

## **THE FIFTH-SEMESTER STUDENTS' PERCEPTIONS ON THE IMPACT OF DRAMA PLAY IN LITERATURE IN ELT CLASS ON THEIR ENGLISH-SPEAKING SKILL**

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### **ABSTRAK**

Studi ini meneliti persepsi mahasiswa Program Studi Pendidikan Bahasa Inggris di Universitas Sriwijaya mengenai dampak drama dalam mata pelajaran Sastra di kelas ELT terhadap kemampuan berbicara Bahasa Inggris mereka. Penelitian ini menggunakan pendekatan deskriptif kualitatif, dengan kuesioner dan wawancara untuk mengumpulkan data dari mahasiswa semester lima yang berperan dalam drama dan telah berpartisipasi dalam drama dalam mata pelajaran Sastra di kelas ELT. Hasil penelitian menunjukkan bahwa mahasiswa mempersepsikan dampak drama dalam mata pelajaran Sastra di kelas ELT secara positif, dan mereka merasakan peningkatan pada kemampuan berbicara mereka, seperti penguasaan kosakata, pengucapan, penggunaan tata bahasa, dan kelancaran berbicara. Lebih lanjut, mahasiswa merasakan bahwa drama meningkatkan kolaborasi mereka dengan teman sekelas dan meningkatkan kepercayaan diri. Namun, terdapat beberapa tantangan dalam proses pembuatan drama, seperti komunikasi, naskah, kostum, dan waktu. Secara keseluruhan, mahasiswa mempersepsikan drama dalam mata pelajaran Sastra di kelas ELT secara positif, dan hal itu membantu mereka meningkatkan kemampuan berbicara mereka. Penelitian ini menegaskan bahwa drama dalam Sastra di kelas ELT berpotensi memberikan dampak positif yang signifikan terhadap kemampuan berbicara Bahasa Inggris siswa dan diakui sebagai sumber daya yang berharga untuk cara alternatif latihan keterampilan berbicara guna meningkatkan kemampuan berbicara.

**Kata Kunci:** Persepsi Siswa, Pendidikan Bahasa Inggris, Drama Drama, Keterampilan Berbicara Bahasa Inggris, Dampak.

### **ABSTRACT**

*This study examines students' perceptions in the English Education Study Program at Sriwijaya University regarding the impact of drama play in Literature in ELT class on their English-speaking skills. The research uses a qualitative descriptive approach, with questionnaires and interviews to collect data from fifth-semester students who had roles in the drama play and had participated in the drama play in Literature in ELT class. The result showed that students positively perceived the impact of drama play in Literature in ELT class, and they perceived improvement on their speaking skills, such as vocabulary mastery, pronunciation, grammar*

*usage, and fluency in speaking. Furthermore, students perceived that drama play improved their collaboration with classmates and increased self-confidence. However, some challenges existed in the process of making drama, such as communication, script, costume, and time. Overall, students perceived the drama in Literature in ELT positively, and it helped them improve their speaking proficiency. This study confirms that drama play in Literature in ELT class has the potential to provide a significant positive impact on students' English-speaking skills and is recognized as a valuable resource for alternative ways of speaking skill practice to improve speaking proficiency*

**Keywords:** *Students' Perception, English Education, Drama Play, English-Speaking Skill, Impact.*

## **A. INTRODUCTION**

English as a language has been used as an international communication tool for a very long time. Pennycook in Kurniawan (2024) explains English as a language plays a pivotal role in facilitating communication around the world. This explains why the use of English is very vital as a communication tool. Prachanant in Cherdchoopong & Ratanapruks (2020) explains that English has been used as a global language by people to exchange their opinions and understanding. Therefore, it is known that English has been used as a communication tool for a very long time. As stated by Rao (2019), English is known for being used as a tool for communication by people from one region to another. It has captured the curiosity and dedication of scholars, linguists, and enthusiasts for centuries. As a result, English is studied from elementary to college level.

