

**THE ROLE OF ENGLISH DRAMA IN IMPROVING
STUDENTS SPEAKING SKILLS: STUDENTS' VOICE**

THESIS

**This Thesis is submitted to fulfill the requirement
For 'Sarjana' degree in English Language Education**



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Setelah melakukan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara Kiki Widyawati mahasiswi IAIN Curup yang berjudul **“THE ROLE OF ENGLISH DRAMA IN IMPROVING STUDENTS SPEAKING SKILLS : STUDENTS’ VOICE”** sudah dapat diajukan dalam siding Munaqasyah Institut Agama Islam Negri Curup.

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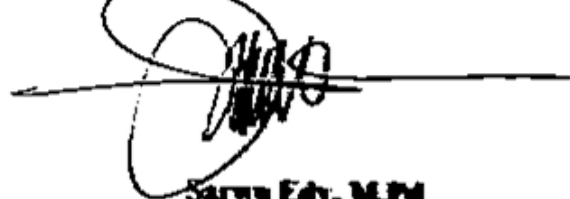
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PREFACE

First, praise and gratitude to Allah SWT who has given his mercy to researchers to complete this thesis with the title “**THE ROLE OF ENGLISH DRAMA IN IMPROVING STUDENTS SPEAKING SKILLS : STUDENTS’ VOICE**”.

This Thesis is submitted to fulfil the requirement for “Sarjana” degree in English Tadris Study Program in IAIN Curup. The researcher realizes this thesis still needs improvement in the future. Furthermore, the researcher hopes and appreciates some criticism that intended for this research. For being perfect in the future. Also, the researcher hopes this thesis can be useful, especially for other researchers who are interested in conducting research in the field.

Curup, July 2024

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The researcher finished this thesis entitled “**THE ROLE OF ENGLISH DRAMA IN IMPROVING STUDENTS SPEAKING SKILLS : STUDENTS’ VOICE**”. This thesis is submitted to fulfil the requirement for “Sarjana” degree in English Tadris Study Program in IAIN Curup. In the process of compiling this thesis. The researcher got support, guidance, assistance, contribution and motivation from the other. Because of those, the researcher would like to present deepest appreciation to:

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MOTTO

“I have endured until now because of my parents. My life is very beautiful when happiness is found in them”

“You only live once; don't grow old without meaning”

“Allah does not say that life is easy, but Allah promises that verily, with hardship, there is relief.”

(Q.S Al- Insyirah :5)

ABSTRACT

Ismail : The Role Of English Drama In Improving Students Speaking Skills Students' Voice

Advisor : Dr. Prihantoro, SS., M.Pd

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English drama offers numerous benefits for students. This study aims to identify the aspects of speaking skills enhanced by activities during English drama. By examining 36 respondents, the research employs an explanatory sequential approach, combining quantitative and qualitative data collection methods. Data on students' perceptions of which speaking aspects are improved by English drama were gathered through questionnaires, supplemented by interviews and narrative inquiry involving 3 students to elaborate on survey findings. The analysis includes descriptive statistics to examine mean values and Denzin's framework theory. The findings indicate that the aspects of vocabulary and pronunciation in speaking show a significant increase, comprehension shows a significant improvement, while fluency is the speaking aspect that shows a slight increase. In terms of situational factors, the findings highlight that continuous practice, both during drama activities and outside of them, greatly influences students' speaking aspects. Additionally, the practical application of knowledge gained through English drama also aids students in enhancing their speaking skills.

Keyword: English Drama, Speaking Skills, Students' Voice

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CHAPTER 1

INTRODUCTION

A. Background of Research

Drama stands out as one of the most effective genres of literature for improving the learning experience of English as a Second Language (referred to as ESL) or English as a Foreign Language (referred to as EFL) students.¹ Participating in drama performances allows learners to practice all language skills. For Instance, studies by show that drama can greatly boost creative thinking. Then Udin asserts that drama aids students at all educational levels in developing intellectual abilities such as creativity, problem-solving, communication, socialization, and empathy.

For instance, the previous study mentioned english drama as a teaching method in literature classes has great potential to enhance students' speaking skills.² Through drama, students are actively involved in interactive learning, where they not only read and analyze texts but also play characters that require good speaking skills. Repeated practice in performing dialogues helps them improve pronunciation, intonation, and voice projection, as well as overcome public speaking anxiety.

On the other hands, drama teaches students how to influence others and put themselves in the shoes of others. Drama practice how to talk, tone, and intonation in ordinary communication. Some people think that imagining themselves in someone else's shoes and putting themselves in other situations

¹ L Angelianawati, 'Using Drama in EFL Classroom.', *Journal of English Teaching*, 2019

²F Desai, 'Teaching English through Drama to Tribal Students of Undergraduate Level at Remote Area of South Gujarat Region in India', *Education Quarterly Reviews*, (2020)

gives them a real, visual, and instantaneous experience. They practice speaking and communicating from their experiences.

Furthermore, Kalidas stated English drama has gained popularity as a teaching tool in recent years due to numerous research showing that it improves communication skills development and considerably encourages reflective and active cognitive processes.³ Through the use of drama, students are able to recognize links to meaning chains and are inspired to reflect, formulate new ideas, and conduct research. The using creative drama in English language classes helps students become more fluent speakers and helps them learn how to communicate in the language.

According to B Hulse, Drama also has a feature that is vital in the context of teaching English as a foreign language (EFL) and relevant at the same time, it helps with spoken and written language development as well as visual, tactile, and experiential learning methods.⁴ This research explores the use of drama to enhance students' speaking abilities in literature class. Literature class is a course focused on the study of literary works, where students learn, analyze, and discuss texts such as novels, poetry, drama, essays, and short stories.

The literature class also aims to enhance students' reading, critical analysis, writing, and speaking skills. In the process, students are invited to appreciate the diversity of literature from various periods, genres, and cultures, as well as understand the historical and social backgrounds of the works studied.

³ Kalidas, C. S. "A tool for learning. *Procedia-Social and Behavioral Sciences*, 123,"

⁴ B Hulse and A Owens, 'Process Drama as a Tool for Teaching Modern Languages: Supporting the Development of Creativity and Innovation in Early Professional Practice', *Innovation in Language Learning and ...*, (2019).

This class sometimes involves creative elements, such as writing their own literary works or participating in art projects like drama.

In conclusion, drama is especially effective in enhancing speaking skills within communication. Participating in drama activities encourages students to use the target language spontaneously and in real-time, which improves their fluency and pronunciation. Through dialogues and role-playing, learners practice speaking in various contexts and emotional tones, helping them become more confident and articulate speakers. Drama also creates a safe and supportive environment where students can experiment with the language, make mistakes, and receive immediate feedback, further honing their speaking abilities.

Speaking is a procedure that intends to express positive information through speech and body language in a variety of contexts where talking is appropriate. It combines the speaker's potential for producing precise and correct conversation, linguistic literacy, awareness of the suitable linguistic context, the ability to select the appropriate language for the given speaking circumstance, and sociocultural proficiency.⁵ Speaking clearly and confidently helps capture the attention of an audience, allowing the speaker to deliver the message.⁶ On the other hand, speaking clearly and confidently as an effective aspect of language studying includes the crucial factors such as pronunciation, intonation, grammar, vocabulary, and so on. The crucial factors impacting students' speaking proficiency pose as future tasks for teachers to address.

Such as, students who had participated in and observed the process of students practicing drama until they performed after going through this drama

⁵ K De Bot, 'A Bilingual Production Model: Levelt's' Speaking' model Adapted', The Bilingualism Reader, 2020.

⁶ S E Lucas and P Stob, The Art of Public Speaking (thuvienso.hoasen.edu.vn, 2020)

process to see their perceptions of drama and whether drama improved their speaking skills. The study was conducted to address the phenomenon of students' perceptions of the use of drama in improving speaking skills. Drama has been incorporated as a regular activity within the English Tadris Study Program at the Tarbiyah Faculty, State Islamic Institute of Curup, specifically during the fifth semester.

Hence the researcher conducted a study to explore the effectiveness of the drama method in enhancing students' speaking ability in English. The focus of this study is to obtain a deeper understanding of how students view the use of drama to improve their public speaking abilities. Interviews with students of English Tadris Study Program at the Tarbiyah Faculty, State Islamic Institute of Curup who have engaged in drama activities have yielded a wide variety of experiences and perspectives regarding the influence of drama on their confidence and public speaking skills.

The previous study investigated on the use of various techniques in teaching speaking (e.g., Developing students speaking through Drama performance of SMK Negeri 1 metro).⁷ The purpose of the study was to demonstrate the notable difference between the speaking abilities of the students before and after the application of drama, to identify the areas in which speaking ability improves most, and to disclose the areas in which drama performance improves most.

Furthermore, the earlier study carried out by Effendi was also investigated the effect of using Drama Technique in teaching speaking ability to UNISNU

⁷ S Lestari, *Developing Students' speaking through Drama Performance of SMK Negeri 1 Metro* (digilib.unila.ac.id, 2018) <<http://digilib.unila.ac.id/31443/>>.

Jepara's Second Semester Islamic Economics Students.⁸ The findings demonstrated how theater exercises can give children the chance to utilize language to convey a range of emotions, solve problems, come to conclusions, and interact with others. She also describes in his research how drama activities assist students in communicating in a foreign language and claims that theater is an effective technique for improving speaking abilities. Thus, using theater occasionally inspired students to elaborate on their ideas in a more creative way.

Therefore, the researcher also utilized the program conducted by the English Tadris Study Program IAIN Curup, which involves the use of drama in literature classes. This research appears to be similar to previous studies. The similarity lies in discussing the influence of English drama on improving students' speaking skills. However, the difference is that this study identifies the enhancing aspects of speaking through drama from the students' own perspectives. Additionally, this research aims to understand how these aspects can enhance their speaking skills. Then, the English Tadris Study Program at IAIN Curup can evaluate the use of drama to focus more on aspects that are not covered by the current English drama program. It can also provide students who will participate in future English drama activities with options to apply styles that enhance various speaking aspects, based on feedback from students who have already participated in English drama.

⁸ D E Effendi, 'The Effect of Using Drama Technique in Teaching Speaking Skill to the Second Semester Students of Islamic Economics at UNISNU Jepara in 2013/2014', *Tarbawi: Jurnal Pendidikan Islam*, 2015.

B. Definition of key Question of the research

Based on the background above, this study decides to discuss the following problems:

1. What Component of students' speaking skills are enhanced by drama?
2. How do those components improve students' speaking skills?

C. Objectives of the research

The main objectives of the present study are :

1. To know how students' speaking skills are enhanced by English drama .
2. To investigate how drama improves students' speaking skills as perceived by the students.

D. Delimitation of the research

The delimitation of this research includes several important aspects focused in investigation regarding the role of drama in enhancing students' speaking skills in English. The research subjects were limited to students participating in drama in the English Language Teaching program at the Faculty of Tarbiyah, IAIN Curup. Variables to be investigated include the level of English speaking skills before and after the implementation of the drama method, students' perceptions of the use of drama in English language learning, and factors influencing the effectiveness of the drama method in improving students' speaking abilities.

This study used a mixed-method approach to gain an in-depth understanding of students' experiences and the impact of the drama method on their speaking skills. Questionnaires, interviews, and observations may be used to gather relevant and meaningful data

E. Operational Definition

1. English Drama

English Drama can be defined as a teaching method in which students engage in theater or drama activities in the English language. In this context, students from the English Tadris Study Program at IAIN Curup utilize drama as one of the activities in learning English literature, focusing on speaking skills. Such programs typically involve various activities, such as reading and analyzing drama texts, practicing dialogue and roles, and presenting theater or drama performances. The main objective of these programs is to enhance students' speaking skills through direct experience in using the language in real and meaningful contexts.

2. Component of Speaking Skill

Speaking skill components encompass various facets essential for effective oral communication. According to Stefan Frazier and H. Douglas Brown in "Language Assessment: Principles and Classroom Practices," five primary components are crucial for effective communication in a second language: grammar, vocabulary, comprehension, fluency, and pronunciation.⁹ Vocabulary refers to the lexical repertoire wielded by individuals, encompassing the breadth and precision of their word usage, allowing for clear and effective expression. Grammar delineates the structural framework underpinning linguistic expression, governing syntax, tense usage, and sentence formation, which facilitates clear and coherent communication. Comprehension involves the ability to understand spoken language, crucial for

⁹ Stefan Frazier and H. Douglas Brown, 'Teaching by Principles: An Interactive Approach to Language Pedagogy', TESOL Quarterly, (2001)

engaging in meaningful interactions and responding appropriately. Fluency encapsulates the seamless flow and rhythm of speech, reflecting the speaker's agility in articulating thoughts and ideas without hesitation, enhancing the listener's ability to follow and understand the message. Pronunciation pertains to the accurate enunciation of sounds, stress patterns, and intonation, ensuring clarity and intelligibility in communication. These components collectively provide a comprehensive guide for both teaching and assessing speaking skills in ESL/EFL students, highlighting the significance of each part in achieving language proficiency.

F. Thesis Organization

Chapter I serves as the introduction, encompassing the background of the study, research questions, objectives, delimitations, definitions of key terms, and thesis organization.

Chapter II focuses on the review of related literature, providing the theoretical foundation related to the research topic and previous studies. It includes definitions of research papers, the importance of the thesis, and the process of writing a research paper.

