



## **Students' Perception on Improving Speaking Skill Through Drama Performance**

**Alfin Rezky Pratama<sup>1\*</sup>, Yoga Prihatin<sup>2</sup>, Nur Laila Molla<sup>3</sup>**  
<sup>123</sup>English Education Department, Universitas Pancasakti Tegal

\*)Corresponding author: [alfinrezkypratama@gmail.com](mailto:alfinrezkypratama@gmail.com)

### **ABSTRACT**

*This study aims 1) to identify the perception of students' in improving speaking skills, 2) to recognize the way students improve the speaking skills, 3) to identify the challenges in students' speaking practice. This study focused on 12 eighth- and tenth-semester students at the English Department of Universitas Pancasakti Tegal. This research employed qualitative methodology. The instrument was a questionnaire based on the Likert scale. Utilization of a questionnaire to gather data. This study revealed that the majority of students viewed the enhancement of their speaking skills through theatre performance positively. Students were able to develop their interpersonal communication abilities through the use of theatre tactics. The answers of students to their speaking skill challenges were positive. Practicing their English-speaking skills through dramatic performance can be a useful approach of learning and practice. Students are therefore urged to utilize dramatic approaches to practice their public speaking. Through dramatic performances, the teacher is required to practice students' speaking skills. This topic is expected to serve as a reference for future research.*

**Keywords:** perception, speaking skill, drama performance

### **INTRODUCTION**

Language is the most important tool for humans to communicate with each other. It is an indistinguishable part of individuals (Famularsih, 2020). Wardhaugh argues that language is related to what people speak in society (Wardhaugh, 2006). Individuals impart through language to build up a relationship with others. Individuals need to learn different kinds of language. Individuals don't have to get familiar with the main language since it has been acquainted at first as individuals start with use language to convey. Generally, people must master skills in a language to be able to communicate with each other. Speaking naturally provides important knowledge about the appropriate terms to employ in various situations and it is intended to teach students how to perform specific language functions in English by teaching social guidelines for language usage ( Bruce T. & Mary N.B, 1985). In conclusion, Speaking is the most important skill for communicating purposes in this digital era and adhering to the social use of communication in a language.

The process through which an individual acquires information about its surroundings is known as perception. Students' perception is the way for students to analyze one issue or one

situation (Zahara, 2018) in (Ni'mah, Ashari, 2021). This is a process of thinking which represents understanding in improving speaking ability. When a student has witnessed or been directly participated in an events, his or her perception will be strengthened. One of the learning techniques to improve students speaking skills is through drama performance. interactive drama are a language learning activity in which each student has a role with specific goals and then interacts with other in class to build alliances and complete common goals (Cheng, 2008) in (Ni'mah, Ashari, 2021). It concludes that in drama performance or activity, students will interact with their peers to make partnership, expressing their feelings, or exchange information.

Following the researcher's explanation, which can be seen above, the researcher made the decision to carry out a study in order to learn the students' perspectives on how strengthening speaking skills through theater performance may benefit them. The data from the respondent was gathered by the researcher through the use of a Likert-scale questionnaire. For the purpose of this research, a questionnaire served as the instrument. The findings of this study are going to illustrate what the students think about the ways in which they might improve their speaking skills by participating in dramatic performances.

## **LITERATURE REVIEW**

### **Speaking Skill**

According to Brown (1994: p.19) in (Merabet, 2021) speaking is defined as "an interactive process of constructing meaning that involves producing and receiving and processing information". It means speaking is a person's communication process to create and deliver thoughts, ideas, and feelings using spoken language to build conversation with others. Speaking is a skill that allows you to construct a variety of linguistic patterns through the use of your voice. A lack of vocabulary, fear of making mistakes and shyness, lack of confidence, lack of motivation, and anxiety are some of the challenges that can be encountered when developing speaking skills.

### **Students Perception**

As stated by (Robbins & Judge, 2017), perception is a process by which we organize and interpret sensory impressions in order to give meaning to our environment. What we perceive can be substantially different from objective reality. It can be concluded that perceptions is a human process of control and have senses to give meaning based on our thoughts.