In English language proficiency, students must master four language skills, which are reading, listening, writing, and speaking. Ali (2022) explains that the four skills of the English language are not only deemed important but also would represent the standing pillars on which the English language rests, and to master English, it is highly imperative to master its four skills. Therefore, each skill has an important role in students' English proficiency, which also becomes the standard or parameter of whether they are successful or not in English language proficiency. Especially the speaking skill because it is the skill that can be measured right away simply by listening to how the students speak using the English language. Rao (2019) explains that among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language.

The importance of speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script (Qureshi, 2007), which explains the

importance of speaking skill proficiency for the students, so they can participate in the conversation without making many mistakes. Akther (2021) argue that speaking skill is considered as the most important skill; it is used to process an effective communication and communication is the basic need of the present world. Due to the importance of proficiency in speaking skills, Students will need a way or a tool to practice their speaking skill.

In practicing speaking skills, especially for students who do not use English as their main language in communication, it is difficult to achieve excellent English speaking. Nurhayati (2016) stated several problems students may face in practicing speaking skills are they feel shy, afraid of making mistakes, and stumble when they utter ideas. Besides that, lack of curriculum emphasis on speaking skills such as teachers' limitations in teaching English proficiency, class conditions not favoring oral activities, limited opportunities outside of class to practice, and examination system not emphasizing oral skills, the supporting environment does not provide in conducting communication. With these problems, students may need a solution so they can achieve English-speaking proficiency. Because of the need to be proficient in speaking skills, education in Indonesia has provided English in the curriculum to support students in English language acquisition. Adipramono (2011) stated that it is important for human intellectuals to learn another language after the mother language. Based on that explanation, the acquisition of English as a second language is important for the students in Indonesia. In higher education in Indonesia, English education has become a study program under the faculty of education. The English education study program at Sriwijaya University helps students to learn deeper English at the college level by providing various subjects, one of which is Literature in English Language Teaching (ELT).

Literature in ELT is one of the subjects offered in the English Education Study Program at Sriwijaya University. It is a subject that helps students' English proficiency by using literature as learning media, which helps the student achieve the goal of learning English. This subject is learned by the students in their fourth semester. As explained in the academic and student guidebook in the period of 2020-2021 (Buku Pedoman Akademik dan Kemahasiswaan 2020-2021, 2020), Literature in ELT is a course aimed at providing students with skills to recognize some drama texts from classical, modern, and contemporary periods and choose a drama to be featured as a class project. Through this course, students read drama texts and are expected to be able to analyze and interpret critically the selected drama text using character analysis studies. In addition, students are expected to speak and write about literature

in a communicative and critical way with their language skills. This explains that there is involvement of literature in students' English learning. Inderawati (2020) explained the role of literature in the ELT classroom, and literary texts are worthy of providing students with rich linguistic input and effective stimuli as one of the ways to express themselves in other languages and also as a potential source of learner motivation for the student. By that explanation, learning English through literature could help the student improve their language skill. Exploring literary texts in English Language Teaching (ELT) provides an opportunity to put language into a context where grammar rules, phrases, and vocabulary already learned can be explored, and at the same time, new words are discovered. As a result, students' ability to read in English improves with a good understanding and reflection on texts from different perspectives (Bessadet, 2022). One of the literatures that can be applied in teaching speaking is the drama play. In addition, the drama play allows students to learn and practice speaking English more through drama scripts (Harmawati, 2017). which explained the use of drama in class could help students practice their speaking skill.

In drama play, students may practice overcoming the problems mentioned above with the practice of using drama. Akyüz & Tanış (2020) argue that in speaking, drama considered as one of the ways to for learners to get a chance to practice English by using target language in life-like situations. Drama and drama techniques can help students to learn and express themselves both through language spoken and language expression as well. Since the students are more active in verbal communication, drama is also a specific action to make the learning process more active, exciting, communicative, and contextual (Masoumi-Moghaddam, 2018). These two explain that drama provided a chance to the students to learn English in like-like situation, also. by using drama; verbal and oral practice are involved so the student may practice their speaking skill not only for their English-speaking proficiency but also in more enjoyable ways and also learn the drama as the literature, so it fulfills the educational purposes while the student achieves it by using more enjoyable ways.