Chapter III addresses the research methodology, covering the type of research, population and sample, data collection techniques, research instruments, instrument validity and reliability, and data analysis techniques.

CHAPTER II

LITERATURE REVIEW

A. Concept of Speaking

1. The Nature of Speaking

Speaking, as one of the fundamental language skills taught in English education, is recognized as a multifaceted ability. It encompasses not only the mastery of sounds, grammatical structures, vocabularies, and cultural nuances but also serves as a vital tool for communication. Essentially, speaking involves the intricate process of constructing and exchanging meaning using both verbal and non-verbal cues within diverse contexts.¹⁰

Speaking is a skill that involves the ability to interact and cooperate with other aspects of language.¹¹ Conversational speech is characterized by greater fluidity and unpredictability compared to transactional speech.¹² Speaking is a dynamic process where individuals both convey and absorb information, engaging in the construction of meaning through mutual exchange and interpretation.¹³

2. Kinds of Speaking

To understand the theoretical and practical aspects of speaking, the term kinds of speaking is employed. This term encompasses two primary dimensions:

¹⁰ Kayi, "Teacing Speaking : Activeties to promete Speaking in second language".[http://iteslj.org/Articles/kayi Teaching Speaking.html](http://iteslj.org/Articles/kayi_Teaching_Speaking.html) retrieved on Dec 10th, 2009 at 1.22 am (2016)

¹¹ hombury, S. "*How to teach Speaking*". Harlow : Pearson Education Ltd (2005)

¹² Nunan,david. . "*Interaction speech is more fluid and unpredictable that trasactional speeach*". (2003)

¹³ Richard , "*Approachers and Methods in Languange Teaching(2nd)*". Camridge: University Press (2002)

1. Speaking Competency

The theoretical ability and knowledge necessary for effective spoken communication. It involves understanding grammar, vocabulary, and appropriate communication strategies.

2. Speaking Performance

The actual execution of speaking skills in real-life situations, demonstrating fluency, accuracy, and the ability to convey messages clearly and convincingly.¹⁴

Conversely, types of speaking refers to various forms and contexts in which speaking occurs. This includes:

1. Monologue

One-way communication where a single speaker conveys information without interruption, such as in speeches, lectures, or news broadcasts. The listener processes the information without the opportunity to interact or ask questions.

2. Dialogue:

Two-way or multi-way communication involving interaction between two or more speakers. This can occur in everyday conversations, interviews, or group discussions, where interruptions and responses are common.

Similar to any successful assessments, creating suitable speaking assessment tasks commences with defining clear objectives or criteria. These goals can be divided into a number of speech types, execution¹⁵

¹⁴ Bygate, Martin. "Teaching and Researching Speaking". London: Longman. (2000)

a. Imitative:

The ability to mimic words, phrases, or sentences, focusing on phonetic accuracy.

b. Intensive

Producing brief utterances aimed at showcasing proficiency in specific grammatical, lexical, or phonological aspects.

c. Responsive

Engaging in short interactions that require quick comprehension and responses, such as greetings, simple requests, or comments.

3. Component of Speaking Skills

Brown divides speaking into five components: grammar, vocabulary, comprehension, fluency, and pronunciation.¹⁶ In turn of component of speaking skills are divided into several component these are :

a. Grammar

According to Kim, grammar is a technique for defining the structure of phrases and sentences.¹⁷ Similarly, Veit sees grammar as a set of rules for stringing words together to form sentences.¹⁸ A Rossiter adds, "A language has patterns and regularities that are used to convey meaning, some of which make up its grammar." Grammar might then be defined as

¹⁵ ¹⁵ Brown, G., Gillian, B. and Yule, G. "Teaching the Spoken Language" (Vol.2). Cambridge: Cambridge University Press (2015)

¹⁶ Stefan Frazier and H. Douglas Brown, 'Teaching by Principles: An Interactive Approach to Language Pedagogy', TESOL Quarterly, (2001)

¹⁷ N Y Kim, 'A Study on the Use of Artificial Intelligence Chatbots for Improving English Grammar Skills.', Journal of Digital Convergence, (2019)

¹⁸ V P H Pham, 'The Impacts of Task-Based Instruction on Students' Grammatical Performances in Speaking and Writing Skills: A Quasi-Experimental Study', in Speaking and Writing Skills: A Quasi-Experimental (2022).

the foundation upon which language is built in the form of recurring rules and patterns.¹⁹ For example, consider the simple English sentence: "The cat sat on the mat." This sentence follows specific grammatical rules that define its structure.

According to Matkasimova, The importance of grammar in learning English as a foreign language (EFL) is significant.²⁰ The ability to use correct grammar enables someone to construct clear and well-structured sentences. In the context of learning to speak English, good grammar provides a solid framework for learners to compose accurate and effective sentences. When someone has a good understanding of grammar, they can produce grammatically correct sentences, which in turn enhances their ability to speak English. Conversely, if someone does not have a good grasp of grammar, they may struggle to construct grammatically correct sentences, which can hinder their ability to communicate effectively in English.

Therefore, a good understanding of grammar is crucial in developing someone's English speaking skills as a foreign language. This indicates that strong grammar can positively contribute to someone's ability to speak in the context of English as a foreign language.

b. Vocabulary

according to Salona vocabulary is the component that is built in a language when language users construct sentences, vocabulary is

¹⁹ A Rossiter, 'The Importance of Grammar.', Online Submission,(2021)

²⁰ D B K Matkasimova and K S U Makhmudov, 'Importance of Interactive Methods in the English Language Grammar Teaching', Science and Education, (2020).

retrieved and recalled.²¹ Vocabulary refers to the words in a language and their meanings. For example, words like "apple," "run," and "happy" are all part of the English vocabulary. Each word has a specific meaning, and understanding this meaning is crucial for effective communication.

The importance of vocabulary in learning English as a foreign language (EFL) cannot be overstated. The ability to understand and use the appropriate vocabulary enables someone to convey thoughts, feelings, and ideas more clearly and precisely.²² In the context of learning to speak English, having a rich and diverse vocabulary allows learners to express themselves more fluently and variably.

When someone has a wide vocabulary, they can produce more varied and creative sentences, which in turn enhances their ability to speak English. Conversely, if someone has limited vocabulary, they may struggle to express their ideas clearly and comprehensively in English. Therefore, statement from Braz, developing a good vocabulary is crucial in developing someone's English speaking skills as a foreign language. This indicates that having a strong vocabulary can positively contribute to someone's ability to speak in the context of English as a foreign language.²³

²¹ A Solano, '*Vocabulary in Speaking Performance*', Unpublished Master's Thesis]. Universidad de La (2014) >.

²² A H Hindman and B A Wasik, 'Building Vocabulary in Two Languages: An Examination of Spanish-Speaking Dual Language Learners in Head Start', *Early Childhood Research Quarterly*, (2015)

²³ D Braze and others, 'Speaking up for Vocabulary: Reading Skill Differences in Young Adults', *Journal of Learning ...*, (2007)

c. Comprehension

Comprehension is the ability to understand and interpret information presented in spoken or written form.²⁴ It involves not only grasping the literal meaning of words but also comprehending the context, implications, and underlying messages conveyed. In the context of language learning, comprehension plays a crucial role as it enables individuals to comprehend and make sense of the language they encounter.

For example, when listening to a conversation or reading a text in English, comprehension skills allow individuals to understand the main ideas, infer meaning from context, and identify key details. Effective comprehension involves various cognitive processes such as decoding, inference, prediction, and summarization.

Furthermore, Hidayati stated comprehension is closely linked to language proficiency and overall communication skills. Proficient comprehension facilitates effective communication by enabling individuals to accurately interpret and respond to verbal and written communication.²⁵ In summary, comprehension is an essential aspect of language learning and communication. It enables individuals to understand and make meaning of the language they encounter, ultimately contributing to their overall proficiency in the language.

²⁴ I T Rustamov and Z X Mamazyayev, 'Development of Speaking Comprehension in Teaching Foreign Language for Professional Purposes', *Asian Journal of Research in ...*, 2022.)

²⁵ I S Hidayati, M Amin, and Y B Lestari, 'A Study on Teacher Strategies in Teaching Speaking and Reading Comprehension Skills: A Case Study at SMAN 8 Mataram', *2nd Annual Conference on ...*, (2021)

d. Fluency

According to Masuram , Fluency refers to the ability to express oneself effortlessly and smoothly in a language, with ease, confidence, and without hesitation.²⁶ It involves not only the speed of speech but also the coherence, accuracy, and naturalness of expression. In language learning, Dos santos said, fluency is an important aspect as it reflects one's ability to communicate effectively and convey ideas fluently.²⁷

For instance, in the context of speaking English, fluency allows individuals to express their thoughts and ideas without struggling to find words or phrases. It enables smooth and continuous communication, where ideas flow naturally and conversations progress without interruptions. Achieving fluency requires practice, exposure to the language, and proficiency in vocabulary and grammar. It also involves developing confidence in speaking and overcoming any fear or hesitation associated with speaking in a foreign language.

Furthermore, fluency is not only about speaking speed but also about accuracy and clarity of expression. Fluent speakers are able to convey their message effectively, with clear pronunciation and appropriate intonation. In summary, fluency is a key aspect of language proficiency, reflecting one's ability to communicate smoothly and confidently in a language. It is achieved through practice, exposure, and

²⁶ J Masuram and P N Sripada, *'Developing Spoken Fluency through Task-Based Teaching'*, Procedia Computer Science, (2020)

²⁷ J C dos Santos and M R Ramírez-Ávila, *'Improving Speaking Fluency through 4/3/2 Technique an Self-Assessment.'*, TESL-EJ, (2022)

mastery of language skills, ultimately contributing to effective communication and interaction in various contexts.

e. Pronunciation

Pronunciation refers to the way in which words are spoken or articulated, including the sounds, stress, and intonation patterns used.²⁸ It plays a crucial role in language learning as it affects how well a speaker is understood and perceived by others. Darwing believe in the context of language acquisition, pronunciation involves mastering the sounds of a language and understanding the rules governing their production. It also involves acquiring correct stress patterns and intonation, which contribute to the naturalness and clarity of speech.²⁹

For example, in English, mastering pronunciation involves learning the correct pronunciation of individual sounds (phonemes), understanding the rules of stress placement in words and sentences, and acquiring the appropriate intonation patterns for different types of utterances (such as questions, statements, or exclamations).Effective pronunciation enhances communication by ensuring that the speaker's message is conveyed accurately and clearly. It also contributes to the overall fluency and comprehensibility of speech.³⁰

Achieving good pronunciation requires practice, feedback, and awareness of the sounds and patterns of the target language. It also

²⁸ Y A Djurayeva, 'Enhancing English Pronunciation in Learning Process', *Academic Research in Educational Sciences*, (2021)

²⁹ T M Derwing and M J Munro, 'Pronunciation Learning and Teaching', ... *Language Acquisition and Speaking*, 2022

³⁰ M C Pennington, 'Teaching Pronunciation: The State of the Art 2021', *RELC Journal*, (2021)

involves developing muscle coordination and auditory discrimination skills to accurately produce and perceive speech sounds. In summary, pronunciation is an essential aspect of language learning, contributing to effective communication and comprehension. It involves mastering the sounds, stress patterns, and intonation of a language to ensure clear and accurate speech.

4. Characteristics of Speaking

The following characteristics of speaking were presented on the description below :³¹

a. Clustering

Smooth speech is characterized by phrasing, not a word-by-word delivery. Learners can mentally and physically organize their speech output into clusters, including cognitive organization and physical grouping based on breathing patterns.

b. Redundancy

In spoken language, speakers have the chance to enhance clarity by utilizing the redundancy of language. Learners can take advantage of this aspect of spoken language to effectively convey meaning.

c. Reduce forms

Contraction, elision, reduced vowels, and similar forms present particular challenges in teaching spoken English.

³¹ H Wahbeh and B Butzer, '*Characteristics of English-Speaking Trance Channelers*', *Explore*, 2020.

d. Performance variable

One of the benefits of spoken language is that the process of thinking while speaking enables the expression of various performances such as hesitation, pauses, backtracking, and correction. Learners can be instructed on how to effectively use pauses and hesitation in their speech.

e. Colloquial language

Ensure that your students have a good understanding of colloquial words, idioms, and phrases, and provide them with ample opportunities to practice using these forms in speech.

5. Strategy of teaching speaking

English has many ways in which different methods of teaching speaking are used in the classroom. Co-operative exercises, drama , creative projects, and drilling are some of the teaching tactics. Newton and Nation said cooperation can promote language item negotiation.³² As an example, creative projects are similar to real-life tasks. According to Solcova, students develop their fluency best when they are engaged in tasks where all of their attention is focused on generating something rather than on the language itself.³³ According to Thornbury, this is a practice to improve pronunciation by copying and repeating words, phrases, and even whole utterances. This practice is one of the methods used to train speaking.³⁴

³² Nation, and Newton, J. *Teaching ESL/EFL Listening and Speaking*. New York (2009)

³³ Solcova, P. *Teaching Speaking Skills*. (2011) p. 54

³⁴ Thornbury, S. *How to Teach Speaking. England: Pearson Educational Limited* (2005).

