

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

A THESIS

By

Aldi Pratama

06011282025019

ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

2025

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

A THESIS

By

Aldi Pratama

06011282025019



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

2025

Approved by, Advisor

A handwritten signature in blue ink, appearing to read 'Eryansyah'.

Eryansyah, M.A., Ph.D.

NIP. 196907181995121001

**Certified by,
Coordinator of English Education Study Program**

A handwritten signature in blue ink, appearing to read 'Eryansyah'.

Eryansyah, M.A., Ph.D.

NIP. 196907181995121001

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

A THESIS

By

Aldi Pratama

06011282025019



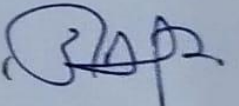
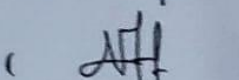
This thesis was defended by the writer in the final program examination and was approved the examination committee on:

Day: Wednesday

Date: March 26, 2025

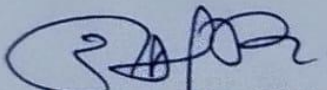
EXAMINATION COMMITTEE APPROVAL:

1. Chairperson: Ervansyah, M.A., Ph.D.
2. Member: Nova Lingga Pitaloka, S.Pd., M.Pd.

()
()

Palembang, July 1 2025

**Certified by,
Coordinator of English Education Study Program**



Ervansyah, M.A., Ph.D.

NIP. 196907181995121001

DECLARATION

I, undersigned

Name : Aldi Pratama
Student's Number : 06011282025019
Study Program : English Education

Certify that thesis entitled "The fifth-semester students' perceptions on the impact of drama play in Literature in ELT class on their English-speaking skill" is my own work and did not have any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, deserve to face court if I am found to have plagiarized this work.

Palembang, 2025

I undersigned



Aldi Pratama

NIM 06011282025019

DEDICATION

This thesis is dedicated to:

My beloved parents, Shahrul and Sumiati

my sister, Syafira Agustin

Who always support me and love me endlessly.

My friend who always accompany me in the process of writing this thesis

Ikhsan Maudiansyah and Muhammad Alif Bafa Adma.

And all of my friends in SEESPA.

ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin, thanks to Allah SWT who always guides my path, protects my heart, and heals my mind, even sometimes in the lowest stage. With His great grace and chance, I finished this thesis and carried out my education at English Education, Sriwijaya University. Of course, I felt very proud and lucky to become part of this great campus and finish my education as a bachelor, with this thesis as a proof.

I completed this thesis with lots of support from amazing people around me. Therefore, I would like to express my deepest gratitude to the valuable people who have been a part of my journey to complete this thesis.

Firstly, I would like to express my gratitude to my thesis advisor and current coordinator of English Education Study Program, Eryansyah, S.Pd., M.A., Ph.D. for all his guidance, insightful feedback, and support throughout the whole process of writing this thesis.

Secondly, I am also grateful to the Dean of Faculty of Teacher Training and Education, Dr. Hartono, M.A., the Vice Dean of Academic Affairs, Dr. Rita Inderawati, M.Pd., the Head of the Language and Art Education, Prof. Soni Mirizon, M.A., Ed.D., Fiftinova, S.S, M.pd., the staff members, and all lecturers of English Education Study Program at Sriwijaya University for their encouragement, support, and knowledge they have given to me during my study here.

Also, I would like to thank the participants of the research, the current six-semester students of English education Study Program at Sriwijaya University for their willingness to be the participants of this study.

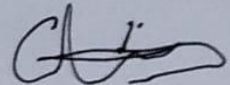
Next, my family and friends also deserve my sincere gratitude. I would like to thank my parents (Syahrul and Sumiati) who have given me support, advice, and motivation. They have also showered me with tons of love. Then, a sincere thank is given to my sister (Syafira Agustin) for the support she always gives to me.

Furthermore, I would like to thank my friends, Ikhsan Maudiansyah and Muhammad Alif Bafa Adma for the support and accompaniment they gave during the process of writing, arranging, and completing this thesis.

Lastly, I would like to thank my friends in SEESPA for the journey, stories, laughs, tears, and knowledge in the past four years. I hope all of the success for you all in pursuing your dream. Thank you all for being part of this important journey of pursuing my academic title.