With the implementation of drama play in class, students' language skills, especially speaking skills, are expected to improve from the use of drama in Literature in ELT class, but the one who can testify to the impact of drama on speaking skills is the student itself. Therefore, this study aimed to find how students perceive the impact of the drama play in Literature in ELT class on their speaking proficiency. This study also aimed to find aspects of speaking skills that improve by participating in drama play in Literature in ELT class.

For addressing the gap, this study is guided by two research question:

- How do students perceive the impact of the Drama Play in Literature in ELT Class on the Speaking Proficiency of Fifth Semester Students of the English Education Study Program at Sriwijaya University?
- What aspects of speaking skills were improved by the drama activity from the perspective of fifth-semester students of the English Education Study Program at Sriwijaya University?

## **B. RESEARCH METHODS**

### **Research design**

This study used the qualitative approach to find how students perceived the impact of drama play in improving their speaking skill and what aspects of speaking skill had improved through the drama play in Literature in ELT class.

Perception is a series of experiences from the subject, the student. Pareek (1996) in Ansow *et al.* (2022) explains that perception is a series of processes connecting the processes of receiving, selecting, coordinating, interpreting, testing, and reacting to the object. Perception occurs by using the five senses because perception is related to the subject's experience after they see, hear, and feel themselves related to the object and can conclude what their experience into a perception.

To find out how the student perceived the impact of drama play in improving their speaking skill and what aspects improved from participating in Drama play, a qualitative research method was used. As Creswell & Guetterman (2019) in Smith-Hines (2024) explain qualitative approach is developed to describe or explain human behavior and beliefs shared in a group of humans that shared values, beliefs, ideas, and experiences. This explains that the reason the researcher used the qualitative approach is that the participants shared the same experience which was the drama play in Literature in ELT class. Thus, the qualitative approach is used to capture those perceptions. This is also supported by Putri & Harnadi (2019) who state that qualitative research aims to find a full picture from the human perspective based on the observation of the individual or group.

The results form an analytical description of the investigation. Taherdoost (2022) explains that the qualitative approach collects data from various empirical materials, such as case studies, life experiences, and stories from the individuals, and focuses on their in-depth

meaning and motivations. Also, Lambert and Lambert (2012) state that the use of qualitative description purposely to make a comprehensive summarization in everyday terms of specific events experienced by individuals or groups of individuals. In that explanation, the qualitative description was used as the way of describing the data by summarizing the finding of how students perceive the impact of drama play in improving their speaking skills and what are the aspects that help them in improving their speaking skills.

### **Data Collection**

Questionnaires and In-depth interviews were used in this study. To collect the data, an electronic questionnaire was used in the form of a Google form and spread through WhatsApp to the 31 participants. The interviews were conducted online through Zoom meetings, and the participants of the interview were 10 students out of 31 students selected before because some of them had more dialogues in their roles, such as the main characters and the antagonists. Online interviews were conducted to adjust to the participants' free schedule.

### **Questionnaire**

The questionnaire is the research method that uses a series of questions to collect the data from the participant or respondent. Bhattacharjee (2012) explains that a questionnaire is a research instrument that uses a set of questions (items); the use of a questionnaire is to collect responses from participants in a standardized manner. Hernández *et al.* (2008), as cited in Borgobello *et al.* (2019), explain that questionnaires consist of a series of open and/or closed questions on one or more than one variable. To collect questionnaire, Google Form was used as the medium where students participated in the questionnaire.

The questionnaire in this thesis is in the form of the Likert-scale type. According to Sujarweni (2015) in Saroni *et al.* (2023), the Likert scale is a scale that is used to measure an individual or group of people's attitudes, opinions, and perceptions toward social phenomena. The Likert scale used five scales, which are Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. These scales helped measure the student's perception of the topic.

The question items of the questionnaire were made and developed by the researcher with guidance from the thesis supervisor. After that, the question items were checked and judged by two experts which are the lecturers of the Literature in ELT. In the end, the total of questions items are 26 questions divided into two groups. The questionnaire was shared and

spread out through WhatsApp group in the form of the Google Form link. Students answered the questionnaire by accessing the link, and all of the answers were stored digitally.