Student perception is the cognitive process by which students process the information about a real object by observing it with their sensory in order to give understand the meaning

and organize the information that they get. In addition, the perception process reveals the many ways in which each individual interprets information. The environment has an impact on perception. Internal and external factors influence each person's uniqueness (Walgito, 2015). A factor that comes from within a person, such as a habit, motivation and interest, learning, organizational and role specialization, background, or personality, is considered an internal factor. An intensity, size, contrast, repetition, motion, or scenario is an example of an external factor. An external factor is something that occurs from the outside of the individual and that affects the individual's experience.

## **Drama**

Drama is all about talking and acting, and it may be one of the numerous teaching strategies that are commonly used in classroom activities to help students learn English by requiring them to deliver dialogues appropriately in order to express the story's idea. As a result, even learners who have never spoken English before must converse with one another (Merabet, 2021).

(Heathcote, 1985) in (Manurung, 2018) states that drama as one of the most effective ways to help students to learn and that the teachers are the creators of learning situations for others. It is indicated that drama can help students practice their speaking skills with their peers and do the activity in comfortable circumstances. Also, teachers have an important role for students in creating better circumstances with full support and guidance in order to grow the potential of speaking skills in students. There are various technique that students can implemented in performing drama such as mime, role play, simulation, improvisation, script writing, dramatization, going with the flow, something in common, sound and action, and changing voice.

## **METHOD**

The research of this study was a qualitative design. Qualitative research is an emergent design in its negotiated outcomes. Meanings and interpretations are negotiated with human data sources because it is the subjects' realities that the researcher attempts to reconstruct (Lincoln & Guba, 1985; Merriam, 1988) in (Creswell & David Creswell, 2003). Qualitative research focused on people's perceptions and experiences, and the way they make sense of their lives (Fraenkel & Wallen, 1990; Locke et al., 1987; Merriam, 1988) in (Creswell & David Creswell, 2003). The research type of this study was descriptive study. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes

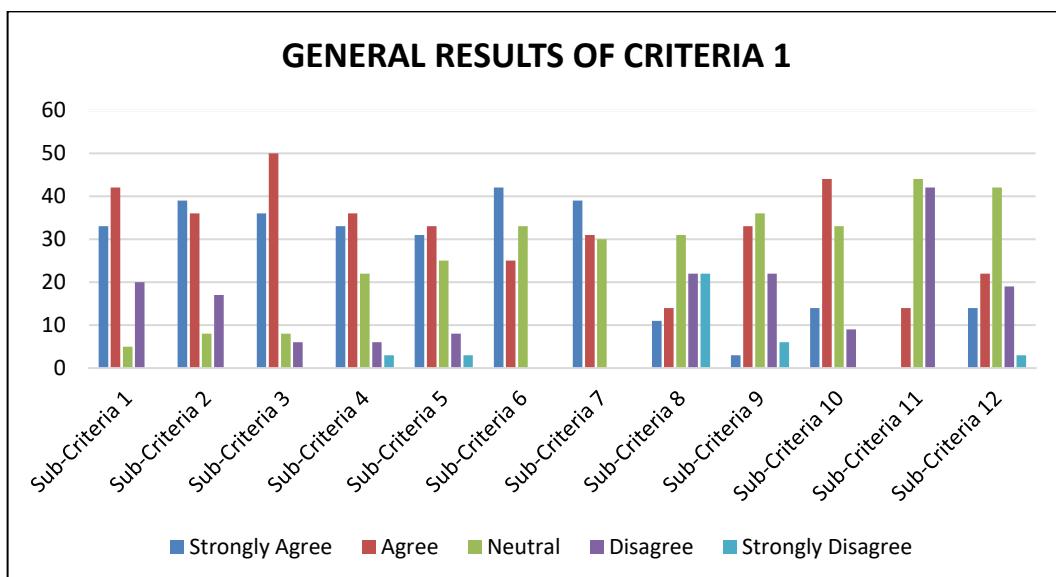
the data collection (Sahin, 2021).

This study conducted in Universitas Pancasakti Tegal. The researcher used random sampling to find out the data of the research. Random sampling is a technique to choose the sample where every target population will have the same opportunity to be chosen, Arieska & Herdiani (2018). This sample had chosen randomly is meant to be a representation of the entire population.

The validity and reliability of the data were determined by the researcher with the help of SPSS. The data from the participants were gathered with the help of a questionnaire. It centered on gaining an understanding of the views held by the students regarding the effectiveness of theatre performance in enhancing public speaking abilities. The research was conducted with the aid of a questionnaire as the instrument.