According to Harmer, who views communicative activity as a continuum, teaching speaking skills involves three main stages: introducing new language, providing practice, and engaging in communicative activities.³⁵ Here is the explanation:

a. Introducing new language

The initial stage involves non-communicative activities that focus on accuracy and purpose, aiming to make students aware of and enable them to produce the new language for the first time. Harmer proposes five stages for introducing new language: lead-in, elicitation, explanation, accurate reproduction, and immediate creativity.

In the lead-in stage, the teacher introduces and demonstrates the language within specific contexts, assessing the students' proficiency in using the language. If students struggle, the explanation stage, where the teacher provides more detailed information, is necessary. If students make a few mistakes, accurate reproduction can help reduce them, while if they perform well but require more controlled practice, immediate creativity is necessary.

b. Practice

The practice stage involves quasi-communicative activities with communicative purposes but mostly controlled forms. Activities like oral drills, information gaps, games, personalization and localization, and oral exercises are suitable for this stage. While it includes students' creativity, it still requires the teacher's guidance.

³⁵ Harmer, *op. cit.*, p. 28

c. Communicative activities

In the final stage, students participate in communicative activities that involve real-life contexts, characterized by the use of their own language. Activities such as reaching a consensus, discussions, relaying instructions, communication games, problem-solving, talking about oneself, and simulations and role-plays are examples of activities with a communicative nature.

Furthermore, there are several factors to consider while planning activities for teaching speaking. Firstly, To create the ideal environment for independent language usage, speaking activities must maximize language production. Secondly, Activities should be carried out in circumstances where students may demonstrate interest, comprehension, and ask questions or make comments, a practice known as interaction. Competitive elements should also be included. Students collaborate to accomplish a specific goal. Thirdly, teachers consider the requirements of their students, shifting their attention from a language-based emphasis on accuracy to a message-based emphasis on interaction, meaning, and fluency to promote the use of real language in real circumstances. Additionally, in order for new information to be retained in students' long-term memories, it is crucial to tie it to what they have already learned and experienced in each activity's context.³⁶ Talk as a transaction attempts to exchange information or goods, while talk as engagement aims to sustain social relationships these are some of the roles of speaking.

³⁶ Brown, G., & Yule, G. *Teaching the Spoken Language*. Cambridge: Cambridge University Press (2018) P.108

6. Assessing speaking

The research aims to assess the impact of English drama participation on students' speaking skills.³⁷ Firstly, prepare the research instrument by formulating relevant questions and tasks aligned with students' drama experiences. Ensure that the research rubric is detailed, providing descriptions for each level of assessment. It is crucial to ensure that the evaluators understand these criteria and can apply them consistently. Subsequently, conduct the research sessions in a conducive environment, and if feasible, record the data. Assessing grammar involves students narrating their drama experiences and evaluating the grammatical structures they employ. Assessing vocabulary entails posing questions related to the drama and evaluating the diversity and appropriateness of students' vocabulary use.

Comprehension evaluation involves questioning students about the dramas they participated in and observing their responses. Fluency assessment is based on the flow and clarity of students' speech. Pronunciation assessment covers the clarity and accuracy of students' word pronunciation. Following the research, analyze the data to assign scores to each research component. Provide feedback to the students to identify strengths and areas for improvement. Communicate research findings to the students, along with suggestions for further improvement and learning strategies. Implementing structured and systematic research ensures accurate evaluation and contributes to the development of students' speaking skills.

³⁷ a Syahid And Others, 'Assesing Student Perspectives: A Survey Of Textbook Evaluation Among Sophomore English Education Students', *Jurnal Ilmiah* (2024)

B. Concept of Drama Technique

1. Definition of drama

The previous study defines the drama technique as methods and exercises that motivate students to engage in genuine communication and serve as opportunities for them to hone their own language learned. Dramatic approaches are used in English language classrooms not as a finished well but as an activity that requires student participation.³⁸

Drama, according to Courtney, is "the human process by imagination. Thought turns into action, drama is built on internal identification and empathy, and it results in impersonation from the outside. In other words, it represents the world of even we pretend, the action of using the imagination to be someone or something other than you are. Drama Engineering in ESL emphasizes on presentation; the method gives students opportunities to put themselves in different circumstances and roles, which enables them to practice the target language while doing so.³⁹ Their ability to speak English in a public setting while also indirectly forcing them to do so.

Drama, according to Baldwin is a common occurrence in daily life. The current drama. Drama is typical.⁴⁰ We do this every day when confronted with challenging circumstances. Other experts, including slide that drama is a life skill that allows one to play several parts until he or she discovers their true selves. The personal game Slade which makes use of the entire person or

³⁸ L Bessadet, 'Drama-Based Approach in English Language Teaching', Arab World English Journal (AWEJ) Volume, (2022)

³⁹ A Türkel and K Öz, 'The Effect of Creative Drama on Some Variables Related with Speaking', International Online Journal of Primary Education, (2020)

⁴⁰ P Baldwin and A Galazka, *Process Drama for Second Language Teaching and Learning: A Toolkit for Developing Language and Life Skills* (books.google.com, (2021)

their self, is also drama, as shown by the movement and characterization. Additionally, Ö Göktürk said that life is drama because people are continually improvising and performing.⁴¹ By evaluating things from different perspectives, the interactive theatrical approaches used in language instruction enable us to learn new things about ourselves and the world around us. Drama serves to infuse real life experiences into the classroom. Altweissi stated, It develops into an effective teaching and learning tool that has a significant impact on kids' cognitive, social, emotional, and physical growth. The advantages of regularly implementing interactive theatrical techniques can be applied to all academic topics as well as daily life.⁴²

In its most inclusive form, drama education allows students to express their own ideas through communication as well as interact with the dramatic tales of others. In play, moral, political, and cultural values are subject to interpretation and temporary revision, making intellectual and emotional engagement with other people's stories essential to learning.⁴³ Drama professors are fully aware of the complex process of discussion, questioning, speculating, experimenting, and reflection that goes into creating a play in this particular environment.⁴⁴ According to this perspective, drama education is a living art form through which students can learn new things about both their own and other people's lives.

⁴¹ Ö Göktürk, M Çalışkan, and M S Öztürk, 'The Effects of Creative Drama Activities on Developing English Speaking Skills', *Journal of Inquiry Based Activities*, (2020.)

⁴² A ALTWEİSSİ, 'The Effect of Using Educational Drama on Developing Speaking Skill of the Sixth Graders in the English Language', *The Universal Academic Research Journal*, (2022)

⁴³ Ö F Kadan, 'The Effects of Creative Drama on Achievement and Motivation Levels of the 7th Graders in English Language Classes', *Participatory Educational Research*, 2021

⁴⁴ T R K Bsharat and F Behak, 'The Insights of Using Creative Drama in Learning Speaking Skills for the 7th Graders in Jenin City: A Case Study', *Elementary Education Online*, 2021.

2. Kinds of Drama

According to Nguyen, Let's look at a few common forms of drama:

a. Comedy

Comedies have a happier ending and a lighter tone than other types of works. In comedies, the goal of the dramatist is to make the audience laugh. As such, they make advantage of quirky situations, peculiar personalities, and clever comments.

b. Tragedy

Darker themes like tragedy, suffering, and death are used in tragic plays. Tragic flaws are a common trait of protagonists, which ultimately brings them to ruin.

c. Farce

A farce is typically a ridiculous kind of drama, which frequently overstates or uses comedic humor.

d. Melodrama

Melodrama is dramatic prose that is overblown, dramatic, and immediately engages the audience's senses. Similar to the comedy, the characters are simplistic and limited to one dimension, or it could be stereotypical.

e. Musical Drama

Dramatists communicate their story in musical dramas not only through acting and language, but also through dance and music. The story may be humorous, yet it may also deal with serious issues.⁴⁵

⁴⁵ H M P Nguyen, 'The Use of Drama Role-Playing in Teaching English Literature for English Majored Students: An Action Research at Van Lang University', 17th International Conference of the Asia ..., 2021

3. Advantages of Using Drama

Nanda listed the following benefits of using drama in the classroom for students :

- a. To make language learning a fun and engaging experience.
- b. Make what you learn unforgettable by putting it into practice.
- c. Aids students' language acquisition by focusing on the message they are delivering.⁴⁶

According to the statement above, drama is extremely beneficial to both students and teachers. Drama may boost students' motivation, participation, confidence, and fluency in English. It can also be utilized to teach friend collaboration and to assist condense the classroom. Drama is a part of everyone's life, and it's a fun method to learn a language. With drama, we can play, move, act, and learn all at the same time. Later on, it was discovered that learning through theatre was beneficial to students' pronunciation, words, and speed in particular Fuentes, Another advantage of drama is that it makes studying more enjoyable, which increases student motivation and makes learning more memorable. The benefits of adopting theater techniques include (1) increased student motivation, (2) the opportunity to reveal students' creative abilities, (3) the ability to self-express, (4) the ability to work in a team, and (5) the development of intercultural competency.⁴⁷

⁴⁶ D S Nanda and S Susanto, 'Using Drama In Efl Classroom For Exploring Students'knowledge And Learning', English Review: Journal of English ..., 2021

⁴⁷Fuentes, Araceli García. "Break a leg! The use of drama in the teaching of English to young learners. A case study." *Santiago de Compostela: Santiago de Compostela University* (2010).p.87

4. Teaching Speaking Through Drama

According to Hamilton and Mcleod there is no language function that drama is not able to easily encompass. Examples of these include explaining, complaining, praising, disagreeing, exhorting, apologizing, and requesting. It is difficult to think of anything else that offers language teachers such a wide variety of talks, such as monologues, paired speaking, role-plays, group discussions, reporting, talking in response to other stimuli, problem-solving, developing scenarios, acting out.

The teaching steps in this study are broken down into three categories: (a) writing a drama script; (b) rehearsing for a play; (c) performing the play;. The specifics of each category are as follows :

a. Working on a drama script

The drama script is provided to the groups of students. Learn your own script is what the pupils want to know. The purpose of this is to familiarize the students with the narrative, including its terminology, structure, and pronunciation, as well as to help them identify each character in their own play It is crucial to help students understand their identities in drama, including the people they will encounter with and the reasons behind those interactions. The students talk about their relationships, characters, and even difficulties with the other member group. Students could also work on communicating their ideas, opinions, and feelings.

b. Drama rehearsal

The purpose of this phase is to encourage students' emotional and physical involvement. Since they already know the character of their script and have mastered the previous step, the students are rehearsing their own dialogue. Working on it conversation gives the pupils exposure to language. Every ensemble rehearses for their dramatic performance.

c. Drama production

Drama production is the time when students perform the drama they have practiced and developed. During this process, they learn acting, teamwork, and creativity. After rehearsals and preparation, they finally get to perform in front of an audience, showcasing the results of their hard work and feeling proud of their achievements.

C. PERCEPTION

1. Theory of perception

In this study, the researcher used another term for perception, namely students' voice. This term emphasizes the importance of understanding students' personal experiences, insights, and feedback regarding the use of drama techniques in enhancing their speaking skills. By focusing on students' voice, the research aims to provide a more nuanced and comprehensive view of how drama activities impact their language learning process. Perception has been described in many different ways. According to Swami "perception is a process of an object's

consciousness.⁴⁸ It is one of the world's true knowing ways, consisting of an indivisible relationship between perceiving consciousness and its content." Perception is a means of seeing, interpreting, and comprehending something. When confronted with a situation, the person's acceptance of the stimulus plays a significant role in the perception process. According to Borkowski a person interprets stimuli into something relevant to him or her depending on prior experience.⁴⁹ As a result, what the individual interprets may differ from reality.

the opinion of there are two critical aspects of perception. (1). Different people react differently to what they perceive to be a reasonable thing to observe. (2). And those distinctions are dependent on how people perceive the object. Perception is when someone sees, hears, feels, and interprets something based on what they know. Even though they had the same experience, each person will see things differently.

Additionally, there are three essential aspects required before forming a perception of something, there are :

1. Conception. It involves gathering opinions and contemplating an object through information or communication.
2. Opinion. It is formation involves regularly and systematically engaging with something through direct contact, often by conducting thorough research.

⁴⁸ Swami , K. Ramakrishna. "Perception, cognition and consciousness in classical Hindu psychology." *Journal of Consciousness Studies* 12.3 (2017): 3-30

⁴⁹ Nancy Borkowski, D. B. A. "Attitudes and perceptions." *Organizational behavior in health care* (2018): 41

3. Observation. It is an introduction function to understand real object thought direct contact.⁵⁰

Therefore, these three aspects can contribute to forming perceptions of something. However, the perceptions can differ among two or more individuals due to the influence of their individual responses.

Additionally, several factors influence perception. These include education background, intellectual capacity, psychological condition (such as living issues, health, and environmental influences).⁵¹ So, perception is closely related to one's education, intellectual capacity, psychological state, living conditions, health, and environmental factors.

Richard divides perception into three categories, which are as follows:

1. Visual perception, which is the perception obtained through sight, involves processing visual information and stimuli from the external environment.
2. Auditory, Perception connected to hearing is called auditory perception.
3. Speech perception is a type of perception that deals with spoken language; it is communicated through our ability to speak.