### **in-depth interview**

An in-depth interview as a research method is chosen to find a deep explanation and description from the student in the context of how students perceive the impact of drama play in improving their speaking skill and what aspects of speaking were improved from participated in drama play in Literature in ELT class.

Rutledge & Hogg (2020) explain that an in-depth interview is one of many qualitative research techniques that can be used to gather data on the subjective experience of the participants; the data will detail the information and perceived meaning of a particular topic, issue, or process based on the participant's personal experience. Knott *et al.* (2022) add to the explanation that there are types of in-depth interviews. It might be highly structured (using an almost survey-like interview guide), entirely unstructured (taking a narrative and free-flowing approach), or semi-structured (using a topic guide). As for this thesis, the writer decided to used semi-structured interviewing as the form of the interview.

The questions of the interview were made and developed by the researcher through the guidance with thesis supervisor. The total questions are 11 questions. The development of the interview questions was based on the questionnaire' questions. The interview was conducted online via Zoom meetings.

### **Data Analysis**

The method for analyzing the data from the interview is based on the six-phase framework by Braun and Clarke (2006) that explain the six-phase framework, which are:

#### **Familiarization with the Data**

This initial phase involves thoroughly reading through all participants' responses. The writer found the understanding of the data from the interview, which were the answers to the research questions, and achieved the research objectives. In this process, the researcher read all of the results of the interview thoroughly to understand the answers given by the participants based on the list of questions.

### **Generating Initial Codes**

The writer systematically codes the responses from the interview. This involves identifying the answers from the interview that relate to the research questions. Coding allows for a structured approach to data interpretation, facilitating the identification of patterns.

### **Searching for Themes**

After coding, the writer related the answers that were put into codes into broader themes. This step helps in summarizing the data collected through interviews, which allows the writer to see overarching patterns that address the research objectives.

### **Reviewing Themes**

In this phase, identified themes are evaluated for coherence and relevance. writer assesses whether themes accurately reflect the data or provide new meaningful insights into the research questions posed in the interview. In this process, researcher arrange the questions based on their connections under one theme. The result came out with two themes based on the research questions.

### **Defining and Naming Themes**

After each theme is clearly defined named related within the context of the study, this clarity is essential for communicating findings effectively, which means the data are ready to be presented narratively and visually, which is in the form of tables for clarity and in the form of narrative explanation for the presentation. In this process, the researcher defined and named the theme based on the research questions, and the answers were highlighted to make it easier to understand and give deep explanations on each highlighted answer.

### **Producing the Report**

The final phase involves compiling a report that combines all of the processes in analyzing the interview. The writer quotes the data from the interview to illustrate themes and enrich the findings. In this final phase, the findings of the research were supported and enriched by the answers of the participants by quoted their answers to produce the answer with a strong argument behind it



### C. RESULTS AND DISCUSSION

This section presents the findings from the research conducted on the fifth-semester students' perception on the impact of drama play in literature in ELT class on their English-speaking skills. The findings are divided into two parts for the explanation: (1) Students' perceptions on the impact of drama play in Literature in ELT class on students' English-speaking skills. (2) Students' perceptions on the aspects of speaking skills that improved from participated in drama play in Literature in ELT class. Each part of the findings is explained in detail using themes.

#### **Students' perceptions on the impacts of drama play in literature in ELT class on students' English-speaking skill.**

This section provides findings from the questionnaire and strengthens with the findings from the interview. The results of the questionnaire are displayed in the form of a table and the researcher explained the findings below and strengthened the result of the questionnaire with the result of the interview. The presentations of the findings were stored based on the theme. This section is used for the first research question "Students' perceptions on the impact of drama play in Literature in ELT class on students' English-speaking skill."

Table 1 provides an overview of participants' responses regarding the use of Drama Play in Literature in ELT class to improve their speaking skill.

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>Total</b>
I like the drama play activity in literature in ELT class.	10 32.3%	15 48.4%	5 16.1%	1 3.2%	0 0%	31 100%
I believe that drama activity encourages teamwork and collaboration	18 58.1%	12 38.7%	1 3.2%	0 0%	0 0%	31 100%

among  
 students in  
 the Literature  
 in ELT class.