## RESULTS AND DISCUSSIONS

Following the completion of this research, the findings of the students' responses are encoded in a table, and from there, they are categorized in line with the information that was presented in the chapter that came before this one. The questionnaire utilizes close-ended questions. The questionnaire contains a total of 54 questions, which are broken up into the following categories: Difficulties associated with speaking English, Fundamentals of Dramatic Technique in Relation to Speaking Skills, and Students' Perceptions Factors, which include both Internal and External Factors. The results of the survey, which consisted of 54 questions and was based on students' assessments of how their public speaking abilities could be improved through participation in dramatic performances, can be summarized using the following charts:



**Figure 1. General Result of Criteria 1**

According to the findings of the aforementioned sub-criteria 1, the majority of students have chosen to agree (42%) that their routine has the potential to improve their speaking skills in English theater. However, 33 percent of students strongly agree with the statement, while the remaining five percent of students have no opinion either way (between agreeing and disagreeing). Additionally, twenty percent of the student body is divided on whether or not they speak correctly throughout the theatre presentation.

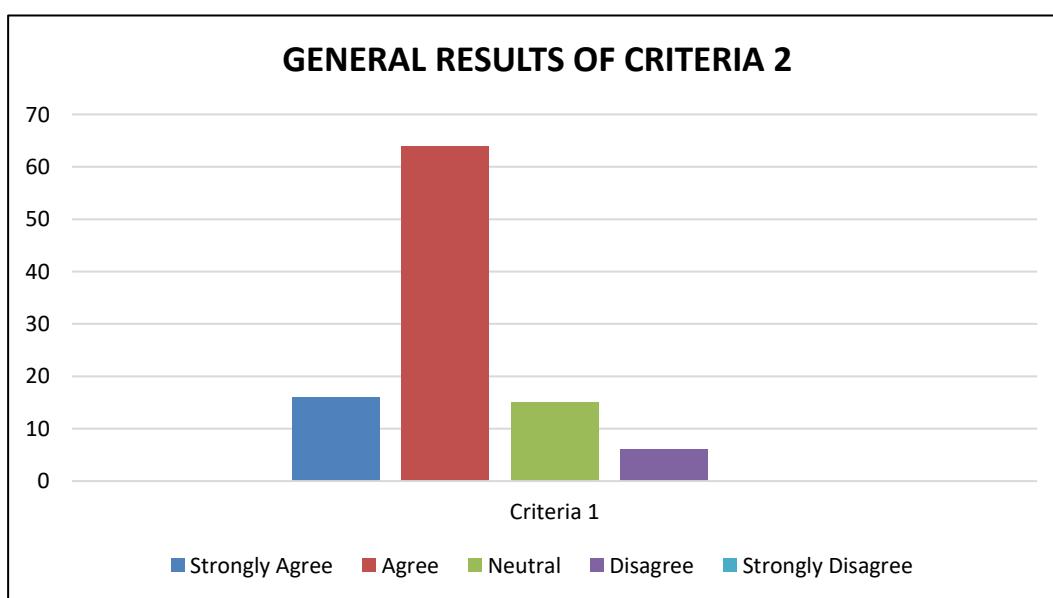
In regard to the second criterion, the majority of students (39%) were in agreement with the statement that speaking English can help them boost their levels of motivation and interest, while 36% of students agreed with the statement and the remaining 8% of students took a neutral stance on the matter. However, 17% of the students are of the opinion that speaking abilities do not raise their level of drive and interest.

Regarding the third criterion, fifty percent of the students gave an affirmative response, and thirty-six percent of those students gave a response indicating that they strongly agree with the statement. The remaining students (eight percent) had no opinion either way, and the remaining students (six percent) did not feel that learning English with the professor would improve their speaking skills.

The findings of the evaluation based on subcriterion 4 indicated that the majority of students (36%) agreed with their role and specialization as English learners, which is to consider how important it is to speak the English language. Furthermore, 33% of the students strongly agreed with this statement. The remaining students had a neutral stance (22%), although 6% of those students disagreed with the statement, and 3% of them students had a significant disagreement with it. In the following sub-criteria, which is sub-criteria 5, a total of 33 percent of students agreed, with 31 percent of those students strongly agreeing with the assertion that their economic and social backgrounds have an effect on their English speaking skills. However, 25% of the total students were undecided, 8% of those students disagreed since they did not believe that their social background affected their speaking skills, and the remaining 3% of students strongly disagreed with the statement. With regard to the sixth criterion, the majority of students (42%) were in agreement, and 25% of them were in agreement with the statement that personality definitely does affect their English speaking skills. The other pupils, which accounted for 33%, did not agree or disagree with the statement.

