and techniques before they joined the competition. In order to examine the disparity between the experimental and control groups, a single Independent Sample T-Test and two Paired Sample T-Tests were employed for data analysis.

Findings and Discussion,

Findings

This section covers all aspects of research before and after treatment/training. The audience can hear the queries regarding soliloquies that convey humor and joy because they are articulated in English. Based on the pretest data shown in the appendix tables and graphs that show the number of respondents who can express themselves with good concentration, making humor and joy audible to all observers, the pretest results obtained a qualification score of 0% from respondents who are very well qualified, 10% strongly qualified, 27% moderately qualified, and 54% poorly qualified. In terms of intonation, the percentage of students who can produce very good intonation following the demands of the script, as shown in the pretest data in tables and graphs, is as follows: of the total respondents, 0% have very high qualifications, 0% have good qualifications, 10% have sufficient qualifications, and 90% have poor qualifications.

The percentage of students who stopped and walked back and forth in a soliloquy performance put on a solid and impressive performance from start to end,

which is associated with dazzling performances. Maintain the intensity and fluency of your discourse with care. The research results in tables and graphs show that students who are physically present in total perform best, that no respondents have very good qualifications, that no one gets good qualifications, that 19 percent have sufficient qualifications, and that 81 percent have poor qualifications.

Face expressions of joy and optimism. According to the tables and graphs, 76 percent of respondents have fewer qualifications, while 24 percent have inadequate qualifications. In terms of the respondent's ability to position his body in a soliloquy job without the protection of an audience, it can be seen that no one has very good qualifications, only 5% have good qualifications, 70% have fewer qualifications, and 24% have poor qualifications.

In terms of dialogue expressions that can describe characters in the research data displayed in tables and graphs, it can be seen that among the total respondents, 0 percent have very good qualifications, 10% have good qualifications, and 67 percent have no qualifications. Enough. and 24% have insufficient qualifications.

Maintaining eye contact and gestures that enhance dialogue expression and character matching in soliloquy work demonstrates that none of the total respondents had very good qualifications, 8% had good qualifications, 65% have less qualifications. and 28% had insufficient qualifications.

According to the posttest data presented in the accompanying tables and graphs, the test results following intense speaking skills training combined with soliloquy work training demonstrate extremely considerable progress. English is used to ask humorous and playful queries about soliloquy. 40% of respondents have very good qualifications, 44% have good qualifications, 11% have poor qualifications, and only 5% have poor qualifications.

The proportion of students who can deliver excellent voice intonation in response to script demands. According to posttest statistics, 12% of students master intonation when performing soliloquy, 47% have good qualifications, 37% have weak qualifications, and 4% have low qualifications. In addition, the percentage of students who stopped and paced during the soliloquy performance demonstrated a good and impressive performance from beginning to end. According to the tables and graphs, 14% of respondents have very good qualifications, 44% have good qualifications, 30% have less qualifications, and 14% have low qualifications.

The appearance of joyful expressions as well as joyful and optimistic facial emotions. Data from the post-test reveal the percentage of students who expressed delight and enthusiasm during the Soliloquy. Work among all responders, 12% are very good, 44% are good, 36% are less, and 8% are in poor qualifications.

Positioning the body that is not protected by the audience, particularly focused on maintaining a position so as not to impede the viewer's vision. Tables and graphs indicate the proportion of body position ability that does not obstruct the audience's view of the Soliloquy. Work among the total respondents, with 17 percent having very excellent qualifications, 56 percent having strong qualifications, and 20 percent having good qualifications. middling qualifications, and 7% with bad qualifications.

Dialogue expressions that describe characters have revealed the frequency of students who can express themselves in soliloquy dialogue, with 16% having very good qualifications, 57% having good qualifications, 22% having moderate qualifications, and 5% having poor qualifications.

Maintain character-based dialogue expressions by maintaining eye contact and movements. According to the tables and graphs, 13 percent of respondents have very good qualifications, 65 percent have good qualifications, 16 percent have moderate qualifications, and 6 percent have poor qualifications.

Discussion

The success of the teaching and learning process is largely determined by the learning strategy, however complete and clear the other components are, without being implemented through the right strategy, these components will have no meaning in the process of achieving goals. Therefore, every teacher who will teach is required to apply certain strategies or models in the implementation of learning. This research was inspired by the soliloquy aspect based on the Williamshakspare concept as exemplified by Hamlet Absolute and was carried out because teaching speaking skills through the soliloquy technique is the goal of this research. What happens in the execution of a soliloquy is the same when photographing someone's life outside and inside that one finds one talking to himself when he is nervous, hesitating. He regretted something that had happened because he had done something silly, causing him to be upset at himself and others, so he talked for himself, asked for himself, and also answered for himself. Similarly, if someone has a

cheerful and laughing expression on his face because of his success, he will talk to himself and praise himself.

It was known well that a drama soliloquy is a type of soliloquy. It is as if we are watching a soap opera when one of the actors starts talking to himself or looking directly at the camera screen. That is the soliloquy style. This soliloquy is a discussion that a character has with himself. A soliloquy can be a dialogue between a person and himself in the mirror or a private conversation with oneself. The events are imaginary, but they depict genuine occurrences in the lives of some people. So that the use of soliloquy material in acquiring speaking abilities effectively replaces actual content in learning speaking skills.