The use of drama in Literature in ELT made me more eager to participate in a speaking activity.	10	16	3	1	1	31
	32.3%	51.6%	9.7%	3.2%	3.2%	100%

I enjoyed the drama activity because it gave me a feeling of achievement after I performed the drama.	10	3	8	0	0	31
	32.3%	41.9%	25.8%	0%	0%	100%

I enjoyed the drama activity because it gave me a chance to use my creative thinking.	12	16	2	1	0	31
	38.7%	51.6%	6.5%	3.3%	0%	100%

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Based on my personal experience, drama allows me to practice my speaking skill more interactively.	12 38.7%	15 48.4%	2 6.5%	2 6.5%	0 0%	31 100%
Based on my experience, I find that drama activities provide feedback in improving my speaking skill.	9 29%	15 48.4%	6 19.4%	1 3.2%	0 0%	31 100%
Based on my experience, I found my strengths and weaknesses in speaking from the drama activity.	10 32.3%	15 48.4%	5 16.1%	1 3.2%	0 0%	31 100%
Based on my experience, I believe the drama activity has the potential to improve	9 29%	16 51.6%	6 19.4%	0 0%	0 0%	31 100%

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my speaking skill.

Based on my experience, I find that practicing the speaking skill from the drama activity can be applied to real-situations.	8	15	6	1	1	31
	25.8%	48.4%	19.4%	3.2%	3.2%	100%

Note: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).

### **Likeness and enjoyment in participating in drama play.**

The result of the questionnaire (Derives from the questionnaire items 1, 4, and 5) reveals that the students liked and enjoyed participating in drama play in Literature in ELT class. The reason students perceived drama play in Literature in ELT positively is students were given the chance to use their critical thinking in the process of making the drama play and drama play gave students feelings of achievement after participating in the drama play in Literature in ELT class. These results also strengthened by the result of the interview (derived from interview item 1) which reveals that there are six out of ten students who are not had experience in drama before and there are four out of ten students have experience in drama. They shared that participating in drama play in the Literature in ELT class was fun as stated by Participant 4: *“It was a fun experience to speak with English because our drama is with English language drama.”* Participant 8 shared the good experience of participating in the drama: *“It gives me the experience to have a good drama; it gives me a chance to perform in front of audiences”*.

### **Participation in teamwork and English-speaking activities.**

Results of the questionnaire reveals (Derives from questionnaire items 2 and 3) Students perceived that drama encouraged them to participate in teamwork and collaboration among the students and students felt more eager to participate in speaking activities in drama play in Literature in ELT class. These results are also supported by the result of the interview

(interview items 6 and 7) It reveals that collaborative work in drama is one of the activities students like to do. As stated by Participant 4 *"I like when we do teamwork to make this drama a success. So, we have to train. We have to practice, and then spend a lot of time with my friends."* In that activity they practiced together to succeed in the drama, it also revealed from the interview that there were students who felt they needed to participate in an English-speaking activity. As stated by Participant 5 *"I need to speak more because the drama inspired me to speak more. So, in the class before performing the drama, I was one of the silent students. So, after performing the drama, I know that I have to speak more."*

### **Positive impacts of the drama play.**

(Derives from the questionnaire items no 6, 7, and 8) Students perceived there are several positive impacts they got from participated in drama play in Literature in ELT class. The impacts are they perceived that drama play provided a way of practicing speaking more interactively, they got feedback for their speaking skill improvement and they also found their strengths and weaknesses in speaking from participated in drama play in Literature in ELT class. These results also strengthen from the results of the interview (derived from interview item 8). There are various positive impacts of the drama play such as awareness when talking to others, as stated by Participant 5 *"I felt that I am more aware when I talk to someone, like when I talk to a lecturer, I should talk in this way, while for my friend, I talk this way."* There is also an improvement in how they express using other than using words. As stated by Participant 4 *"I think I improved in like how to express myself I mean, we are not only speak using words but we also speak with how we express or the body language."*