⁵⁰ In Irma Putri Ningsih thesis, "The Perception on English teachers towards the curriculum of high school education" unit, 2007, Unpublished STAIN Curup p.14

⁵¹ Sarlito, ET, AL, (in Lia Hajar thesis) *Longman dictionary of Applied Linguistics*, Logman Ltd, Hongkong:1992, p.12

From the three types mentioned above, it can be concluded that individuals form perceptions through seeing, hearing, and then expressing their perceptions by speaking. In summary, perception is the experience of an object, event, or something else, based on the process of gathering information and interpreting messages

2. Form of Perception

Generally, perception refers to a response based on evaluating an object and expressing it verbally. Other forms of perception involve views formed from assessing an object, which can occur at any time and place, influenced by stimuli. Therefore, perception can be categorized into two types: positive perception and negative perception. The terms will be explained as follows:⁵²

a. Positive perception

A positive perception is the view or assessment of an object that aligns with one's personal preferences.

b. Negative perception

Negative perception is the view or assessment of an object that tends to be rejected because it does not align with the individual's personal preferences.

⁵² B. Wisnu and A. Eka „*Students' perception of lecturers' role in enhancing EFL learners' communication ability*“, Vol 3, 2019. P.229.

D. Previous Related Studies

Previous Related Studies section is to assess, evaluate, and connect previous research to identify gaps, support the current research argument, and formulate relevant hypotheses and research questions. In this reaeacrh there are 3 previous related study used :

1. Study by Brown and Lee :

This research explored students' perceptions of using drama in teaching speaking skills in English classes. The study utilized surveys and interviews to gather data from both students and teachers. Findings indicated that students felt drama increased their engagement and improved their vocabulary and pronunciation. However, they also felt that drama was less effective in improving grammar and speaking fluency.⁵³

2. Study by Green and Clark

This study assessed how students perceive the use of drama in speaking classes and its impact on their motivation and self-confidence. The research employed surveys and classroom observations. Results showed that students experienced increased motivation and self-confidence due to drama activities, with some notes that drama was occasionally difficult to apply to all aspects of speaking skills, such as grammar and comprehension.⁵⁴

⁵³ Brown, H. D., & Lee, H. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (4th ed.). Pearson Education.

⁵⁴ Green, J., & Clark, P. (2020). *Exploring Drama Techniques in Language Learning: Impacts on Motivation and Self-Confidence*. Language Teaching Research Journal

3. Study by White and Patel

This study investigated students' perceptions of drama techniques in enhancing speaking skills within an academic setting. Researchers used in-depth interviews and analysis of students' work documents to evaluate students' views on the effectiveness of drama. Findings revealed that students felt drama significantly improved their pronunciation and vocabulary but encountered difficulties in understanding and applying complex sentence structures.⁵⁵

4. Similarities and Differences

Similarities:

- a. All three studies indicate that drama has a positive impact on certain aspects of speaking skills, particularly vocabulary and pronunciation.
- b. Each study utilized methods that involved direct interaction with students, such as interviews and surveys, to gather their perceptions of drama use.
- c. All studies noted some challenges associated with drama, such as limitations in improving grammar or fluency.

5. Differences

- a. Research Focus: Brown and Lee focused on students' perceptions of engagement and improvements in vocabulary and pronunciation, while Green and Clark emphasized the impact of drama on student

⁵⁵ White, A., & Patel, R. (2021). *Drama Techniques in Academic Language Learning: Student Perceptions and Outcomes*. *Journal of Language and Education Research*

motivation and self-confidence. White and Patel concentrated on understanding and applying complex sentence structures.

- b. Methodology: Brown and Lee used a combination of surveys and interviews, Green and Clark employed surveys and observations, whereas White and Patel relied on in-depth interviews and document analysis. These methodological differences may influence how data were collected and analyzed.

CHAPTER III

RESEARCH METHODOLOGY

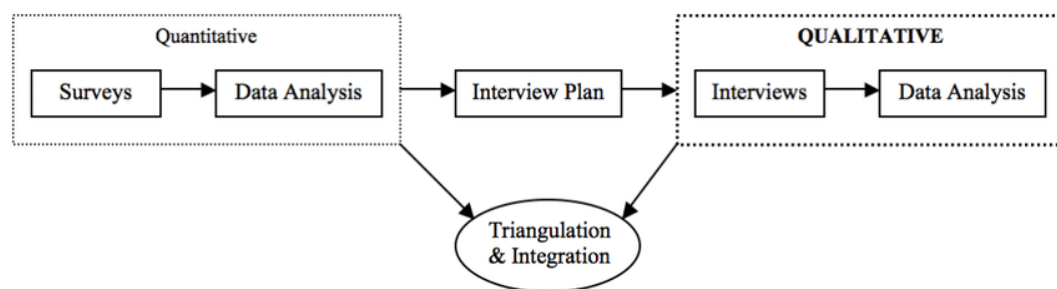
A. Kinds of The Research

In this research, the mixed methods explanatory sequential approach, The mixed methods explanatory sequential approach is a research strategy that combines quantitative and qualitative methods sequentially to obtain a deeper and more comprehensive understanding of a phenomenon. The research begins with a quantitative phase, where numerical data is collected and analyzed. Subsequently, based on the findings from the quantitative phase, the research proceeds to the qualitative phase. In this phase, qualitative data is gathered through in-depth interviews. By combining these two phases, the mixed methods explanatory sequential approach enables researchers to get a more complete and detailed picture, understanding not only "what" is happening but also "why" it is happening.

Researchers use the mixed methods explanatory sequential approach because it provides a deeper understanding by sequentially combining quantitative and qualitative data. This approach allows for data triangulation, thereby increasing the validity of the research findings. By addressing the weaknesses of each method, researchers can achieve more comprehensive results. Additionally, this approach offers flexibility to adjust the research based on initial findings, allows for the contextualization of findings, and helps in developing more accurate research instruments. It also enables participants to provide richer and deeper input, resulting in more meaningful and relevant findings. Creswell, J. W., & Plano-Clark, V. L said first data is quantitative, and in the second data is

qualitative . While the second stage's goal is to use qualitative analysis to comprehend the phenomenon in greater detail, the first stage's goal is to gather quantitative data in order to assess the phenomenon or variable under research in an objective and systematic manner. Quality examination. The second stage's qualitative data is frequently utilized to interpret the first stage's quantitative results.⁵⁶ With this mixed method research, the researcher tried to explain with reliable data about students' perceptions that whether drama improves speaking skills. The research flow of the explanatory sequential design is illustrated below:

Figure 3.1
The Explanatory Sequential Design



B. Subject Of Research

Arikunto said states that the entirety of a study's topic is referred to as a population, or a group of people⁵⁷. In this study, the population is students of the Tadris English Study Programme, Faculty of Tarbiyah, Institut Agama Islam Negeri Curup, students of 2021, for semester many as 3 classes consisting of 36 students.

⁵⁶ Creswell, J. W., & Plano-Clark, V. L. “*Designing and conducting mixed methods research*”. (2011)

⁵⁷ Arikunto, S. “*Prosedur penelitian suatu pendekatan praktik*”. Jakarta: Rineka Cipta. (2006)

Table 3.2
Data of Tadris English Students Batch 2021

No	Class	Male	Female	Total
1	TBI V A	9	12	21
2	TBI V B	4	11	15
	TOTAL	13	23	36

In the quantitative data collection phase, the researcher used the total sampling method. Total sampling was employed because the population was less than one hundred, so the entire population was included as the sample. According to Dawson, sampling is the use of a smaller number of people to participate in the research.⁵⁸ Total was used in this study to identify the researcher's sample, which implies that all five semester students in English study program classes were included in the population sample.

In the qualitative data collection phase, the researcher used purposive sampling. Purposive sampling, also known as judgmental or selective sampling, is a non-probability sampling technique in which researchers select participants based on specific characteristics or criteria relevant to the research objectives. In this method, researchers rely on their judgment to choose individuals who can provide the most valuable and relevant information for the study. The researcher used purposive sampling, which, according to Siregar, involves selecting participants based on specific considerations.⁵⁹ In this case, These considerations serve as the basis for researchers in selecting their study sample.

The Characteristics of sample

1. Enroll in literature subject at 5th

⁵⁸ Catherine Dawson”, *Practical Research Methods a User-Friendly Guide to Mastering Research Techniques and Projects*”, (United Kingdom : How to Books Ltd, 2002), P. 47

⁵⁹ Siregar, S. “*Statistik parametrik untuk penelitian kuantitatif*” (Cet.2). Jakarta: Bumi Aksara(2014)

2. Play as a significant character in drama
3. Have significant amount of dialogs in drama
4. Become the best in crucial part

In purposive sampling method, researchers selectively choose participants with relevant experiences and insights regarding the use of drama in English language learning. By employing purposive sampling, researchers can select students who have been involved in English drama activities and possess a profound understanding of its impact on their speaking skills. Selecting three respondents who all won in the categories of Best Actor, Best Actress, and Best Narrator allows researchers to gain deep insights into students' experiences using drama as a tool to enhance their speaking abilities. This approach aligns with the research goal of obtaining direct perspectives from students on the researched topic.

The views of scholars and previous research findings support the use of purposive sampling to gain profound insights into specific phenomena. Patton emphasizes that this method enhances the validity of findings by selecting the most relevant participants. Marshall and Rossman highlight the need for participants who can provide rich and detailed insights in qualitative research.⁶⁰ By employing this method, researchers can ensure that the data obtained comes from sources with direct experience and relevant knowledge, supporting deeper interpretation and analysis of the impact of drama in enhancing English speaking skills.

⁶⁰ Marshall, C., & Rossman, G. B. (2016). *Designing Qualitative Research*. 6th Edition. SAGE Publications. (Specifically, Chapter 2 or a related chapter on participant selection in qualitative research)

C. Techniques of Collecting Data

In this study, the research will utilize surveys, interviews and narrative inquiry. Surveys will be employed to gather quantitative data, with respondents completing questionnaires containing predetermined questions. This approach enables the researcher to collect numerical or scaled data for statistical analysis. On the other hand, interviews and narrative inquiry will be conducted to acquire qualitative data, involving direct interaction with respondents to gain profound insights into their perspectives, experiences, and understanding of the research topic. By employing these two methods in combination, the researcher aims to gather thorough and comprehensive data to effectively address the research questions.

1. Survey

In this study, the researcher used a questionnaire as a data collection method to investigate students' perceptions regarding the use of drama techniques in teaching speaking skills. Google Forms were used to host the instruments, and the link to the Google Form was distributed via WhatsApp to the respondents. The respondents referred to are the subjects of this study, namely, fifth-semester English students at IAIN Curup.

2. Interviews

The researcher conducted interviews by asking open-ended questions to the participants, recording their responses, and then transcribing the information for analysis. Interviews in qualitative research provide valuable information because the researcher cannot directly observe the participants. Additionally, the researcher has access to extensive personal data through the interviews. In this

case, the researcher conducted interviews with respondents selected through purposive sampling, specifically students who met the criteria of this study. The interviews were conducted in a single session where the researcher first shared their own personal experiences. Then, the researcher asked the informants to share their perspectives. The experiences shared by the researcher were designed to lead to indications of spoken language in English language learning, which are the same indicators that formed the basis of the questionnaire. The difference in the interviews is that the researcher aimed to explore how these indicators can improve through the use of English drama.

3. Narrative Inquiry

The implementation of narrative inquiry in this research involves the same informants as those used in the previous interview data collection. This process is similar to interviews, but there is a significant difference: in narrative inquiry, informants are given complete freedom regarding the time and place to express their experiences related to the implementation of English-language drama. In this method, informants are asked to write their stories in detail, describing their experiences, challenges, and the lessons they learned during the drama performance. The researcher provides guidelines or trigger questions to help informants organize their narratives, but ensures that these instructions remain flexible to avoid restricting their freedom of expression.

After the informants complete their story writing, the filled-in worksheets will be collected by the researcher. The next step is to develop findings from this narrative analysis. These findings will be integrated with the previous interview data to obtain a more comprehensive and holistic picture of the informants'

experiences in the implementation of the English-language drama. In this way, narrative inquiry allows the researcher to deeply explore the subjective experiences of the informants.

D. Instruments

1. Questionnaire

In this study, the closed-ended questionnaire was used by the researcher. This instrument has consisted with statements accompanied by response options such as "strongly disagree," "disagree," "agree," and "strongly agree," which has been distributed to the respondents. The statements in the questionnaire are based on the indicators of speaking proficiency identified in a previous study. The questionnaire used in the previous study was found to be suitable for the classroom environment. Therefore, the researcher has adopted some of the statements from the previous questionnaire and developed the survey instrument accordingly, the researcher was adopted theory from Brown, et al. Grammar, vocabulary, comprehension, fluency and pronunciation.

Table 3.3
Questionnaire Aspect of Speaking

No	Aspect	Indicators	Items	SD	D	A	SA
1	Aspects of students' speaking skills which are enhanced by drama	1. Grammar	1. Participating in drama activities helps me accurately use correct grammar in my spoken language.				
			2. Despite engaging in drama, I still frequently make				

No	Aspect	Indicators	Items	SD	D	A	SA
			grammatical errors that hinder effective communication .				
			3. Through drama, I have developed good control over complex grammatical structures when speaking.				
			4. Drama activities have not significantly improved my use of grammar rules in speaking.				
		2. Vocabulary	5. Drama activities enable me to use a wide range of vocabulary in my spoken language.				
			6. Even with drama activities, I often struggle to find the right words to express myself.				
			7. Participating in drama boosts my confidence in using advanced vocabulary during conversations.				