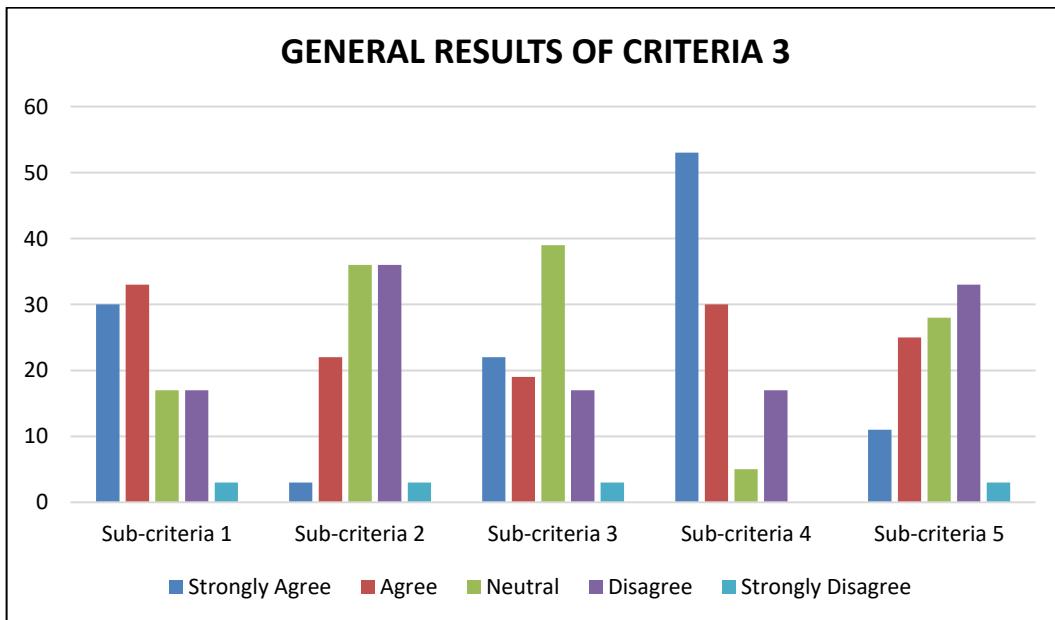
It was found that 39% of students were strongly agreeing with the intensity for improving speaking skills, while 31% of students were agreeing with it. This was found in relation to the seventh criterion. Thirty percent of the remaining students had an apathetic attitude about the statement. Regarding the eighth requirement, the majority of students (31%) had no opinion regarding the amount of English speaking practice. The message was met with disagreement and significant disagreement by 22% of the student body. The remaining eleven percent of respondents strongly agreed with the remark, while fourteen percent of respondents simply agreed with it. Towards the ninth criterion, the majority of students (36%) held a neutral stance regarding the contrast of improving one's speaking skills, while the remaining students (33% of them) either agreed or strongly agreed. The remaining students (22%) were of the opinion that they disagree, and 6% of the students were of the opinion that they strongly disagree.

When asked about the tenth criteria, 44% of students agreed, and 14% of those students strongly agreed, that they require repetition in order to improve their speaking skills. The remaining 33% were undecided, while 9% of those polled disagreed with the statement. Subcriterion 11 is the one that comes up next in the list of criteria. The majority of students, 44%, had a stance that was neither pro nor con on the motion regarding speaking English; the remaining 14% of students were in favor of the proposal. When asked about the situation that hindered their ability to study English, the majority of students (42%) took a neutral stance, while 22% of them agreed and 14% of them strongly agreed. The remaining pupils had a disagreement rate of 19%, with 3% having a serious disagreement.



**Figure 2. General Result of Criteria 2**

Concerning the second criterion, the vast majority of the students (64%) were of the opinion that participating in dramatic performance may help them enhance their public speaking abilities. In addition, 16% of the students strongly agreed with this statement, while 14% of the students were neutral on their opinion towards the remark. The remaining 6% of respondents were of the opinion that the statement was not accurate.