### **Improvements in English-speaking skills.**

It reveals from the result of the questionnaire that (derives from question items 9 and 10) The students perceived that drama has the potential to improve their speaking skills and the speaking skills they practice from drama in Literature in ELT class can be applied to real-life situations. These results were also strengthened by the results of the interview (derived from question 11) Students perceived drama play in Literature in ELT class 100% helped in their speaking skill improvement. As stated by Participant 6 *"Yes. 100%. I agree with that. Even though it's not perfectly applicable to our daily life speaking skills, it is beneficial to improve the foundation we try to build on gaining our English perspective when talking. I think that is."*

*That is my opinion.” And Participant 9 said that “Yes. I will surely 100% say that it improved my speaking skills.”*

### **Students’ perceptions on the aspects of speaking skill that improved from participated in drama play in literature in ELT class.**

This section provides findings from the questionnaire and strengthen with the findings from the interview. The results of the questionnaire are display in form of a table and researcher explained the findings below and strengthen the result of the questionnaire with the result of the interview. The presentations of the findings were stored based on the theme. This section is used for the second research question. “Students’ perceptions on the aspects of speaking skill that improved from participated in drama play in Literature in ELT class.”

Table 2 provides an overview of participants' responses regarding the impact of drama play in Literature in ELT class to improve their speaking skill.

Statements	SA	A	N	D	SD	Total
I find that the drama activity helped me in improving my speaking skill.	11	16	4	0	0	31
	35.5%	51.6%	12.9%	0%	0%	100%
I feel motivated to explore the various expressions in English through the drama.	12	11	6	2	0	31
	38.7%	35.5%	19.4%	6.5%	0%	100%
I am now more aware of the need to use appropriate expressions in various situations.	11	14	5	1	0	31
	35.5%	45.2%	16.1%	3.2%	0%	100%
After the drama activity, I believe my grammar has improved.	3	11	12	4	1	31
	9.7%	35.5%	38.7%	12.9%	3.2%	100%

After the drama activity, I believe my pronunciation has improved.	9	18	4	0	0	31
	29%	58.1%	12.9%	0%	0%	100%
After the drama activity, I believe my vocabulary has improved.	10	16	5	0	0	31
	32.3%	51.6%	18.1%	0%	0%	100%
After the drama activity, I believe my comprehension of the English language has improved.	6	16	8	1	0	31
	19.4%	51.6%	25.8%	3.2%	0%	100%
After the drama activity, I believe my fluency in speaking English has improved.	5	16	6	3	1	31
	16.1%	51.6%	19.4%	9.7%	3.2%	100%
I am now more confident when engaging in speaking activities outside of drama play.	4	13	9	4	1	31
	12.9%	41.9%	29%	12.9%	3.2%	100%
I am not afraid anymore to participate in the conversation with my classmate using the English language.	3	14	12	2	0	31
	9.7%	45.2%	38.7%	6.5%	0%	100%
I am more aware of others when they express their opinion and be able to express mine.	3	21	6	1	0	31
	9.7%	67.7%	19.4%	3.2%	0%	100%
After the drama activity, I overcame my fear of speaking and as a result I made less mistakes in speaking English.	7	11	10	3	0	31
	22.6%	32.3%	35.5%	9.7%	0%	100%

After the drama activity, I feel my ability in pronouncing difficult words has improved.	8	18	5	0	0	31
	25.8%	58.1%	16.1%	0%	0%	100%
Practicing the dialogues in the drama script helps me in using correct grammar while speaking.	9	16	6	0	0	31
	29%	51.6%	19.4%	0%	0%	100%
Role-playing a character from the drama helped me improve my speaking skill.	7	18	4	2	0	31
	22.6%	51.8%	12.9%	6.5%	0%	100%
Improvisation in drama encourages me to explore a wider range of vocabulary.	8	18	5	0	0	31
	25.8%	58.1%	16.1%	0%	0%	100%

Note: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).