No	Aspect	Indicators	Items	SD	D	A	SA
			8. Drama activities do not significantly enhance my vocabulary usage.				
		3. Comprehension	9. Drama activities improve my ability to easily understand spoken language in conversations.				
			10. Despite engaging in drama, I often ask others to repeat themselves because I did not understand them the first time.				
			11. Engaging in drama helps me follow and understand fast-paced conversations.				
			12. Drama activities do not improve my comprehension of spoken language.				
		4. Fluency	13. Drama activities help me speak smoothly without unnecessary pauses or hesitations.				

No	Aspect	Indicators	Items	SD	D	A	SA
			14. Even with drama activities, I often pause or hesitate while speaking, affecting my fluency.				
			15. Participating in drama helps me maintain a natural flow of speech in conversations.				
			16. Drama activities have not significantly enhanced my speaking fluency.				
		5. Pronunciation	17. Drama activities improve my ability to pronounce words clearly and correctly.				
			18. Despite engaging in drama, people often have difficulty understanding my pronunciation.				
			19. Participating in drama boosts my confidence in pronouncing difficult words.				
			20. Drama activities do not significantly enhance my pronunciation				

No	Aspect	Indicators	Items	SD	D	A	SA
			clarity.				

2. Interview Guidance

The interview guidance consist of ten questions related to this In addition, questions included can be not confined to that instrument. In other words, questions in the interview will develop according to the researcher's information needs. Where these questions are loaded based on the same theory as the questionnaire foundation. The outlined was presented by the table below :

Table 3.4
Interview Guidance: Impact of Drama on Speaking Skills

No	Aspect	Indicators	Questions
1	The way drama activities improve students' speaking skills	Grammar	1. How could the English drama activities help you improve the use of proper grammar when speaking in public?
			2. Could you provide a specific example of how you learn about grammar through scenarios or dialogue in drama?
			3. How have you apply grammatical rules you learned during drama performances?
		Vocabulary	4. How can you enhance your vocabulary through the experience of playing various roles and situations in the drama activities?
			5. What strategies are used in this drama program to help you enhance your vocabulary mastery and use appropriate vocabulary according to the given context?

No	Aspect	Indicators	Questions
			6. How does playing different characters in drama activities help you remember and use new vocabulary words?
		Comprehension	7. How do the English drama activities help you understand the meaning and context of the dialogue being conveyed when performing?
			8. Can you provide an example of a situation where you have to use a deep understanding of dialogue in drama to convey the emotions or intentions of characters?
			9. How do comprehension activities in drama help you understand and respond to complex dialogues?
		Fluency	10. How do the English drama activities help you overcome difficulties in speaking fluently and without hesitation when performing in front of an audience?
			11. Can you explain how exercises and involvement in English drama can help you feel more confident in speaking in public?
			12. How do regular practice and performance in drama activities contribute to your improved speaking fluency?
		Pronunciation	13. How do the English drama activities focus on pronunciation aspects in the context of performing in drama?
			14. Are there any specific exercises or approaches used in this English drama program to help you improve your pronunciation?
			15. How do drama activities help you practice and perfect your pronunciation of difficult words?

3. Narrative inquiry

Participants may be asked to provide written narratives or personal journals reflecting on specific experiences or events. In this research, the experiences referred to are those of the participants in the English drama program. In other words, participants create their written notes and submit them to the researcher. These written notes provide rich insights into the thoughts, emotions, and reflections of individuals regarding the English drama program. From these notes, the researcher uses instruments based on the same theory as the questionnaire to classify the written notes of the participants. Here is the table description :

Table 3.5
Narrative Inquiry Findings on Speaking Skills

NARRATIVES	
Indicator	Findings
Grammar	
Vocabulary	
Fluency	
Pronunciation	
Comprehension	

E. Techniques of Data Analysis

In the initial stage of the research, the researcher opted to use the Statistical Package for the Social Sciences (SPSS) to manage quantitative data. Common statistical analyses conducted in SPSS for questionnaire data collected via Google Forms include descriptive statistical analysis. In this study, the researcher examined the aspects of speaking that improved during drama activities based on students' perceptions. The researcher measured speaking aspects by considering the average scores for each aspect and employed

descriptive statistical tools. The researcher established three categories of improvement based on the mean scores: "significantly improved" for the highest averages, "improved" for the middle averages, and "slightly improved" for the lowest averages.

Speaking aspects were categorized based on their respective means, with the highest mean indicating the most significant improvement. This approach allowed the researcher to identify and compare the levels of improvement across different aspects of students' speaking abilities.

1. Determination of Categories

The researcher established criteria based on the distribution of mean scores and standard deviation. For example:

Table 3.6
Determination of Categories

Category	Mean
Significantly Improved	$\text{Mean} \geq 12$
Improved	$10 \leq \text{Mean} < 12$
Slightly Improved	$\text{Mean} < 10$

Higher mean scores indicate more significant improvement. Standard deviation is used to assess the consistency of the results. A lower standard deviation indicates that the mean value is more representative of all participants. Krzonka & Brannick recommend a categorization approach based on mean and standard deviation to measure change. This approach considers mean and standard deviations as the upper and lower bounds for

each category, allowing researchers to better understand the magnitude and significance of changes observed in the data.⁶¹

2. Formula mean

The mean, or average, of a data set is the sum of all the values in the set, divided by the total number of values.

$$X = \frac{\sum_{i=1}^N X_i}{N} =$$

X= Mean

X *i* = Individual values do the same thing.

N = Total sum of values does the same thing.

In the meantime, the researcher chooses to analyze the data using Denzins' framework theory during the qualitative data phase, and the data will be summarized in descriptive text. In the meantime, the researcher chooses to analyze the data using Denzins' framework theory during the qualitative data phase, and the data will be summarized in descriptive text.⁶² The four steps are as follows:

⁶¹ Krzonka, H., & Brannick, M. T. (2012). When is change large enough to matter? A comparison of different methods of interpreting change scores. *Journal of Educational Measurement*, 49(2), 119-138

⁶² Johnny Saldaña Matthew B. Miles, A. Michael Huberman, 'Data Analysis Qualitative A Methods Sourcebook Edition', in Arizona State University, 3rd edn (Los ANGELES: SAGE Publications, Inc., 2014)

1. Data Collection

In this stage, the researcher collected data about students' experiences and perceptions regarding the use of drama in improving their speaking skills in English. Data collection methods may include questionnaires, interviews, and Narrative Inquiry. The questionnaires will inquire about students' opinions on the benefits and challenges of using drama to enhance their speaking skills.

2. Data Condensation

After the data is collected, the researcher condensed the data to identify common patterns or themes that emerge from students' responses. This may involve analyzing interview transcripts, narrative inquiries, or questionnaire results to identify similarities or differences in students' perceptions of the role of drama in English speaking learning.

3. Data Display

This stage involves presenting the data visually and narratively to facilitate understanding of the research findings. It includes tables and narratives that describe the findings from data analysis. Researchers can use tables to demonstrate the distribution of student responses or direct quotes from interviews to illustrate key points emerging from the data.

4. Conclusion drawing/verification

This research led to drawing conclusions about the role of drama in improving students' speaking skills based on the collected and analyzed data. Researchers will compare the findings with relevant literature and confirm whether the research hypothesis is verified or not. This may result

in recommendations for more effective teaching practices in using drama as a tool to enhance students' English speaking skills.

F. Trustworthiness

To enhance the trustworthiness of survey data, it is essential to ensure the validity and reliability of the survey instrument. Validity can be ensured by verifying that the survey instrument accurately measures the intended constructs, which can be achieved through tests such as content validity, internal consistency, or factor analysis. Similarly, reliability can be ensured by confirming that the survey instrument produces consistent and dependable results, which can be achieved through tests such as internal consistency or test-retest reliability.

For interview data, trustworthiness can be improved by carefully selecting participants who meet relevant research criteria and maintaining consistency and accuracy in recording and analyzing the interview data. Researchers can also enhance trustworthiness by employing triangulation methods, which involve comparing interview findings with data from other sources such as surveys or secondary data. To bolster the overall trustworthiness of the data, researchers should uphold research integrity by systematically documenting all research processes, identifying and addressing potential biases, and involving research team members or third parties in the data review and verification process.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter addresses the research questions of the study. In the descriptive statistical analysis, the results regarding students' perceptions of the use of English drama to enhance speaking skills, and the ways in which English drama improves speaking skills, were collected using three primary instruments: questionnaires, interviews, and narrative inquiry. Data triangulation, employing questionnaires, interviews, and narrative inquiry, was conducted to confirm or validate the consistency or discrepancy of the findings related to each of the three research questions.

A. Findings

The following discussion presents the factors of speaking that improved during the drama according to students' perceptions, based on data from questionnaires through descriptive statistical analysis, as well as confirmation from interview and narrative inquiry data.

1. The Enhancing Aspect of Speaking

This research question is addressed using both survey data and interview data. The survey data is utilized to observe the trend of improvement. Meanwhile, the interview data serves to reinforce or verify the survey findings.

a. The Data of Survey

The survey data reveals that all aspects of speaking improved following the implementation of English drama activities. Among

these, vocabulary showed the most significant enhancement, as evidenced by a mean score of 11.83. This substantial increase indicates that students greatly expanded their lexical resources through drama activities. Such a result underscores the importance of interactive and engaging learning methods in vocabulary acquisition.

Pronunciation also saw substantial improvement, marked by a mean score of 11.69. This indicates that English drama activities are particularly effective in enhancing students' pronunciation skills. The focus on spoken dialogue and the need for clear articulation in drama likely contribute to this improvement. The interactive nature of drama provides a practical context for students to practice and refine their pronunciation.

In contrast, the aspects of comprehension and grammar, while still improved, did not show as significant an increase compared to other aspects. Comprehension had a mean score of 11.39, and grammar had a mean score of 11.16. These scores suggest that their improvement was notable but not as pronounced as vocabulary and pronunciation. This difference may highlight the need for more targeted activities to boost comprehension and grammar.

Notably, fluency was the least improved aspect, with a mean score of 10.97. This indicates a more modest enhancement relative to the other speaking components. The lower improvement in

fluency might suggest that students need more opportunities for spontaneous speech. Additional strategies, such as extended speaking activities or conversational practice, may be necessary to more effectively boost students' fluency. For detailed data, please refer to the descriptive statistics table below:

Table 4.1
Statistic Descriptive of Survey Data

Aspects of Speaking	Mean
Grammar	11.1667
Vocabulary	11.8333
Comprehension	11.3889
Fluency	10.9722
Pronunciation	11.6944

Based on the data interpretation above, the researcher draws findings by measuring the central tendency of each aspect. This approach is grounded in prior research suggesting that descriptive statistics could provide a general overview of various speaking aspects among a specific group of students engaged in English drama. Moreover, the use of descriptive statistics is easily interpretable by individuals without a statistical background.

In conclusion, the use of descriptive statistics in this study is supported by a strong rationale: the study did not collect data prior to the implementation of English drama. Furthermore, conclusions regarding whether speaking skills have improved are drawn by comparing the mean values against the maximum and minimum scores among students.

b. The Data of Interview

The interview data was collected to reinforce the survey findings and to determine whether the results of the survey were consistent with the interview outcomes or if there were any contradictions. Respondents' feedback provided a detailed explanation of whether the five aspects of speaking were significantly enhanced by English drama activities. From the interviews all respondent demonstrate strong dedication to improving their grammar and vocabulary through rigorous rehearsal and self-correction processes. The third respondent focuses on identifying and revising grammar errors in scripts to ensure accurate language use during performances. Similarly, the first and the second resfondent meticulously note and correct grammar mistakes, aiming for fluency and correctness in their spoken interactions. Additionally, all three respondents actively expand their vocabulary by researching unfamiliar words encountered in scripts, integrating these new terms not only into their theatrical roles but also into their daily routines for enhanced language proficiency.

And then before performances, all respondents prioritize comprehensive script analysis to grasp dialogue context and character motivations thoroughly. This approach enables them to deliver lines effectively, aligning their performances with the intended narrative flow. Through consistent practice over a period

of two months, they have honed their fluency in speaking, minimizing hesitations and errors during public speaking engagements. Their dedication to understanding and embodying the roles they play ensures a smooth and engaging delivery that captivates audiences and enhances their overall stage presence.

Additionally, Improving pronunciation is a key focus for all respondents who actively practice and refine their speech clarity through solo drills and coaching sessions. They seek feedback and guidance to correct pronunciation nuances, ensuring that their spoken words are articulated accurately and effectively. This meticulous approach not only enhances their linguistic precision but also boosts their confidence in delivering dialogues with appropriate emotional resonance and clarity. Their commitment to continuous improvement in pronunciation reflects their dedication to mastering both the technical and expressive aspects of speech delivery.

