

**STUDENTS' PERCEPTIONS TOWARD DRAMA PROJECT IN
ENHANCING THEIR SPEAKING ABILITY IN ENGLISH
EDUCATION STUDY PROGRAM AT SRIWIJAYA
UNIVERSITY**

A THESIS

By:

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION STUDY PROGRAM**



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

2025

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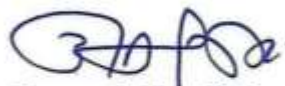


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DECLARATION

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Certify that this thesis entitled "Students' Perceptions in English Education Study Program at Sriwijaya University Toward Drama Project in Enhancing Their Speaking Ability" is my own work and I did not do plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia No. 17, 2010 regarding plagiarism in higher education. Therefore, I deserved to the court if I am found to have plagiarized this work.

Palembang, March 2025

The Undersigned,



Farras Azzahra

DEDICATION

I dedicate this thesis to my beloved family, especially to my mom and my dad, who never stop supporting, praying for, caring for, and loving me. It is an honor to have parents who wholeheartedly support their child to pursue her dreams. I am deeply grateful for your existence and everything you have done for me. Please live longer, mom, dad.

MOTTOS

“Allah is sufficient for us, and He is the best Disposer of affairs.”

(Q.S. Ali ‘Imran, 3:173)

“There is always opportunity to improve yourself in every step you take”

“You are what you think”

-mom-

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Palembang, March 2025

The Researcher

A handwritten signature in black ink, appearing to be 'Farras Azzahra', written in a cursive style.

Farras Azzahra

TABLE OF CONTENTS

APPROVAL	i
COMMITTEE APPROVAL.....	i
DECLARATION.....	ii
DEDICATION.....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vii
LIST OF TABLES	ix
LIST OF APPENDICES	x
ABSTRACT	xi
CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Background of The Study	1
1.2 Research Questions	3
1.3 Research Objectives	4
1.4 Significance of Research	4
CHAPTER II	5
LITERATURE REVIEW.....	5
2.1 Students' Perception.....	5
2.2 Drama Project Based Activities	6
2.3 Speaking Ability	9
2.4 Previous Related Studies	9
CHAPTER III	11
METHODOLOGY.....	11
3.1 Research Design	11
3.2 Operational Definition.....	12
3.3 Site and Participants	12
3.4 Data Collection.....	13
3.4.1 Interview	13
3.5 Data Analysis	15
3.5.1 Data reduction.....	15

3.5.2 Data display	15
3.5.3 Conclusion drawing and Verification	16
3.6 Triangulation	16
CHAPTER IV.....	17
FINDINGS AND DISCUSSION	17
4.1 Findings of The Study	17
4.1.1 Students' Perceptions of Drama Project in Enhancing Their Speaking Ability	17
4.1.2 Students' Enhancements in Speaking Ability through Drama Project .	25
4.2 Discussions	32
CHAPTER V	35
CONCLUSIONS AND SUGGESTIONS	35
5.1 Conclusions	35
5.2 Suggestions.....	35
REFERENCES.....	37
APPENDICES	42

LIST OF TABLES

Table 3.1 Interview Questions.....	14
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LIST OF APPENDICES

APPENDIX A Interview Transcript	42
APPENDIX B Documentation of Interview	70
APPENDIX C Students Member Check.....	75
APPENDIX D Surat Usul Judul Skripsi	85
APPENDIX E Surat Keputusan Pembimbing Skripsi	86
APPENDIX F Surat Keputusan Izin Penelitian	88
APPENDIX G Thesis Exam	89
APPENDIX H Surat Persetujuan Mengikuti Ujian Skripsi	90
APPENDIX I Thesis Consultation Card.....	91

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ABSTRACT

Drama is a dynamic and engaging language learning method that allows students to practice speaking in interactive way. Students may confidently express themselves while enhancing their various aspects of speaking. The aims of this research were to explore students' perceptions toward drama project and identified the specific aspects of speaking that have improved through their participation in drama project. This research was conducted at Sriwijaya University, which involved 10 students of English Education study program who had taken the "Literature in ELT" and involved in drama project as a part of the coursework. This research employed qualitative research methods and the data of this research were collected through semi-structured interview. The findings revealed that most of the students perceived drama project as an effective approach and acknowledged its role in improving their speaking abilities. They expressed significant improvements in pronunciation, fluency, and vocabulary due to frequent practices. The collaborative aspects of drama also contributed to help them enhance their confidence. However, several challenges were also faced by the students, including nervousness, memorizing long dialogues, technical problem, and limited speaking lines for certain participants. In addressing those challenges, they do more practice and sought feedback from their peers and lecturers. This study provided valuable insights and suggestions for students, educators, and future researchers.

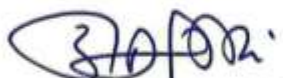
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CHAPTER I

INTRODUCTION

This chapter presents (1) the background of the study, (2) the research questions, (3) the research objectives, and (4) the significance of the study.