Palembang, March 2025

The writer

A handwritten signature in black ink, appearing to be 'Aldi Pratama', with a stylized, cursive script.

Aldi Pratama

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL PAGE	ii
EXAMINATION COMMITTEE APPROVAL PAGE	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS.....	viii
ABSTRACT.....	xii
CHAPTER I	1
INTRODUCTION	1
1. Introduction.....	1
1.1 Background of the Study	1
1.2 The Problems of the Study	3
1.3 The Objectives of the Study	3
1.4. Significances of the Study.....	4
CHAPTER II.....	5
LITERATURE REVIEW.....	5
2.1 Speaking Skill.....	5
2.1.1 Definition of Speaking Skill	5
2.1.2 The Importance of Speaking Skill.....	5
2.2 Literature in ELT	6
2.3 Educational Drama.....	6
2.3.1 Drama in Language Education.....	6
2.3.2 Impact of Drama on Students' Speaking Skills Proficiency	7
2.4 Previous Related Studies	10
CHAPTER III	12
RESEARCH METHODOLOGY	12
3.1 Research Design	12
3.2 Operational Definition.....	12
3.3 Research Site and Participants	13
3.4 Data Collection	13
3.4.1 Questionnaire	13

3.4.2 In-depth Interview	14
3.5 Data Analysis	14
CHAPTER IV	16
FINDINGS AND DISCUSSIONS.....	16
4.1 Findings.....	16
4.1.1 Students’ Perceptions on the Impacts of Drama Play in Literature in ELT class on Students’ English-Speaking Skill.....	16
4.1.2 Students’ Perceptions on the Aspects of Speaking Skill that Improved from Participated in Drama Play in Literature in ELT class.....	19
4.2 Discussion.....	22
CHAPTER V	27
CONCLUSIONS AND SUGGESTIONS	27
5.1 Conclusions.....	27
5.2 Suggestions.....	27
REFERENCES.....	28
APPENDICES	32

LIST OF TABLES

Table 1	16
Table 2	19

LIST OF APPENDICES

Appendix A	32
Appendix B	35
Appendix C	36
Appendix D	78
Appendix E	80
Appendix F	82
Appendix G	83
Appendix H	84

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

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 thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University.

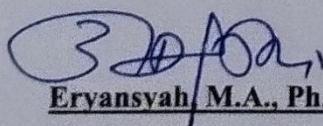
Name : Aldi Pratama

NIM : 06011282025019

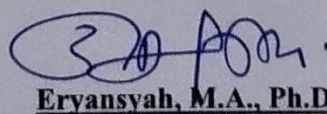
Certified by,

Approved by

Head of English Education Study Program Advisor


Eryansyah, M.A., Ph.D.

NIP. 196907181995121001


Eryansyah, M.A., Ph.D.

NIP. 196907181995121001

CHAPTER I

INTRODUCTION

This chapter describes: (1) Background of the Study (2) Problem of the Study (3) Objectives of the Study (4) Significances of the Study.

1. Introduction

1.1 Background of the Study

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.

As speaking is the primary means of communication, having trouble in speaking means it will be difficult to hold conversations in the first place. 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. Practicing speaking skills could be achieved in many ways, for example by using a mirror to speak using the English language alone, joining a community or group that shares the same problem, or using literature as learning media.

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.

Literature used for learning media has been used for a long time, literature such as poems, short stories, and drama play. 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.

The use of drama play in class for English language teaching may help as one of the ways to practice speaking skills. 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.

From the background of the study, the gap of the study arises. Drama and speaking skill practice has been investigated by other researcher, their focus this theme mostly revolve around the implementation and the effect based on observation and test, Therefore, the gap arise between other studies and this study which are this study focus on the perspectives from the students, the gap is to find how English Education students perceive the impact of the Drama Play in Literature in ELT Class on their speaking proficiency. This study also aims to find aspects of speaking skills that improved through drama play.

1.2 The Problems of the Study

From the background of the study and the gap that exists, the problems of this study appear in the form of two research questions to find the perceptions from students which are:

1. 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?
2. 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?

1.3 The Objectives of the Study

The problems of the study that exist help in setting the objectives of this study which are:

1. To find out whether or not there are impacts of Drama Play in Literature in ELT Class to improve the Speaking skill of fifth semester students of the English Education Study Program at Sriwijaya University.
2. To find out 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.