### **Drama improved students' English-speaking skills.**

From the result of the questionnaire students perceived that the drama play they did in Literature in ELT class helped improve their speaking skills and helped to motivate them to explore various expressions in English. (Derives from the questionnaire 1 and 2) Students positively perceived that drama play in Literature in ELT class helped them improve their speaking skills and also motivated them to explore various English expressions. These findings were also strengthened by the result of the interview (derived from interview item 6) Students perceived there are improvements they got from participated in drama play in Literature in ELT class such as improvement in pronunciation and flow in speaking, as stated by Participant 7 *"I think I felt the improvement in my pronunciation and then in my flow in speaking. So, I could know what is the high tempo and what is the slow tempo when I am speaking."* Also, there are improvements other than aspects of speaking skills like their confidence, as stated by Participant 1 *"It helps me somehow to be a better person in terms of speaking, like I have more confidence and encourage myself to speak up in front of everyone."*



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**Improvements in their aspects of speaking skills.**

(Derives from questionnaire items 5, 6, 7, 8, 13) Students perceived there are improvements in their aspects of speaking skills after participated in the drama play in Literature in ELT class. Improvements such as better pronunciation, enrichment in vocabulary, better comprehension in English language speaking, and improvement in fluency when speaking English. These findings were also strengthened by the results of the interview (derived from interview items 5 and 10) As stated by Participant 4 there is improvement on the fluency “...And then, as I told you, the fluency and the courage to speak in English is improved. I could say that.” As stated by Participant 5 that explain there are improvements in pronunciation “Part of improving my speaking skill is pronunciation. Because when we practiced the drama, we did practice sounding the words. There I found my mistake in pronouncing some words...” Participant 10 explained there is improvement in the vocabulary “...So, it really helped me; it improved my vocabulary, and then also speaking because I speak with it even though my line isn't much, just like three lines, but I listen to others, and I got new vocabulary in it. So, I think, yeah, it helped me in speaking.” Participant 8 also explained there are improvements in their grammar and vocabulary. “...Also, the grammar improvements and also the vocabulary enrichment, as I explain, this drama from the novel adapts to drama, so we used poetic words in it, and it makes me learn more about vocabulary.”

**Other improvements outside the aspects of speaking skills.**

(Derives from the questionnaire items 3, 9, 10, 11 and 12) Students perceived that there are improvements other than the aspects of speaking skills after participated in the drama play in Literature in ELT class such as awareness when expressing something increased, awareness when exchanging opinions also increased and their self-confidence also increased. These findings are also supported by the results of the interview (derived from interview items 5 and 8) Students perceived are improvement in their awareness when they talk to others. As stated by Participant 5 “I felt that I am more aware when I talk to someone, like when I talk to a lecturer, I should talk in this way, while for my friend, I talk this way.” Supported by Participant 4 who stated that he understands more of someone else in terms of communicating “I think I learned to understand someone else. Yeah. We have to understand what some or another person is thinking. I learned how to work and grow.” Participant 3 explained the improvement is in how to express and use body language. “I think I improved in like how to express myself I mean, we not only speak using words but we also speak with how we express ourselves or the

*body language, so I learned how to like to get angry in the drama or being sad yeah something like that how to express our speaking without using a word.*” Participant 1 stated that the improvement is in the confidence level *“It helps me somehow to be a better person in terms of speaking, like I have more confidence and encourage myself to speak up in front of everyone.”* It is also supported by Participant 3 *“After performing the drama, I learned some lessons from it, like enhancing my confidence while talking to people.”*

### **Drama activities that helped improve their speaking skill.**

(Derives from questionnaire items 14, 15, and 16.) Students perceived the activities in drama such as practice, role-play, and improvisation they did have an impact on their speaking skills like using the correct grammar while speaking, and helped explore a wider range of vocabulary. These findings are also supported by the result of the interview (derived from interview items 6) Participant 3 explains about the practice that helped in the speaking skill improvement *“I think the activity that I like the most is when we do the practice. In practice, I can do a lot of stuff, such as reading the script, and also do the improvisation without worrying about the attention or the eyes that look at me, so I can do a lot of improvisation in practice. By improving, I got more confident since it's practice. My friend also gave me feedback, and we discussed the drama itself.”*

### **Discussion**

This section answers the research questions. “How do students perceive the impact of the Drama Play in Literature in ELT Class on the Speaking Proficiency of Fifth Semester Students of the English Education Study Program at Sriwijaya University?” and “What aspects of speaking skills were improved by the drama activity from the perspective of fifth-semester students of the English Education Study Program at Sriwijaya University?” It looks at how drama play influences the speaking proficiency of fifth-semester students of the English education study program at Sriwijaya University. Based on the results of the questionnaire and interview, students indicated that the use of drama play in Literature in ELT class has a positive impact on the improvement of their speaking proficiency.

