

**THE INFLUENCE OF USING DRAMA ON THE
ENGLISH SPEAKING LEARNING**

THESIS

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ON THE SPEAKING LEARNING**

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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

A R - R A N I R Y

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ABSTRACT

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This research explores the influence of drama-based learning on students' English speaking skills within the English Language Education Program at UIN Ar-Raniry Banda Aceh. By incorporating drama techniques such as role-playing and performance into speaking activities, students are provided with meaningful opportunities to enhance their pronunciation, fluency, and self-confidence in authentic communicative contexts. A quantitative research design was employed, utilizing a Likert-scale questionnaire distributed to 33 students from the 2021 cohort who had completed the Literature in English Education course and participated in drama-based projects. The findings demonstrate a generally positive response from students toward the use of drama as a language learning medium. Most participants reported significant improvement in their fluency, pronunciation accuracy, and confidence when speaking English. Additionally, the results indicate that drama activities contribute to increased motivation and engagement in the classroom by creating a dynamic and supportive learning environment. Descriptive statistical analysis, including mean scores and frequency distributions, was conducted using Microsoft Excel to interpret the data. Overall, the study concludes that drama is an effective pedagogical tool for enhancing students' English speaking skills. It is recommended that educators integrate drama-based activities into speaking and literature lessons to promote communicative competence and foster active learner participation.

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CHAPTER I

INTRODUCTION

A. Background of Study

In recent years, the use of innovative methods in language learning has become increasingly important, especially in higher education where students are expected to acquire both proficiency and confidence in English communication. Among various approaches, drama has gained attention as an effective tool to enhance English speaking skills, particularly for students majoring in English Education.

Drama-based activities, such as role-playing, dialogue reenactments, and short performances, are known to help students practice pronunciation, improve fluency, and build self-confidence—aspects often not fully addressed in traditional language learning. Although the implementation may vary in each class, students' experiences with drama can provide insight into how these activities support their speaking development.

At the English Education Department (PBI), drama has been introduced as part of learning activities to help students express themselves more naturally and reduce anxiety in speaking English. Rather than relying solely on textbook dialogues, drama encourages creative and meaningful language use in the classroom setting.

According to Brown (2004), speaking is “an interactive process of constructing meaning that involves producing, receiving, and processing information.” This definition highlights that speaking is not only about delivering

words but also understanding context and responding appropriately. Therefore, to help learners develop these skills effectively, teaching methods should be dynamic and interactive—such as those found in drama-based learning.

Several studies support the use of drama in language learning. According to Lee (2017), drama-based techniques help learners overcome speaking anxiety, improve pronunciation, and enhance fluency. Similarly, Eckersley (2016) emphasizes that drama improves communicative competence by simulating real-life situations, allowing learners to practice speaking meaningfully and interactively.

This study explores how students perceive the influence of drama on their English speaking skills. The data was collected through a questionnaire that focuses on key aspects such as fluency, pronunciation, and self-confidence. By analyzing students' responses, the research aims to understand how drama-based activities have supported their speaking development from the learners' own perspectives.

B. Research Questions

Based on the background of the study above, the research questions can be formulated as follows:

1. How is the process of using drama in enhancing students' English speaking skills?
2. What steps and techniques are most effective in facilitating this process?

C. Research Aims

This study aims to:

1. Explore students' perceptions regarding the use of drama-based activities in enhancing English speaking skills, and identify techniques they find most effective.
2. Assess the results of drama-based activities on students' speaking proficiency, with a focus on pronunciation, fluency, and especially self-confidence, as perceived through the responses in the questionnaire.

D. Significance of the Study

This study is expected to provide several contributions, as follows:

1. To the field of English language teaching

This research contributes to the development of innovative teaching methods by emphasizing the use of drama as a strategy that can support students' speaking development, particularly in fluency, pronunciation, and confidence.

2. To English Education students

The study offers practical insights for pre-service teachers by showing how drama-based techniques can be useful in encouraging student engagement and communication in class.

3. To future researchers

This study provides empirical data on student perceptions regarding drama

in speaking learning, which can be used as a reference for similar research using self-report instruments like questionnaires.

4. To the institution (UIN Ar-Raniry)

The findings of this study may serve as a reference to improve English speaking courses by integrating creative approaches that support fluency and confidence among students.

E. Terminologies

To avoid misunderstanding, the following operational definitions are provided:

1. Influence

In the context of language learning, *influence* refers to the extent to which a particular method or activity brings about change in learners' behavior, skills, or attitudes. In this study, it refers to how drama-based activities affect students' speaking performance and engagement, as perceived through their responses to the questionnaire. According to Richards and Schmidt (2010), influence in language learning involves measurable or observable changes in learners' language use and learning outcomes as a result of specific interventions or teaching methods.

2. Drama

Drama in this study refers to classroom-based performance activities such as role-playing, dialogue reenactments, and improvisation. It is not drama in the sense of literary analysis, but a language learning technique that allows students to express themselves more freely and confidently.

As Kao and O'Neill (1998) explain, drama in the ESL/EFL classroom provides learners with opportunities to use English in meaningful contexts, helping to reduce anxiety and encourage authentic language use. In this study, drama is measured not by direct observation, but by students' self-reported experiences in using drama during learning.

3. Speaking Skills

Speaking skills refer to students' ability to express thoughts and ideas clearly and confidently in spoken English. This includes three core elements:

- a. Pronunciation: how accurately sounds and words are produced,
- b. Fluency: how smoothly and naturally speech flows,
- c. Confidence: the speaker's self-assurance and willingness to communicate.

According to Brown (2004), speaking is "an interactive process of constructing meaning that involves producing, receiving, and processing information." This highlights that speaking is not only about producing sentences but also about interacting and reacting in real-time, which requires fluency, clarity, and confidence. In this study, speaking skills are measured through students' self-assessment based on their experience using drama techniques in class.