1.4. Significances of the Study

The results of this study are expected to answer and solve the research questions of this study and to fulfill the objectives of the study. The results of this are also expected to contribute and have the significance for education. Therefore, the significance of this study is as follows:

1. For students

The results of this study are expected to benefit undergraduate students in improving their English-speaking skills by using drama play as a learning method, especially for English Education study program students at Sriwijaya University.

2. For lecturers

The results of this study are expected to provide information regarding the use of literature like drama play as a learning method for improving students' speaking skills. With this, lecturers and students can work together in using drama play as a teaching and learning method to improve students' speaking skills.

3. For future research

For others conducting similar research, the results of this study are expected to add new information and can be used as a reference for further research progress when they have similar problems.

REFERENCES

- Adipramono, R. (2011). The possibility of English as a second language in Indonesia. *Journal of English and Education (JEE)*, 5(2), 56-66. <https://doi.org/10.20885/jee.v5i2.5613>
- Aditya, R. (2023, Dec). *The effect of improvisation technique to improve student's speaking english ability at Grade Eleventh in Islamic Boarding School Darul Ikhlas Panyabungan* (Doctoral dissertation, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.). Electronic Theses of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. [Http://etd.uinsyahada.ac.id/9957/1/17](http://etd.uinsyahada.ac.id/9957/1/17)
- Akhter, S. (2021). Exploring the significance of speaking skill for EFL learners. *sjesr*, 4(3), 1-9.
- Akyüz, A., & Tanış, A. (2020). Effects of drama activities on EFL students' speaking skills. *ELT Research Journal*, 9(2), 146-166.
- Ali, H. H. H. (2022). The importance of the four English language skills: Reading, writing, speaking, and listening in teaching Iraqi learners. *Humanities & Natural Sciences Journal*, 3(2), 154-165.
- ALTWEİSSİ, A. (2022). The effect of using educational drama on developing speaking skill of the sixth graders in the English language. *The Universal Academic Research Journal*, 4(1), 10-21.
- Ansow, D. F., Olii, S. T., & Kumayas, T. (2022). A study on students' perception toward english learning at Smp Katolik St. Theresia Tanawangko. *Jotell: Journal of Teaching English, Linguistics, and Literature*, 1(3), 375-385.
- Armia, A., Asnawi, A., & Chairina, C. (2019). The effect of drama technique in teaching speaking at senior high school students. *Research in English and Education Journal*, 4(3), 98-107. <https://doi.org/10.24815/read.v4i3.14114>
- Aryn K. (2021). The effects of drama activities on students in EFL. *The Scientific Heritage*, (59-4), 41-44. <https://doi.org/10.24412/9215-0365-2021-59-4-41-44>
- Bessadet, L. (2022). Drama-Based Approach in English language teaching. *Arab World English Journal*, 13(1), 525-533. <https://dx.doi.org/10.24093/awej/vol13no1.34>
- Betti, M. J. (2015). An introduction to drama. *Diwaniya: Dar Nippur*. https://www.researchgate.net/publication/344599996_An_Introduction_to_Drama
- Bhattacharjee, A. (2012). *Social science research: Principles, methods, and practices*. University of South Florida.
- Borgobello, A., Pierella, M. P., & Pozzo, M. I. (2019). Using questionnaires in research on universities: analysis of experiences from a situated perspective. *REIRE Revista d'Innovació i Recerca en Educació*, 12(2), 1-16. <https://doi.org/10.1344/reire2019.12.227010>
- Bsharat, T. R., & Behak, F. (2021). The insights of using creative drama in learning speaking skills for the 7th graders in Jenin city: A case study. *Ilkogretim Online*, 20(5). DOI: 10.17051/ilkonline.2021.05.04