1.1 Background of The Study

The widespread use of English has created previously unthinkable chances for education and communication. As Lingua Franca, English facilitates people from different language and culture backgrounds in communication between speakers of various languages and cultures (Fang & Baker, 2018). Thus, understanding 4 basic English skills: listening, reading, writing, and speaking is important. These skills are essential in creating communication, especially for the students in language learning process. Among of these skills, speaking is considered as one of the most crucial yet difficult skill to acquire. Speaking skill is recognized as a crucial tool for students to effectively communicate and express meaning (Sirisrimangkorn, 2018). Aligned with Leong and Ahmadi (2017) which state that speaking skill is not an easy effort, it requires knowledge of several important concepts, including pronunciation, grammar, vocabulary, fluency, and comprehension.

In English learning context, students are required to improve their speaking skills, as speaking is often used as a measure for assessing their English language proficiency. However, there are many students who have speaking issues. Students with low speaking proficiency typically struggle with vocabulary, grammar, and pronunciation, which are all language proficiency aspects (Riadil, 2020). Other issues that students' often face in speaking are related to psychological issues such as, stress, anxiety, and lack of confidence when speaking in English. Students sometimes fear of making mistakes, being nervous, and being judged by their peers.

Therefore, it is essential to explore teaching methods that can boost students' confidence in speaking. In this context, drama project is one of the effective language teaching approach in making innovative learning that provide students with a proper context and experience. Based on the study of Masoumi (2018),

Drama is a particular technique used to enhance learning by making it more dynamic, engaging, conversational, and contextual. It combines cognition, language, and feeling in a variety of dynamic and creative ways (Purnomo, 2023). Learning drama can be beneficial for the students. As Idogho (2018) mentioned that Drama could give students first-hand knowledge and insight, which would make it as a useful teaching tool. Moreover, the implication of drama projects in engaging students' confidence in speaking is essential because drama not only encourage students to speak but also provides an opportunity for them to build their mental and social skills. In addition, drama can also be a motivator to stimulate students' creativity and develop their deeper comprehension of language structure, cultural context, and boost their confidence to communicate in a real purpose. Through practice speaking in a real-life context, drama activities help students improve their fluency, confidence, and general communicative competence.

In the fourth semester of Sriwijaya University's English Education Study Program, drama also takes place in the Literature in ELT class. The last project for the students is to make a drama. Students need to explore pre-existing stories and change them for a drama production. In performing drama, students should focus on improving their pronunciation, intonation, and fluency as they act out the scripts for the adapted dramas. Through interaction with an audience, this project offers them the chance to improve their language and speaking abilities. They also need to improve on how they interpret characters, deliver dialogue, and express their emotions in order to make their performance compelling and memorable.

Previous studies on the use of drama projects in English language learning have generally concentrated on other English language proficiency skills rather than speaking. For instance, a study by Law (2021) emphasizes how drama techniques significantly affect students' performance in English reading comprehension achievement. Slovacek et al., (2024) investigate how using drama-based methods can improve vocabulary development in students by making learning more exciting and interesting. Rahmayanti et al., (2024) also examine how well students can write drama scripts using folk tales as a medium, offering insights into their performance

as a whole and emphasizing the value of integrating cultural narratives into language instruction. It is clear from these studies that drama projects have been showed to improve a number of English language proficiency skills, including writing, vocabulary development, and reading comprehension.

Nevertheless, while some studies emphasize the broad advantages of innovative methods, such as drama projects, for language acquisition, they generally do not thoroughly investigate the ways in which these methods affect particular aspects of speaking ability. Furthermore, there is no research that directly investigate about the impact of drama project in improving students' speaking ability at Sriwijaya University, which leave a gap in the literature. Gaining an understanding of this relationship may help determine how well drama-based learning activities work for language acquisition in higher education settings, especially when it comes to improving university students' communicative skills.

Aligned with the explanation above, this study aims to fill this gap by investigating how Drama projects are perceived by fourth-semester English study program students that have got the Literature in ELT course and how they affect their speaking ability and general communicative skills. Therefore, the researcher is interested in conducting a study entitled **Students' Perception in English Education Study Program at Sriwijaya University Toward Drama Project in Enhancing their Speaking Ability** to explore these aspects in detail.

1.2 Research Questions

1. How do the students perceive the effectiveness of drama projects in enhancing their speaking abilities?
2. Which specific aspects of speaking ability do the students find most improved through drama projects?

1.3 Research Objectives

1. To find out students' perceptions of the effectiveness of drama projects in enhancing their speaking abilities.
2. To identify which specific aspects of speaking ability are most improved by drama projects.

1.4 Significance of Research

This research carries significant values for various stake holders in the educational principal.

1. Researchers and Educational field

This research adds valuable insights to the current understanding of how drama projects can impact language learning and development, particularly in relation to fostering confidence and speaking skills. By providing a foundation for further research, it potentially resulting a development of innovative pedagogical approaches that use the drama to enhance students' learning outcomes.

2. Educators

This research provides valuable insights into how educators can effectively integrate these projects into their curriculum to foster confidence and enhance speaking skills, by exploring students' perceptions of drama projects.

3. Students

For the students, this research helps them in equipping them with the skills and mindset to confidently engage in communication. Students can also explore more engaging and interactive learning environments through the use of drama projects, ultimately improving the student experience.

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