Moreover ,all respondents seamlessly integrate their theatrical learnings into daily life, using newfound vocabulary and refined language skills in various social and professional contexts. Their experiences illustrate the transformative impact of drama on language development, fostering not only linguistic proficiency but also interpersonal communication skills. By applying grammar rules, expanding vocabularies, and refining pronunciation, they have elevated their ability to convey ideas effectively, enhancing

their overall communicative competence and cultural understanding. Their journey underscores the profound benefits of theatrical training in nurturing holistic language proficiency and personal growth. To provide further clarity, the findings from each respondent's interview will be presented below:

Table 4.2
The Result of Interview
The first respondent

Aspek of speaking	Findings
Grammar	<ol style="list-style-type: none"> 1. Identifying grammatical errors in the script. 2. Revising and implementing correct grammar in drama conversations
Vocabulary	<ol style="list-style-type: none"> 1. Looking up the meanings of unfamiliar words in the script. 2. Using new vocabulary in daily activities to enrich vocabulary
Comprehension	<ol style="list-style-type: none"> 1. Reading the script from beginning to end to understand the topic and context. 2. Ensuring no misunderstandings by understanding the activities and context of the conversation
Fluency	<ol style="list-style-type: none"> 1. engaging in repeated conversation practice over two months. 2. Increasing confidence and reducing mistakes through frequent practice
pronunciation	<ol style="list-style-type: none"> 1. Practicing pronunciation independently and seeking assistance from Google. 2. Receiving corrections and guidance from coaches or instructors

Table 4.3
The Result of Interview
The Second respondent

Aspek of speaking	Findings
Grammar	<ol style="list-style-type: none"> 1. Identifying and correcting grammatical errors in the script, leading to improved grammar knowledge. 2. Learning grammar by revising and correcting errors in personal script sections
Vocabulary	<ol style="list-style-type: none"> 1. Enhancing vocabulary by looking up meanings of unfamiliar words in the script. 2. Applying newly learned vocabulary in both drama and daily activities to solidify knowledge
Comprehension	<ol style="list-style-type: none"> 1. Reading the script to understand the plot and context of the dialogue. 2. Using this understanding to convey appropriate emotions during the performance
Fluency	<ol style="list-style-type: none"> 1. Taking time to practice speaking smoothly and fluently, despite initial difficulties. 2. Building confidence and reducing hesitation through repeated practice over two months
pronunciation	<ol style="list-style-type: none"> 1. Improving pronunciation by repeatedly practicing dialogue lines. 2. Seeking guidance from coaches for difficult words and practicing harder for better pronunciation

Table 4.4
The Result of Interview
The Third respondent

Aspek of speaking	Findings
Grammar	<ol style="list-style-type: none"> 1. Manually noting grammatical errors, such as the use of past tense verbs and appropriate tenses, then studying and applying these corrections during the drama performance. 2. As the narrator, having individual dialogue that aids in learning various grammatical structures
Vocabulary	<ol style="list-style-type: none"> 1. Enhancing vocabulary by encountering new words during script preparation, beyond common vocabulary known before joining the drama. 2. Engaging in continuous practice using newly acquired vocabulary to reinforce understanding.
Comprehension	<ol style="list-style-type: none"> 1. Reviewing the script before performing to understand the plot and context of the dialogue. 2. Deeply understanding the introductory part as the narrator to ensure stability in both comprehension and action
Fluency	<ol style="list-style-type: none"> 1. Repeated practice with the coach helps improve speaking fluency and confidence in public settings. 2. Routine practice over two months contributes to improved fluency, enabling the delivery of the story without relying on the script
pronunciation	<ol style="list-style-type: none"> 1. Enhancing pronunciation through repeated practice, receiving corrections, and guidance from the coach. 2. Practicing difficult

	pronunciations with the help of the coach or peers, writing down challenging words and practicing them
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2. The Process of Improving Speaking Aspects

In addressing this research question, the researcher used the interviews and narrative data to provide an explanation of how the aspects of speaking are enhanced through drama. The interviews offered in-depth insights from participants regarding their experiences and the specific ways in which drama activities facilitated improvements in their speaking skills.

Meanwhile, the narrative data was able to identify common themes and patterns in participants' stories, illustrating how drama promotes active engagement, contextual learning, and practical application of language skills. This qualitative approach not only corroborates the survey data but also enriches our understanding of the mechanisms by which drama activities contribute to the development of vocabulary, pronunciation, comprehension, grammar, and fluency in English speaking.

a. The Narratives Data

The data from narratives evident In this research, the informant underwent significant changes in several aspects of English speaking skills through intensive drama exercises. Specifically, the initial script contained numerous grammatical errors related to tense, pronouns, and complements. However,

through guided revisions by a coach and support from classmates, the informant successfully rectified these errors, reflecting a better understanding of grammar rules after two months of intensive practice. Daily exercises and drama rehearsals also contributed to the informant's vocabulary development, despite initial challenges in using vocabulary appropriately within the script context.

Furthermore, the informant initially faced challenges in understanding fast-paced conversations. However, after a two-month training period, the informant reported significant improvement in comprehending conversation topics without significant misunderstandings. In-depth analysis of dialogue and group discussions deepened the informant's understanding of plot and dialogue in drama, enhancing their ability to grasp the essence of each conversation.

Despite initial difficulties in speaking fluently, especially when feeling nervous or lacking confidence, the informant noted significant improvement in fluency after consistent practice over two months. Intensive dialogues and conversation simulations with classmates proved effective in increasing speaking speed and overall fluency.

Lastly, efforts to improve pronunciation, particularly for unfamiliar vocabulary encountered in conversations, yielded positive results. The informant enhanced clarity and consistency in pronunciation during conversations and discussions through

regular practice, focusing on correct readings from narrator scripts and applying pronunciation guidelines from reliable sources. The findings of this study indicate that drama exercises not only enhanced the informant's academic English speaking skills but also significantly improved their ability to communicate effectively in everyday situations. To enhance understanding, the findings from the narrative of each respondent will be outlined below :

Table 4.5
The Result of Narratives
The First respondent

Aspek of speaking	Findings
Grammar	<ol style="list-style-type: none"> 1. The initial script contained numerous grammar errors concerning tense, pronouns, and complements. 2. Through revisions, these grammar errors were corrected to conform to proper grammar rules.
Vocabulary	<ol style="list-style-type: none"> 1. Initially, difficulties were encountered in placing and using vocabulary correctly within the script. 2. Following scriptwriting and rehearsals, new vocabulary was acquired, though challenges persist in understanding unfamiliar vocabulary in daily conversations.
Comprehension	<ol style="list-style-type: none"> 1. Initially, challenges existed in understanding others, particularly during fast-paced conversations. 2. Over a two-month period of practice, improvements were noted in understanding conversation topics without misunderstanding
Fluency	<ol style="list-style-type: none"> 1. Challenges were observed in maintaining fluent speech during fast-paced conversations. 2. With practice and speaking exercises during drama rehearsals,

	slight improvements in fluency were experienced
pronunciation	<ol style="list-style-type: none"> 1. Efforts focused on improving pronunciation, especially for unfamiliar vocabulary encountered in conversations. 2. There was perceived improvement in accurately pronouncing words during conversations and when initiating discussions

Table 4.6
The Result of Narratives
The Second respondent

Aspek of speaking	Findings
Grammar	<ol style="list-style-type: none"> 1. Initially, scriptwriting involved numerous changes due to issues with proper grammar structure. 2. Through these revisions, you gained a better understanding of correct grammar usage..
Vocabulary	<ol style="list-style-type: none"> 1. Daily rehearsals significantly contributed to an increase in vocabulary knowledge. 2. Continuous practice helped enhance your vocabulary skills over time.
Comprehension	<ol style="list-style-type: none"> 1. Understanding fast-paced dialogues posed difficulties initially. 2. However, through continuous daily rehearsals, you have seen improvements in your ability to comprehend and respond effectively
Fluency	<ol style="list-style-type: none"> 1. faced challenges in speaking fluently, especially when feeling nervous or lacking confidence. 2. Despite these challenges, consistent daily practice over approximately 2 months resulted in noticeable improvements in speaking fluency
pronunciation	<ol style="list-style-type: none"> 1. During initial practice sessions, there were frequent errors in sentence and word pronunciation.

	<ol style="list-style-type: none"> 2. With regular practice, you were able to correct these pronunciation mistakes and speak more fluently during rehearsals
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Table 4.7
The Result of Narratives
The Third Respondent

Aspek of speaking	Findings
Grammar	<ol style="list-style-type: none"> 1. Experienced significant improvement in grammar usage after intensive learning for approximately 2 months with guidance from a coach and support from classmates. 2. Successfully corrected many grammar errors, particularly in the use of tense and pronoun, through regular practice and the use of online resources
Vocabulary	<ol style="list-style-type: none"> 1. Vocabulary expanded rapidly through intensive exercises and understanding the meanings of new words in drama dialogues. 2. Marked and collected unfamiliar words to study their meanings, aiding in a deeper understanding of context and plot.
Comprehension	<ol style="list-style-type: none"> 1. Deepened understanding of dialogues and plot through scene analysis and group discussions. 2. Enhanced ability to grasp the essence of each dialogue by observing facial expressions, voice intonations, and dramatic context during rehearsals.
Fluency	<ol style="list-style-type: none"> 1. Spoke more fluently after consistent practice, although initially struggled with pacing. 2. Improved speaking speed and fluency through intensive dialogue practice and conversation simulations with classmates
pronunciation	<ol style="list-style-type: none"> 1. Enhanced pronunciation by noting and practicing correct readings in the narrator's script, ensuring

	<p>consistency and clarity during performances.</p> <p>2. Followed guidelines on proper pronunciation from reliable sources and applied them directly in rehearsals</p>
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b. The Interview Data

The interview data clearly indicate that all aspects showed significant improvement among participants in the Literature classes of the Tadris study program at IAIN Curup. All three respondents unanimously agreed that the implementation of English drama effectively assisted students in enhancing grammar skills, with participants highlighting its positive impact on their grammar proficiency. They noted effective usage of past and present tenses, as well as correct application of pronouns and 'to be' in accordance with research language norms. This progress was facilitated through rigorous script analysis, where students engaged deeply with dialogues requiring accurate grammatical structures. Further practice and performance reviews strengthened their understanding and application of grammar rules, significantly contributing to their language proficiency.

Similarly, in the vocabulary aspect, students acquired new vocabulary, thereby enhancing their vocabulary skills. This improvement was particularly evident in integrating unfamiliar vocabulary from drama scripts into both practice sessions and daily activities. Respondents emphasized that intensive script reading

played a crucial role in this enhancement, ensuring sustained engagement and reinforcement of new words.

Moreover, comprehension outcomes reflected improved understanding of conditions or situations depicted in scripts. Reviewing scripts proved to be an effective method to enhance comprehension, as understanding the script reduces misunderstanding when speaking English drama.

Fluency outcomes also improved when students were accustomed to conversation during drama practice for approximately two months. This allows the students to hone their speaking fluency, reduce doubt and errors in speaking in public. Their commitment to understanding and embodying their roles ensures a smooth and engaging delivery that enriches their overall stage performance.

Lastly, pronunciation showed significant improvement when students applied grammar rules, expanded vocabulary, and perfected pronunciation, allowing them to improve their ability to convey ideas effectively, improve communicative competence and cultural understanding. Their journey emphasizes the deep benefits of theater training in fostering comprehensive language skills and personal growth.

1. The Triangulation Data

The triangulation was employed to enhance the robustness of the findings. By utilizing multiple data sources such as surveys,

interviews, and narratives, the researcher was able to cross-verify the consistency of the information and provide a more comprehensive understanding of the effects of drama activities. This approach ensured that the conclusions drawn were well-supported and reliable, offering a richer and more nuanced perspective on the improvements in students' speaking skills.

1) The enhancing aspek of speaking

To address the first research question, the researcher employed survey and interview methods. The survey results revealed significant improvements in vocabulary and pronunciation, indicating that drama activities effectively expanded lexical resources and enhanced articulation clarity. Interviews further reinforced these findings by illustrating students' dedicated efforts to improve grammar accuracy through script revisions and vocabulary acquisition through contextual application in both drama and daily life. Additionally, interviews noted comprehension improvements through deep script analysis, enhancing students' ability to grasp dialogue contexts and character motivations.

2) The Process of Enhancing Speaking Skills

To address the second research question, the researcher utilized narrative and interview methods. Narrative data provided nuanced insights into individual experiences, highlighting their personalized journeys toward language proficiency. Participants

demonstrated growth in grammar through error identification and correction, vocabulary through script integration, comprehension through dialogue analysis, fluency through repeated practice, and pronunciation through focused exercises. Interviews also noted challenges faced by students in maintaining fluency under pressure and pronunciation improvements supported by focused drills and feedback sessions with coaches. These narratives emphasized the transformative impact of drama on holistic language development, fostering not only linguistic skills but also confidence and expressive abilities.

B. Discussion

This study concludes that the integration of English drama significantly enhances vocabulary, grammar, comprehension, fluency, and pronunciation skills among students in the Literature classes of the Tadris program at IAIN Curup. The survey results indicated that the most significant improvement in speaking skills was in vocabulary, incorporating new vocabulary, grammar structures, and other aspects during drama rehearsals, which has demonstrably facilitated students' ability to apply these skills creatively in English dialogues. These survey results showing significant improvement in all aspects of speaking skills are supported by qualitative data from interviews and narratives, which reinforce these findings..⁶³

⁶³(Smith et al., 2018; Jones & Brown, 2016; Macaluso & Vella-Brodrick, 2013; Cameron, 2008).

However, discrepancies emerged regarding the improvement in comprehension, fluency, and pronunciation skills. While survey results indicated substantial improvement in comprehension, qualitative data from interviews and narratives revealed mixed outcomes. Similarly, while survey responses suggested significant enhancement in pronunciation, qualitative data pointed to persistent challenges among participants. These inconsistencies underscore the complex nature of language acquisition and the varying impacts of instructional methods on different aspects of speaking skills.⁶⁴

Previous studies have presented similar findings regarding the benefits of drama-based approaches. Research by Smith et al. and Jones & Brown supports the positive impact of drama on vocabulary and grammar skills, while reporting mixed results for comprehension, fluency, and pronunciation.⁶⁵ Similarly, studies highlight the effectiveness of drama in enhancing vocabulary acquisition and grammatical structures. However, they also acknowledge the need for additional strategies to target specific skills like comprehension and fluency.