- Cherdchoopong, J., & Ratanapruks, A. (2020). *A study of English communication problems in listening and speaking of third-year students majoring in English at a public university in Bangkok* (Doctoral dissertation, Master's Thesis, Thammasat University).
- Göktürk, Ö., Çalışkan, M., & Öztürk, M. S. (2020). The effects of creative drama activities on developing English speaking skills. *Journal of Inquiry Based Activities*, 10(1), 1-17. <https://files.eric.ed.gov/fulltext/EJ1265727.pdf>
- Guebba, B. (2021). The nature of speaking in the classroom: An overview. *British Journal of Philosophy, Sociology and History*, 1(1), 37-41. DOI: 10.36348/merjll.2021.v01i01.002
- Hadeli, H., & Eviani, E. (2017). the effect of improvisation technique towards EFL students' speaking ability. *Al-Ta Lim Journal*, 24(2), 118-129. <https://doi.org/10.15548/jt.v24i2.290>
- Haryudin, A., & Jamilah, S. A. (2018). Teacher's difficulties in teaching speaking using audio visual aid for autistic students. *Eltin Journal: Journal of English Language Teaching in Indonesia*, 6(2), 107-116. <https://doi.org/10.22460/eltin.v6i2.p107-116>
- Heinonen, K., De Grez, N., Hämäläinen, R. *Et al.* Scripting as a pedagogical method to guide collaborative writing: university students' reflections. *RPTEL* 15, 15 (2020). <https://doi.org/10.1186/s41039-020-00131-x>
- Henisah, R., Margana, M., Putri, R. Y., & Khan, H. S. (2023). Role play technique to improve students' speaking skills. *International Journal of Contemporary Studies in Education (IJ-CSE)*, 2(3), 176-182. <https://doi.org/10.56855/ijcse.v2i3.618>
- Herlina, H., Marleni, M., & Prasrihamni, M. (2024). Enhancing students speaking skill through acting play scripts (APS) technique. *Esteem Journal of English Education Study Programme*, 7(1), 41-50. <https://doi.org/10.31851/esteem.v6i2.12313>
- Inderawati, R. Creating Performance Art through Local Literatures: A Vivid Contribution of Literature Role in English Language Teaching
- Ismailia, T. (2021). Performance assessment using rubric to improve students' speaking skill. *JAAL (Journal of Applied Linguistics and Literacy)*, 5(2), 65-82. <https://sipora.polije.ac.id/id/eprint/18448>
- Khidirova, M. K. K. (2021). The use of drama techniques as an effective learning tool in ELT. *The American Journal of Social Science and Education Innovations*, 3(05), 235-239. <https://doi.org/10.37547/tajssei/Volume03Issue05-44>
- Kholida, Z. (2015). *The use of around the world game to improve students' speaking skill of descriptive text* (Doctoral dissertation, STATE ISLAMIC UNIVERSITY).
- Knott, E., Rao, A.H., Summers, K. *Et al.* Interviews in the social sciences. *Nat Rev Methods Primers* 2, 73 (2022). <https://doi.org/10.1038/s43586-022-00150-6>
- Kurniawan, I. W. A. (2024). English language and its importance as global communication. *Samā Jiva Jnānam (International Journal of Social Studies)*, 2(1), 51-57.
- Lambert, V. A., & Lambert, C. E. (2012). Qualitative descriptive research: An acceptable design. *Pacific Rim international journal of nursing research*, 16(4), 255-256.