**Figure 3. General Result of Criteria 3**

Furthermore, based the first criterion, 33% of the students agreed with the statement that a lack of vocabulary hindered their speaking skills in presenting theater, while 30% of the students strongly agreed with the statement. 17% students were neutral and disagree. The remaining 3% are vehemently opposed to this view. The second subcriterion is the one that comes up next in the list. It was found that 22% of students believe that they are still hesitant and afraid to make mistakes while speaking English with their friends, and 3% of those students strongly agree with this statement. 36% were neutral and disagree. The remaining 3% of respondents held a vehemently opposing view to the statement. Regarding the third criterion, "loss of confidence is affected in strengthening speaking abilities," the majority of students (39%) had a neutral opinion on the matter, while 22% agreed and 19% strongly agreed. The remaining pupils had a disapproving stance, with 17% of them holding a strong disapproval. Regarding the fourth criterion, the majority of the students (53%) strongly agreed that a lack of motivation can impact their speaking skills, while 30% of them agreed with this statement and 17% were neutral. Regarding the fifth criterion, 28% of the students gave a neutral response when asked about the nervousness that can lower their confidence when speaking English. 25%

of the students agreed, and 11% of the students strongly agreed. 33% of the student body disagreed with the statement, and 3% of them felt very passionately about it.

In order to draw conclusions about the respondents' responses, the researcher charted a summary of the questionnaire. According to the chart, it was evident that the majority of the students had a strong agreement with the question that was related to the three criteria, which included the difficulties associated with speaking English, the fundamental drama technique that was associated with the speaking skills, and the students' perceptions factors, which included both internal and external factors. To summarize, participating in a theatrical performance can help students enhance their speaking skills, and it is also an efficient approach for them to practice those talents. Students think that participating in theatre performances makes it simpler for them to improve their speaking skills since it allows them to engage in meaningful dialogue with their classmates in appropriate settings.

## CONCLUSION

It is possible to draw the following conclusion from the findings: students' speaking skills can be improved through participation in dramatic performances. The findings indicate that the vast majority of students had a favorable opinion of improving their speaking skills through participation in theatre performances. While participating in an English theater play, the students had fun and felt secure while having a dialogue. Students stated that they were able to employ tactics from drama to increase their abilities to communicate with one another in interpersonal settings. The majority of students have a good response to handling the problems they have with their speaking skills. In point of fact, there are a few obstacles that have a negative impact on the students' speaking abilities and make it harder for pupils to improve their speaking skills. Additionally, students came up with several strategies to practice and enhance their speaking abilities on their own time.

## REFERENCES

Arieska, P. K., & Herdiani, N. (2018). Pemilihan Teknik Sampling Berdasarkan Perhitungan Efisiensi Relatif. *Jurnal Statistika*, 6(2), 166–171.

Creswell, J. W., & David Creswell, J. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

Manurung, S. (2018). *A Case Study on Students' Perception of Drama Activities in Teaching Speaking*. *Sulastri Manurung*, 9(1), 32–41.

Merabet, Z. (2021). *Students 'Perceptions towards the Use of Drama to Enhance The Speaking Skill The Case Study of Third Year EFL Learners at the University*.

Ni'mah, Maslindatun. Ashari, A. (2021). *Students' Perception Towards Drama Technique to Reduce Speaking Anxiety of Seventh Semester Students of English Department at UNISMA*. 16(7).

Robbins, S. P., & Judge, T. A. (2017). Organizational Behavior, Seventeenth Edition, Global Edition. *Pearson Education Limited*, 747.

Sahin, S. (2021). International Journal of Research and Analysis in Humanities 3. A Brief Study on Descriptive Research: Its Nature and Application in Social Science Introduction. *International Journal of Research and Analysis in Humanities*, 1(1), 1–11. Retrieved from <https://www.iarj.in/index.php/ijrah>

Sari Famularsih. (2020). The Implementation of Classical Puppet Drama Performance to Improve English Speaking Skill for International Class Program Students. *IJORER : International Journal of Recent Educational Research*, 1(2), 116–123. <https://doi.org/10.46245/ijorer.v1i2.41>

*Speaking Naturally Communication Skills in American English (Students Book) by Bruce Tillitt, Mary Newton Bruder (z-lib.org)*. (n.d.).

Walgitto, B. (2015). *Pengantar Psikologi Umum*. Yogyakarta.

Wardhaugh. (n.d.). *An Encyclopedia of Language*.