Therefore, while this study adds to the growing body of literature supporting drama-based language learning, it also emphasizes the need for further research to refine instructional strategies and address the multifaceted challenges in language acquisition comprehensively. Future studies could explore innovative approaches that integrate drama with

⁶⁴ (Garcia & Smith, 2019; Lee & Choi, 2017; Yashima & Sato, 2006).

⁶⁵ (Smith et al., 2018; Jones & Brown, 2016; Macaluso & Vella-Brodrick, 2013; Cameron, 2008).

targeted interventions for comprehension, fluency, and pronunciation. Investigating the effectiveness of these integrated approaches across diverse student populations would be particularly valuable in fostering holistic language development.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the analysis and interpretation of the data presented earlier, this chapter now concludes by addressing the research questions directly. Additionally, it offers suggestions to guide readers interested in further exploration of this field.

A. Conclusion

The findings of this study, which combined data collection techniques from surveys, narratives, and interviews, revealed significant improvements in students' speaking skills following the implementation of English drama in the Literature classes at the Tadris study program, IAIN Curup

1. Findings from the Questionnaire and Interviews (Research Question 1)

The findings from the questionnaire and interviews indicate significant improvements in students' speaking skills following the implementation of English drama in Literature classes at the Tadris program, IAIN Curup. The majority of respondents reported notable enhancements in vocabulary and grammar. Students frequently practiced and applied new vocabulary and correct grammatical structures during drama rehearsals, which facilitated linguistic fluency and precision. This is corroborated by interview data, where students expressed that creative engagement in drama dialogues significantly improved their grammatical usage and vocabulary application. However, there were less pronounced

improvements in comprehension, fluency, and pronunciation, suggesting persistent challenges in language acquisition and the need for more tailored instructional strategies to effectively address diverse learner needs.

2. Findings from Narratives and Interviews (Research Question 2)

Analysis of narratives and interviews revealed variability in the improvement of speaking skills among students after engaging in drama activities. Narratives suggest that while some students experienced significant advancements in comprehension and fluency, these outcomes were not uniformly achieved across the cohort. Interviews further highlighted that although drama provided intensive practice opportunities and contextual language application, some students struggled with following rapid dialogues and maintaining speaking fluency. These findings underscore the complexity of language acquisition and highlight the necessity for integrated teaching approaches that combine drama with targeted support to ensure comprehensive language development. Future research should explore innovative methods that integrate drama with additional support to address the multifaceted challenges of language acquisition.

In summary, the study demonstrates that English drama significantly enhances students' vocabulary and grammar skills within the Tadris program at IAIN Curup. Despite these improvements, challenges remain in advancing comprehension, fluency, and pronunciation, indicating that drama alone may not fully address all aspects of language

proficiency. Future research should focus on integrating drama with additional targeted support to address these gaps and achieve more comprehensive language development.

B. SUGGESTION

Following the triangulation of data collection techniques, the researcher aims to provide recommendations that could be advantageous:

1. Implications for Practice

Based on the findings and discussions in the previous chapter, here are some recommendations for future research in the English study program:

a. Script Development

Involving all students in the script development process is crucial. When all students participate in scriptwriting, they gain significant knowledge, such as the correct application of grammar, which helps them practice and reinforce proper grammar usage. Additionally, students are exposed to new vocabulary that they may not have encountered before and gain a comprehensive understanding of the entire dialogue, not just their own lines. This reduces misunderstandings during the performance and enhances overall communication as comprehension improves.

b. Focused Practice

Following script development and collaborative discussion, intensive practice is essential. If practice sessions are conducted effectively and cohesively, all aspects of speaking will be simultaneously trained, resulting in improved outcomes. Students can develop habitual

practices through focused rehearsal, making them more proficient in speaking.

c. Applying Knowledge from English Drama

Students acquire substantial knowledge during both the rehearsal and performance phases of English drama, including grammar, vocabulary, and more. It is imperative to apply this knowledge in daily life, not just within the confines of the English drama process. This continual application will further reinforce their learning and proficiency in English.

2. Advice for Future Research

After conducting this study, several recommendations emerge for future research. In this study, the researcher measured improvements in students' speaking aspects using descriptive statistics, focusing on the mean differences across each speaking aspect. However, the study solely examined outcomes post-drama implementation. For future researchers, conducting a paired-sample t-test to compare pre- and post-English drama implementation would be beneficial. This approach allows for a rigorous examination of whether there are significant differences before and after the English drama intervention, providing deeper insights into the effectiveness of drama in enhancing speaking skills.

Furthermore, future studies could explore additional variables that may influence the outcomes of English drama interventions. Factors such as student motivation levels, prior exposure to drama activities, and individual learning styles could be considered as potential covariates or moderators.

Incorporating these variables into the research design through multivariate analyses or regression models could help elucidate the nuanced impacts of drama on speaking skill development. By addressing these aspects, future research can contribute to a more comprehensive understanding of how English drama can be optimized to foster effective language learning outcomes among students.

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1. Instrument Questionnaire
Questionnaire Blueprint
(VALIDATED)

No	Aspect	Indicators	Items	SD	D	A	SA
1	Aspects of students' speaking skills which are enhanced by drama	6. Grammar	21. Participating in drama activities helps me accurately use correct grammar in my spoken language.				
			22. Despite engaging in drama, I still frequently make grammatical errors that hinder effective communication .				
			23. Through drama, I have developed good control over complex grammatical structures when speaking.				
			24. Drama activities have not significantly improved my use of grammar rules in speaking.				
		7. Vocabulary	25. Drama activities enable me to use a wide range of				

No	Aspect	Indicators	Items	SD	D	A	SA
			vocabulary in my spoken language.				
			26. Even with drama activities, I often struggle to find the right words to express myself.				
			27. Participating in drama boosts my confidence in using advanced vocabulary during conversations.				
			28. Drama activities do not significantly enhance my vocabulary usage.				
		8. Comprehension	29. Drama activities improve my ability to easily understand spoken language in conversations.				
			30. Despite engaging in drama, I often ask others to repeat themselves because I did not understand them the first time.				
			31. Engaging in drama helps me follow and				

No	Aspect	Indicators	Items	SD	D	A	SA
			understand fast-paced conversations.				
			32. Drama activities do not improve my comprehension of spoken language.				
		9. Fluency	33. Drama activities help me speak smoothly without unnecessary pauses or hesitations.				
			34. Even with drama activities, I often pause or hesitate while speaking, affecting my fluency.				
			35. Participating in drama helps me maintain a natural flow of speech in conversations.				
			36. Drama activities have not significantly enhanced my speaking fluency.				
		10. Pronunciation	37. Drama activities improve my ability to pronounce words clearly and correctly.				

No	Aspect	Indicators	Items	SD	D	A	SA
			38. Despite engaging in drama, people often have difficulty understanding my pronunciation.				
			39. Participating in drama boosts my confidence in pronouncing difficult words.				
			40. Drama activities do not significantly enhance my pronunciation clarity.				

Notes:

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree

2. Instrument Interview

Interview Blueprint (VALIDATED)

No	Aspect	Indicators	Questions
1	The way drama activities improve students' speaking skills	11. Grammar	16. How can the English drama activities help you improve the use of proper grammar when speaking in public?
			17. Can you provide a specific example of how you learn about grammar through scenarios or dialogue in drama?
			18. How do you apply grammatical rules you learned during drama performances?
		12. Vocabulary	19. How can you enhance your vocabulary through the experience of playing various roles and situations in the drama activities?
			20. What strategies are used in this drama program to help you enhance your vocabulary mastery and use appropriate vocabulary according to the given context?
			21. How does playing different characters in drama activities help you remember and use new vocabulary words?
		13. Comprehension	22. How do the English drama activities help you understand the meaning and context of the dialogue being conveyed when performing?
			23. Can you provide an example of a situation where you have to use a deep understanding of dialogue in drama to convey the emotions or intentions of characters?

No	Aspect	Indicators	Questions
			24. How do comprehension activities in drama help you understand and respond to complex dialogues?
		14. Fluency	25. How do the English drama activities help you overcome difficulties in speaking fluently and without hesitation when performing in front of an audience?
			26. Can you explain how exercises and involvement in English drama can help you feel more confident in speaking in public?
			27. How do regular practice and performance in drama activities contribute to your improved speaking fluency?
		15. Pronunciation	28. How do the English drama activities focus on pronunciation aspects in the context of performing in drama?
			29. Are there any specific exercises or approaches used in this English drama program to help you improve your pronunciation?
			30. How do drama activities help you practice and perfect your pronunciation of difficult words?

3.The Result Of Questionnaire

Aspek of speaking						
Population	Grammar	Vocab	Comprehension	fluency	Pronunciation	Total
Student 1	12	13	13	12	11	61
Student 2	11	14	16	12	14	67
Student 3	10	11	12	12	14	59
Student 4	10	11	11	10	10	52
Student 5	10	9	11	9	10	49
Student 6	11	11	10	10	10	52
Student 7	10	10	10	9	10	49
Student 8	14	16	13	13	13	69
Student 9	12	13	12	9	14	60
Student1 0	13	11	12	11	11	58
Student 11	10	12	12	12	13	59
Student 12	10	11	12	11	10	54
Student 13	10	13	11	11	11	56
Student 14	13	11	8	11	11	54
Student 15	12	14	14	15	14	69
Student 16	14	16	13	13	13	69
Student 17	10	11	10	9	13	53
Student 18	14	12	13	9	13	61
Student 19	10	11	10	12	10	53
Student 20	14	16	16	16	16	78
Student 21	10	12	10	9	11	52
Student 22	11	12	12	12	13	60
Student 23	9	10	11	11	10	51
Student 24	14	13	13	14	14	68
Student 25	10	9	7	6	9	41
Student 26	10	10	10	9	11	50
Student 27	14	14	16	16	16	76
Student 28	10	10	9	11	12	52
Student 29	9	10	11	9	10	49
Student 30	8	11	8	9	10	46
Student 31	10	12	9	10	9	50
Student 32	10	9	12	11	12	54
Student 33	12	12	10	10	10	54
Student 34	13	14	12	12	12	63
Student 35	11	11	11	11	11	55
Student 36	11	11	10	9	10	51

4. The Result Of Interview

The First Respondent

1. Di tata bahasa saya meningkatkan pertama dalam membaca skrip di dalam membaca skrip saya baca ulang ternyata di dalam dialog saya terdapat ada beberapa kesalahan grammar oleh karena itu saya revisi ulang grammar nya dan saya implementasikan di dalam percakapan saat drama di mulai
2. Pertama setelah saya baca ulang tadi dan saya mendapatkan ada beberapa tata bahasa yang kurang atau grammar yang kurang cocok baik pronoun atau kata ganti nya dalam tenses dari situ saya rubah dengan tenses yang di perlukan
3. Ketika pertunjukan drama saya menggunakan scrip yang sudah di revisi atau pun grammar yang sudah benar , yang sudah saya rubah tadi saya gunakan di dalam drama
4. Ketika pembimbing atau pelatih memberikan script awal kan kami harus membaca dari awal sampai akhir itu ada beberapa vocabulary yang belum familiar dari situ saya mencari satu demi satu kata untuk mendapatkan artinya setelah mendapatkan artinya kita dapat memahami konteks dialog drama
5. Untuk strateginya setelah kita memainkan peran di drama vocabulary tersebut tetap saya gunakan dalam kegiatan sehari hari tidak hanya di dalam proses drama
6. Yang pasti nya practice makes perfect selama latihan 2 bulan
7. Untuk memahami konteks pasti nya kita abaca skrip nya dari awal sampai akhir dan tidak mungkin kita langsung berbicara dialog tanpa tahu topic apa yang kita bicarkan
8. Contohnya ada kosa kata baru misalnya saya bilang lawan bicara saya you and the other involves engkau dan yang lain nya terlibat hal ini dan itu kita harus memahami itu terlibat dalam hal apa sesuai dengan fungsi dari kosa kata itu ketika sudah tau maknanya maka penyampaian emosi nya harus pas
9. Pasti nya memahami aktivitas dalam konteks percakapan itu akan membuat percakapan lancar dan tidak tersendat sendat dan tidak ada kesalahan pahaman antara kedua belah pihak
10. Untuk kelancaran ada peningkatan sedikit demi sedikit karena kita kan dalam 2 bulan selalu latihan percakapan itu selalu kita ulang dan pastinya kesulitan dalam berbicara lancar itu ada pengurangan melakukan kesalahan
11. Karena kebanyakan sudah sering latihan menjadi terbiasa maka dari itu kepercayaan diripun meningkat dan focus nya tidak hanya untuk nilai tapi bagaimana penampilan kami bias menghibur para penonton

12. Dari latihan nya pasti masih terdapat karena belum paham nya vocabulary belum pas nya pronunciation untuk saya karena masih yang belum familiar jadi saya ulang terus menerus
13. Sama untuk pronunciation saya latihan sendiri dan cari dan sesekali cari di google tapi setelah itu di benarkan oleh coach atau pembimbing
14. Untuk khusus saya ketik di google translate dan meminta bantuan pembimbing
15. Saya mulai dari kecepatan mengucapkan pronunciation dari pelan pelan sedang hingga cepat