The fifth-semester students perceived the drama in Literature in ELT class has impacted their speaking proficiency positively, derived from the result of the questionnaire and strengthened by the interview. Students perceived the drama play as an activity they liked and enjoyed participating in. Drama gave the students a chance to use their creative thinking and

gave them the feeling of achievement after the drama play ended. Students also perceived that drama encourages them to participate in speaking activities and collaborate in teamwork in the drama play in Literature in ELT class. As learning media, students perceived the drama play in Literature in ELT class, which helped to provide an interactive way of practicing speaking skills. From the drama play, students found their strengths and weaknesses in speaking and improved their speaking skills through feedback from each other. Furthermore, students believed in the drama's potential to improve their speaking skills and the practice from the drama play can be applied to real-life situations.

The fifth-semester students perceive there is improvement in the aspects of speaking skills from participated in drama play in Literature in ELT class. Derived from the result of the questionnaire and strengthened by the interview. Students perceive the aspects of speaking skills, which are vocabulary, pronunciation, fluency, comprehension, and grammar, are positively improved. Furthermore, the activities students participated in such as practice, role-play, and improvisation helped in improving those five aspects of speaking skill, however, there are disadvantages students face such as the script is too long and too centered around the main character, the nervous student feels to perform in front of the audience, and the emotional complex and also, the disadvantage that is not related to the speaking skill such as the costume and preparation time, students still perceived that drama plays in Literature in ELT class motivated them in exploring various expressions in English and helped in enhanced students self-confidence, and generally helped in improving students' speaking skill.

Overall, the impact of drama plays in Literature in ELT class on the improvement of students' speaking proficiency is largely positive. Most of the students perceived a significant improvement in their speaking skill proficiency. Particularly in vocabulary enrichment, better pronunciation, comprehension in speaking, and grammar usage in speaking are the improvements students perceive. Additionally, drama play gave students a chance to have an interactive way of speaking practice. Therefore, students feel drama play challenges their creative thinking and makes them feel more eager to participate in speaking through drama activities such as practice, role-playing the character, and improvisation. Furthermore, students perceived that the drama activity encouraged them to collaborate and did teamwork with their classmates; it gave them a chance to do activities together, and students found their strengths and weaknesses through collaboration and teamwork with classmates by giving feedback to each other. In the end, students perceived their positivity toward drama activity in Literature

in ELT class through the feeling of achieving success at the end of the drama play. Therefore, they believe in the drama play's potential to improve student speaking skills

#### **D. CONCLUSION**

Based on the findings and discussions in this study, it can be concluded that the majority of the students of English education at Sriwijaya University who played drama in the *Literature in ELT class* perceived that drama play helped them improve their speaking skills. They perceived the drama positively improved their speaking proficiency, particularly in vocabulary enrichment, pronunciation enhancement, grammar usage, and English-speaking fluency. Furthermore, they perceived that drama play improved their collaboration with classmates and increased student self-confidence in speaking English. The conclusion was strengthened further by the result of the questionnaire and interview, which presented the students' positive perceived the impact of drama on their speaking skill proficiency through the drama potential, which provided them with an interactive way of practicing speaking skills in the forms of various activities such as practice, role-play, improvisation, script work, and collaborative work, and with the activities they did, it challenged students' creative thinking and collaborative work with classmates. Although students perceived there were disadvantages, they faced in the process of making the drama, such as communication, the script, costume, and time preparation. However, they still perceived the drama positively improved their speaking skill and improved the aspects of speaking skill proficiency

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