According to research data collected before education (treatment), students in general cannot perform well in their respective jobs. They are uneasy and insecure about saying something that has not happened to them. The demands of the screenplay, which are to complain, be unhappy and furious, or have fun, are difficult to meet because it does not suit their mood. Even if some of them ventured to act in the pretest data although the results were still poor, this was due to their lack of understanding about the elements of drama before the treatment held by the researchers. They had previously been involved with a student theatrical club on campus activists who employed Indonesian and regional languages in their productions. It is well understood and acknowledged that English soliloquy necessitates careful planning and plenty of practice.

Initially, the writer believed that they would be able to chat in English because they already had a basic knowledge of speaking skill features from junior high and high school levels. They are now English majors who have engaged in online Intensive English Tutoring programs that focus on speaking skills.

Every day for a week, English is taught for 6 hours. In the training, debates, discussions, speeches, and games become normal. They took turns performing in small groups, with numerous instructors and co-instructors guiding them. They each have a 5-minute time to talk throughout each lecture. As a result of the instruction, every student has increased confidence in speaking online, and the mastery of speaking abilities is accelerating.

According to the data shown above, the project of speaking English in soliloquy work was a success. Language skills, as well as dramatic soliloquy, were taught and trained to all participants (Khosronejad & Parviz, 2013). They did several

things in completing this project: 1) How to express themselves in public by making their conscience heard when they are unhappy and say a lot of things and cry, when they are angry and say something and shout in an angered tone. 2) Public appearances are also of great significance to actors (students), who change the intonation of high, flat, and low voices. 3) Insert a pause in the expression. 4) keeping the vigor and fluidity of their speaking. 5) keeping the display on the screen from beginning to end. 6) Always place themselves in front of the camera or the audience. 7) displaying facial gestures and language according to the role being played 8) using motions to accompany their dialogue emotion. The instructor has explicitly described and shown these eight critical factors to all training participants.

The normal student has a lot of potentials when it comes to acting and speaking English on the Zoom screen. At first, it is difficult for them to learn to play a role with expression. According to the findings of the interviews, they were pleased to be learning English in a lighthearted, joyful, and serious atmosphere. The particular attraction they felt while participating in the program was that all of the discussion subjects piqued their interest since they found diverse moods, including hilarious, cheerful, and serious. There was a substantial difference in their communication performance before and after getting the integrated speaking and acting training. They can complete both duties at the same time with little difficulty. Their acting abilities demonstrate that the immense potential they possess can be fully realized. They can change the intensity of their pauses and the fluency of their speech. From start to finish, the performance was excellent.

Utilising soliloquy, the act of speaking aloud to oneself, might prove to be a beneficial technique for language learners when included into digital English as a Foreign Language (EFL) training with few factors to contemplate. When striving to become proficient in the English language, learners frequently encounter the challenging endeavour of speaking with confidence and fluency. The apprehension of committing errors in the presence of others can be immobilising, impeding advancement. In order to tackle this difficulty, the notion of soliloquy, which refers to the act of speaking to oneself, has arisen as an effective aid for learners. Soliloquy promotes the cultivation of English speaking skills in a relaxed setting, and the emergence of internet platforms has significantly enhanced its accessibility (Karimzadeh & Yekta, 2020). This research examines the ways in which soliloquy, facilitated by digital platforms, might offer crucial chances for learners to document

and evaluate their own speech, thereby enhancing their confidence and fluency in the English language.

Participating in soliloquy facilitates learners' improvement in vocabulary and grammar. Digital resources offer learners access to pronunciation aids, language models, and translation tools, which aid in their language acquisition endeavours. Soliloquy, the act of speaking to oneself, can be an advantageous method for learning a language (Huriyah, et al, 2020). Digital resources provide a range of tools such as pronunciation guides, language models, and translation assistance to assist learners in enhancing their vocabulary and grammar. These tools have the ability to improve the entire learning experience.

Digital platforms for English as a Foreign Language (EFL) can include cultural factors into soliloquy exercises, facilitating learners' comprehension of the context and subtle cultural aspects in spoken language. Integrating cultural components into soliloquy activities on digital platforms for English as a Foreign Language (EFL) is an effective method to enrich language acquisition (Altun, 2019). By offering learners context and cultural insights, this approach enhances the practicality and significance of language learning. It can assist learners in comprehending the subtleties of oral language and enhancing their proficiency in successful communication in practical scenarios.

Conclusion

Language skill development methods that use a range of methodologies can produce great students. Quality teaching and learning will result from good strategies that are appropriately implemented. The strategy of assigning tasks is a very effective way to increase student participation since they immediately experience the learning process (Bolton Gavin, 2007). It is a significant practice to learn to speak English while matching acting movements. The hard work that students have put in has sculpted them to be brave enough to speak in public. Lecturers have used the principles of active learning to implement learning activities that include students physically, psychologically (thoughts and feelings), and socially, depending on their level of development. Learning is the intersection of two unidirectional activities. Learning activities are focused on students, whereas teaching activities are based on lecturers. The soliloquy technique builds good role-playing skills and improves pupils' English-speaking abilities. Assignments Speaking

abilities increase quickly. The confidence to appear in public grew. Students enjoy studying. They enjoy taking on new learning challenges. The primary goal of this subject is to learn acting and public speaking.

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