The Second Respondent

1. Jadi waktu kami drama ada script dan di script itu banyak grammar yang masih salah masih ngga sesuai jadi script yang bagian saya itu saya ubah lagi jadi dalam hal itu saya tau itu salah saya ubah ke grammar yang benar dan dari situ ada grammar yang saya tahu
2. Sama dengan jawaban pertama karena script bagian saya masih banyak yang salah lalu saya perbaiki sendiri dari situ saya belajar tata bahasa
3. Saya menerapkan tata bahasa nya dengan menggunakan script dialog yang sudah benar dan sudah di perbaiki di dalam drama
4. Jadi saya meningkatkan kosa kata itu dengan cara mencari arti dari kosa kata yang belum tahu dari script itu
5. Cara nya kosa kata yang baru saya dapatkan artinya saya terapkan kembali tidak hanya selama drama tapi di di daily activity
6. Iya sih benar ketika saya memainkan peran agak sulit kan karena peran nya itu di luar jati diri saya jadi di situ saya banyak kosa kata baru yang saya dapatkan jadi dari drama saya mendapatkan banyak kosa kata dan di terapkan di daily activity
7. Karena sebelum kami latihan dialog kami membaca script dialog tersebut jadi kami memahami alur dan konteks dialog tersebut

8. Jadi karena sudah paham dengan isi dialog maka saya bisa menyampaikan emosi sesuai dengan isi dialog kapan harus marah kapan harus sabar gitu
9. Di bagian ini saya membutuhkan banyak waktu supaya lancar dan tidak terbata bata dalam berbicara karena lawan bicara yang berbicara dengan kelancaran yang tinggi dan cepat membuat saya agak sulit untuk merespon dengan cepat
10. Yang pasti latihan terus menerus dan karena sudah terbiasa maka saat tampil berbicara secara lancar bukan sebuah masalah
11. Sama halnya dengan sebelumnya karena latihan selama 2 bulan itu membuat saya terbiasa karena terbiasa maka kepercayaan diri saya pun stabil dan tidak gugup
12. Latihan terus menerus secara mendalam jadi terbiasa berbicara secara lancar
13. Pelafalan saya membaik karena isi dialog yang selalu saya ucapkan dan praktikan jadi pelafalan saya sedikit demi sedikit meningkat
14. Latihan khusus ya membaca script dan terus di ulang ulang tidak hanya ketika latihan tapi juga di luar waktu latihan
15. Ketika menemukan kata kata yang sulit saya bertanya kepada coach atau dan karena sulit saya melatihnya lebih keras dari pelafalan yang lain

The Third Respondent

1. Untuk meningkatkan tata bahasa pertama latihan dan grammar masih banyak yang salah, penggunaan kata kerja lampau ed di akhir kata dan penggunaan tenses sesuai dengan fungsinya cara meningkatkan nya itu dengan mencatat manual grammar yang salah itu lalu kita pelajari pada saat penampilan drama kita menerapkannya
2. Karena saya narrator saya punya dialog sendiri dari dialog tersebut banyak grammar yang saya pelajari

3. Pertama mencatat grammar yang salah dan di perbaiki setelah itu latihan terus menerus
4. Untuk memaikan peran tentu saja meningkatkan kosa kata sebelum saya ikut drama saya hanya tau kosa kata umum saja ketika peenyusunan script banyak kosa kata baru yang saya dapatkan
5. Jadi latihan terus menerus menggunakan kosa kata yang baru di dapat itu
6. Di sini saya sebagai caplin itu butuh waktu untuk mendalami peran jadi latihan nya pun bertahap dan perlahan
7. Sebelum tampil kita sudah meriview isi dialog drama tersebut karena saya sebagai narrator itu membaca kita harus memahami
8. Saya narrator di moment perkenalan merupakan bagian yang harus di pahami secara mendalam karena tampil pertama dan di moment itu ada action nya jadi harus stabil di sisi pehamaman dan action nya
9. Di bagian ini perlu waktu untuk memahami karena kurang nya ilmu maka latihan nya pun betahap
10. Karena latihan dan penambahan action comedy ketika membaca script narrator itu membuat saya lebih percaya diri ketika melihat penonton tertawa maka nerves saya pun berkurang
11. Latihan dengan coach terus menerus kita sudah terbiasa maka ketika di depan umum semua bias terkendali dan biacara dengan percaya diri
12. Karena latihan rutin selama 2 bulan tentu saja berkontribusi meningkatkan kelancaran berbicara karena sering di ulang ulang saya dan peningkatan yang saya terima saya menyampaikan isi cerita tidak berfokus ke buku
13. Ketika saya latihan terus menerus dengan memabaca alur cerita aspek pelafalan pun sedikit demi sedikit meningkat karena berulang ulang
14. Latihan khusus di bimbing oleh coach ketika ada pelafalan yang salah atau kurang benar itu di kasih tau dan di benar kan setelah itu saya terapkan

15. Untuk pelafalan yang susah di ajarkan oleh coach atau teman teman yang pelafalan nya bagus dan tulis kata kata yang pelafalan nya sulit lalu di praktekan

5.The Result Of Narrative

The first respondent

Di semester 5 Kami mempunyai mata kuliah literatur yang mana pada tugas akhir kami harus menampilkan drama atau penampilan yang diadopsi dari film-film yang memungkinkan membuat penonton juri dan para dosen tertarik untuk menonton drama yang kami Tampilkan Pada kesempatan ini saya sebagai pemeran utama dari judul film The Night come For us yang diperankan oleh Ito

Dimulai dari menyusun script banyak ilmu yang saya dapatkan terutama dalam vocabulary yang mana skrip awal masih banyak penempatan vocabulary atau penggunaan sebagai yang pas untuk disampaikan maka dari itu saya banyak mendapatkan new vocabulary Bukan hanya itu tapi perubahan grammar pun banyak kami ubah karena script awal tidak mengikuti grammar yang benar mulai dari tenses pronoun dan komplemen

Ketika grammar benar dan sesuai selanjutnya saya mendapatkan dan mempelajari pronunciation yang benar karena banyak vocab yang tidak familiar dalam percakapan maka saya mempelajari pronunciation yang baik, oleh karena itu saya merasakan peningkatan pronunciation atau pengucapan yang benar dari setiap kata ketika berbicara atau memulai percakapan saat literatur dan keseharian saya

Dalam percakapan Kesulitan saya dalam memahami apa yang lawan bicara saya katakan apabila dalam percakapan terlalu cepat dalam bicara atau fluency yang cepat. namun apabila saya dan melawan bicara menggunakan kecepatan sedang saya dapat memahami apa yang dibicarakan. tetapi selama 2 bulan kurang lebih kami latihan untuk drama dan seringnya melatih speaking dan percakapan saya merasa ada sedikit peningkatan dalam kelancaran berbicara bahasa Inggris dan lebih dapat memahami topik pembicaraan tanpa ada kesalahan pemahaman namun sampai sekarang kesulitan yang saya alami adalah memahami new vocabulary yang tidak familiar yang jarang saya gunakan dalam keseharian saya.

The second respondent

Literatur show merupakan sebuah penampilan penilaian akhir dari mata kuliah literatur Di semester 5 di mana judul literatur yang ditampilkan yaitu the conspirasi of Canvas dari tbi5b pengalaman saya pada saat literatur Yaitu dimulai dari pembuatan Script dimana saya banyak mengubah script saya karena script yang dibuat tidak sesuai dengan susunan grammar yang baik dan benar dalam hal ini membuat saya mengetahui Bagaimana susunan grammar yang benar kemudian pada saat latihan saya banyak melakukan kesalahan pada pengucapan kalimat atau kata tetapi sering seringnya latihan literatur pada setiap hari saya bisa merubah pengucapan kalimat atau kata dengan benar dan membuat saya lancar pada saat latihan dalam hal ini grammar dan pronunciation saya meningkat dikarenakan saya bisa mengubah kesalahan dalam script yang

dibuat Kemudian pada vocabulary juga meningkat karena sering latihan setiap hari kemudian pada latihan speaking saya kurang dikarenakan sering terjadi kesalahan sebab gugup dan tidak percaya diri dan saya juga kurang paham ketika teman saya berbicara atau berdialog terlalu cepat tapi setelah latihan yang telah dilakukan setiap hari selama kurang lebih 2 bulan mulai dari grammar Francis vocabulary speaking dan pemahaman saya lumayan meningkat hal ini dikarenakan seringnya latihan yang terus-menerus meskipun masih ada kesalahan yang terjadi karena gugup dan tidak percaya diri.

The third respondent

Pada saat semester 5 kami mengadakan drama literatur tentunya drama ini wajib untuk setiap anak yang memilih prodi adris bahasa Inggris untuk memenuhi tugas akhir dengan dosen pada drama ini Tentunya saya mendapatkan banyak peningkatan dari segi grammar yang sebelumnya grammar saya rendah sekali dan sekarang lebih mengerti karena selalu belajar selama kurang lebih 2 bulan berkat bimbingan coach Tbi V B dan teman-teman kelas membantu saya , drama grammar saya mengalami peningkatan karena saya selalu berlatih baik itu secara langsung maupun melalui media sosial menggunakan tenses pronoun yang benar dan Google Translate selain itu mengucapkan saya yang bad juga meningkat karena setiap saya melakukan kesalahan diajarkan, untuk vocabulary Yang Lemah juga mengalami peningkatan sebelumnya hanya tahu yang umum-umum saja menjadi tahu lebih luas lagi saya, fluency saya bertahap awalnya macet Setelah lama berlatih barulah lancar dan pemahaman saya lumayan dapat karena selalu melihat teman-teman latihan di kelas proses Saya belajar bahasa Inggris bermula dari dialog drama yang dibuat oleh teman saya

dari dialog tersebut saya paling susah mempelajari grammar karena menurut saya susah dipahami dan antara bacaan dan pelafalannya berbeda untuk penelitian sedikit mengalami kendala karena walaupun sudah mengetahui lafal yang benar masih terbiasa dengan ucapan yang salah untuk vocabulary saya fifty-fifty karena cukup banyak kosakata umum yang diketahui dan juga banyak kosakata baru yang tidak diketahui untuk fluency saya lancar karena tidak menghafal dan untuk pemahaman saya mengenai dialog saya memahami dialog tersebut karena saya pada saat latihan sebagai narator duduk di kursi tidak terlalu banyak berlatih seperti teman-teman saya lebih fokus dalam pemahaman dialog serta tidak di setiap Scene, pronunciation dan sebab lain sebagainya saya menerapkan aturan tata bahasa dengan cara untuk grammar saya selalu bertanya dengan orang-orang yang mengajarkan saya bagaimana bacaan yang benar menggunakan tensesnya untuk pronunciation saya menjalaninya dengan mencatat manual tulisan bacaan yang baik dan benar pada script narator saya agar tidak lupa setelah dibaca dan setelah dibaca Setiap latihan karena kalau tidak dicatat walaupun tahu sering lupa untuk vocabulary pada dialog saya menandai Bagaimana yang tidak tahu saya kumpulkan dulu lalu saya pahami artinya untuk mengetahui jalan ceritanya untuk menerapkan potensi pada awalnya saya tidak lancar kena skrip yang selalu mengalami revisi jadi saat sudah hafal lancar berubah selalu seperti itu namun Alhamdulillah pada akhirnya saya cukup lancar dan grup pemahaman drama awalnya Saya kurang mengerti alur cerita karena saya baru perdana nonton film mencari Raden Saleh bersama teman-teman jadi makin ngambang pemahamannya namun perasaan sering melalui latihan perlahan saya memahami jalan ceritanya saya meningkatkan kosakata dengan cara melihat teman saya latihan lalu kos kata yang yang saya dapatkan saya praktekan sendiri

6.The Descriptive Statistics Analysis of Survey Data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
x1	36	8.00	14.00	11.1667	1.69874
x2	36	9.00	16.00	11.8333	1.88982
x3	36	7.00	16.00	11.3889	2.11495
x4	36	6.00	16.00	10.9722	2.13121
x5	36	9.00	16.00	11.6944	1.87951
Y	36	41.00	78.00	57.0556	8.38688
Valid N (listwise)	36				

7. Validitas

Correlations							
		Grammar	Vocabulary	ComprehnSION	Fluency	Pronunciation	Total
Grammar	Pearson Correlation	1	.712**	.578**	.577**	.598**	.789**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	36	36	36	36	36	36
Vocabulary	Pearson Correlation	.712**	1	.681**	.701**	.653**	.866**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	36	36	36	36	36	36
ComprehnSION	Pearson Correlation	.578**	.681**	1	.763**	.785**	.893**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	36	36	36	36	36	36
Fluency	Pearson Correlation	.577**	.701**	.763**	1	.718**	.882**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	36	36	36	36	36	36
Pronunciation	Pearson Correlation	.598**	.653**	.785**	.718**	1	.873**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	36	36	36	36	36	36
Total	Pearson Correlation	.789**	.866**	.893**	.882**	.873**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	36	36	36	36	36	36

** . Correlation is significant at the 0.01 level (2-tailed).

8. Reability

Case Processing Summary			
		N	%
Cases	Valid	36	100.0
	Excluded ^a	0	.0
	Total	36	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.819	6

Interview And Narrative Photos