- Leong, Lai Mei, & Ahmadi, Seyedeh Masoumeh. (2017). An analysis of factors influencing learners' english speaking skill. *International Journal of Research in English Education*, 2(1), 34-41. SID. <https://sid.ir/paper/349619/en>
- Masoumi-Moghaddam, S. (2018). Using drama and drama techniques to teach English conversations to English as a foreign language learners. *International Journal of Applied Linguistics and English Literature*, 7(6), 63-68. <https://doi.org/10.7575/aiac.ijalel.v.7n.6p.63>
- Meyer, Jim. 1997. What is literature? : A definition based on prototypes. Work papers of the Summer Institute of Linguistics, University of North Dakota Session 41. URL: <http://www.und.edu/dept/linguistics/wp/1997.htm>. December 15, 2003.
- Mezmir, E. A. (2020). Qualitative data analysis: An overview of data reduction, data display, and interpretation. *Research on humanities and social sciences*, 10(21), 15-27. DOI: 10.7176/RHSS/10-21-02
- Nguyen, C. T. (2023). Effects of applying drama-based activities in speaking classes on EFL students' speaking performance. *International Journal of Instruction*, 16(3), 991–1012. Retrieved from <https://e-iji.net/ats/index.php/pub/article/view/118>
- Ni'mah, M. (2021). Students' perception towards drama technique to reduce speaking anxiety of seventh semester students of English department at UNISMA. *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, 16(7). <https://jim.unisma.ac.id/index.php/jp3/article/view/10860>
- Nurhayati, D. A. W. (2016). Using local drama in writing and speaking: EFL learners' creative expression. *Journal of English Language Teaching and Linguistics*, 1(1), 51-77. <http://dx.doi.org/10.21462/jeltl.v1i1.13>
- Pat, Ö. Ö., & Yılmaz, M. (2021). Impact of creative drama method on students' speaking skills. *Journal of Theoretical Educational Science*, 14(2), 223-245. <https://doi.org/10.30831/akukeg.740277>
- Putra, R. D. (2020). *Speaking barriers in learners of English as a foreign language at the fourth semester in Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Kotabumi Academic Year 2018/2019*. (Bachelor dissertation, Universitas Muhammadiyah Kotabumi) <http://repository.umko.ac.id/id/eprint/36>
- Putri, G. R., & Harnadi, H. K. K. (2019). *An analysis of lead of headline news heading on the Jakarta post daily newspaper. Gesti Rabila Putri: 157010007* (Doctoral dissertation, Sastra Inggris).
- Qureshi, I. A. (2007). The importance of speaking skills for EFL learners. *Department of English, Alama Iqbal Open University, Pakistan. Psycholinguistics*, 10. https://vulms.vu.edu.pk/Courses/EDU516/Downloads/Speaking_Skills.pdf
- Rahmat, R. (2020). *A study on students' speaking ability of second semester at english department of FKIP UIR Pekanbaru* (Doctoral dissertation, Universitas Islam Riau).
- Ramadhan, F., Sudjoko, S., & Yundayani, A. (2020, November). Improving students' speaking skill through role play technique. In *Prosiding Seminar Nasional Pendidikan STKIP*

- Ranta, R., & Harmawati, D. (2017). Analyzing teacher's instructional and nonverbal communication in EFL classroom. *Lingual: Journal of Language and Culture*, 4(2), 26. <https://scholar.archive.org/work/nsbvl2iepbhthitfsnquhtpwlw/access/wayback/https://ojs.unud.ac.id/index.php/language/issue/download/2609/Lingual%20November%202017#page=28>
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6-18.
- Rao, P.S. (2019). The role of english as a global language. *Research Journal of English (RJOE)*, 4(1): 65-79.
- Rutledge, P. B., & Hogg, J. L. C. (2020). In-depth interviews. *The International Encyclopedia of Media Psychology*, 1-7.
- Safitri, F., & Solusia, C. (2023). the effect of using role-play method on students' speaking skills in the tenth grade of SMA Pembangunan Laboratorium UNP. *Journal of English Language Teaching*, 12(1), 68-77.
- Sari, D. P. *Students' multimodal literacy in literature in ELT subject at English education study program of Sriwijaya University*. (Bachelor Dissertation, Universitas Sriwijaya) Sriwijaya University Repository. [Http://repository.unsri.ac.id/id/eprint/75039](http://repository.unsri.ac.id/id/eprint/75039)
- Sarono, U. H., Liando, N. V., & Kumayas, T. A. (2023). Students' reading habits at the English education department of universitas negeri manado. *Jotell: Journal of Teaching English, Linguistics, and Literature*, 2(4), 424-444.
- Taherdoost, H. (2021). Data collection methods and tools for research; a step-by-step guide to choose data collection technique for academic and business research projects. *International Journal of Academic Research in Management (IJARM)*, 10(1), 10-38.
- Taherdoost, H. (2022). What are different research approaches? Comprehensive Review of Qualitative, quantitative, and mixed method research, their applications, types, and limitations. *Journal of Management Science & Engineering Research*, 5(1), 53-63.
- Wahya, T. N. I., Amrullah, M. I., & Rohmana, W. I. M. (2023). Drama as the way to integrate literature in English Language Teaching. *International Journal of English Learning and Applied Linguistics (IJELAL)*, 3(2), 88-94.
- Widyahening, E. T. (2013). A drama textbook with sociodrama method: research and development in linguistic education study program in Central Java. *Journal of Education and Learning (edulearn)*, 7(2), 91-100.
- Zahara, W. (2018). *Students' Perception of Using Drama to Create Students' Creativity in Speaking Skill* (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).