

The effectiveness of drama-based language teaching in improving students' oral language skills: Longitudinal studies

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Abstract

This study aims to examine the effectiveness of drama-based language teaching on oral language skills, namely the presentation skills of students in college. The research method used is a quasi-experimental method by dividing the participants into two groups. The research participants consisted of 160 students taken from the college level. Participants were divided into two groups with a composition of 80 experimental groups and 80 control groups. The results showed that the presentation skills of the experimental group showed a significant improvement after participating in the drama performance. The improvement in presentation skills occurs in three aspects, namely the structure of the presentation, adaptation to the audience and the quality of the presentation content. So, it can be concluded that this drama-based language teaching can encourage and practice speaking skills in real terms so that it has an impact on students' presentation skills. The implication of this research is that drama can be used as an alternative assignment in order to improve students' presentation skills.

Keywords: Oral language skills, presentation skills, language teaching, drama

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1. Introduction

The ability to speak is the main key for students in college so that they are able to adapt to the study environment. Speaking skill is one of the productive language skills that require input and training to improve it. Students are very dependent on this speaking competency because they will intensively continue to use speaking skills in carrying out their studies, such as presentations, taking sitting exams, fieldwork practices, communication with lecturers for guidance and so on (Chi et al., 2021; Hadianto et al., 2021b). Therefore, speaking skills for students play an important role, especially students who take language studies programs. There are various teaching methods to improve oral language skills that can be applied from the school to the college level. Only if the student is a college student of course requires special treatment so that the method used is appropriate and effective (Even, 2011; Hadianto et al., 2022; Schenker, 2020). One of the teaching methods that can improve oral language skills is drama. Drama is a form of fictional prose that is shown or performed by several characters and has a storyline. In drama, each character must be able to play his role as if it looks real. Therefore, in staging a drama, it requires hard effort so that the audience can understand and appreciate the plot of the drama. To achieve this goal, good oral language skills and appreciation are needed.

This study examines the effectiveness of drama-based speaking teaching in improving oral language skills, especially the presentation skills of college students. The most appropriate method in improving language skills is to use them in a real and meaningful way. This drama staging is one method that is considered to have authentic and meaningful properties because students who are involved as characters in dramas are required to play roles with excellent speaking skills so that the message reaches the audience. This research is based on the theory that teaching will be more effective if the designed task must involve students directly and in real practice (Hulse & Owens, 2019; Kalogirou et al., 2019). Language learning is identical to authenticity, meaning that language will be more optimal to learn if it is used directly. The value of authenticity in this language consists of three aspects, namely authentic in use, tasks and the situation or condition of the language being used (Korkut & Çelik, 2021; Minas, 2020). However, based on the phenomena we encounter, language learning is often separated from the context of authenticity, so it is difficult for learners to improve their language skills, especially spoken language skills. In line with this theory, several language teaching methods promote practice-based teaching so that students are accustomed to using the language in real life. Tasks designed by the teacher must also pay attention to real situations, communicative, two-way, focused on the main goal and the context of language use.

The context of authenticity in this language teaching class is a challenge for teachers to present situations or conditions that are original or close to the original. This drama is an alternative for teachers in improving oral language skills. Several previous studies that raised drama include teaching drama by presenting original audiences in improving students' writing skills because the ability to produce words, sentences and organise ideas in drama performances is highly trained, and students are also more confident in writing (Schenker, 2020; Thibault, 2020). In addition, teaching language through drama can also increase the ability to think, speak and improvise using sentences. This happens because students are required to communicate spontaneously so that they are trained. Other studies also prove that students who are involved in the drama or theatre community have a very rich vocabulary when speaking compared to students who are not involved in the drama community. In contrast to previous studies, this study attempted to investigate the effect of drama-based language teaching on oral language skills, focusing on students' presentation skills. The research problem formulation proposed in this study is 1) how is the effectiveness of drama-based language teaching on students' presentation skills? 2) What are the students' perceptions of their presentation skills after participating in drama-based language teaching?

2. Literature review

2.1. Drama-based oral language teaching

Drama facilitates students to use language in authentic situations because drama requires actors to play real and interactive roles with the audience. Several studies using drama in language learning have proven that drama-based language teaching has pedagogical value in improving listening skills, understanding, thinking speed, expression, gestural skills and other suprasegmental elements in supporting speaking skills (Ahmadian, 2016; Hadiano et al., 2021a; Wu, 2020). In addition, drama can also improve reading comprehension skills, expand vocabulary acquisition, use sentences and other technical skills, so that these abilities can improve oral language skills optimally. To strengthen this theory, previous research conducted a meta-analysis of several studies that raised the influence of drama on oral language skills. From the results of the analysis, it was found that most studies reveal that teaching language through drama can improve oral language skills (Anderson & Berry, 2015; Biebricher et al., 2019).

In the context of language teaching and research, drama provides opportunities for students to critically assess their speaking skills and practice other language skills, such as listening, reading and speaking. In another study, it was found that teaching language through drama can significantly improve storytelling ability. Some of these studies prove that if drama is designed into a good set of tasks, it can significantly improve oral language skills. The results of another meta-analysis showed that drama-based teaching associated with the duration of the intervention could make a significant contribution to students' oral language skills (Bygate, 2016; Chi et al., 2021). Students who received a longer intervention showed superior oral language skills. This indicates that the training of oral language skills requires a long period of time, so a longitudinal study is needed. The influence of language teaching through drama requires a minimum of 13 weeks or at least 3–4 months to practice speaking skills, such as speech, presentation skills and so on. However, it is still rare for longitudinal studies that require a long period of time to examine the effect of drama-based language teaching on students' oral language skills. Most of the research that uses drama as a method is carried out on adult students because these students already have cognitive maturity (Dunn et al., 2012; Hulse & Owens, 2019). Therefore, through this study, researchers conducted a longitudinal study to see the effectiveness of drama-based teaching in improving oral language skills, namely presentation skills.

2.2. Authentic audience engagement in drama-based language teaching

The audience in drama-based language teaching is an important component so that the characters involved really feel the real conditions so that the use of language is optimal. The audience is an inseparable part of drama and theatre. When this component is omitted, there is a lack of drama performances and it also affects the quality of drama performances (Kalogirou et al., 2019; Minas, 2020; Piazzoli, 2010). This audience makes language learners have the ability to develop audience awareness through their performances, increase the motivation of language learners and improve writing skills as well, if the audience here is contextualised as readers. There are studies that involve the audience as readers to improve writing skills. In this study, participants were assigned to write a note addressed to a specific audience and given directly to that reader. From the results of the study, it was found that audience language learners in this language learning made them more motivated, improved their ability to use precise and complex words and sentences and were able to expand their vocabulary. However, this study cannot be generalised due to the limited sample size and the absence of a control group.

Another research on language learning that involves the audience is by comparing students who write on their blogs aimed at the audience and students who write in their diaries without being read by the audience directly. From this diachronic group comparison, the results showed that there was a significant increase in writing ability in the experimental group (Rothwell, 2011; Trent, 2014). This is driven by their worry and motivation to maintain and improve the quality of their writing when their writing is read by others, in contrast to students who only write in notebooks without

being read by the audience. Although several studies have proven that the audience has a significant impact on language learning, research on drama-based language teaching has not been done much, especially on its impact on scientific presentation competence in college students. Drama and theatre are language teaching methods that are considered effective in improving oral language skills because drama requires appreciation and practicing speaking skills that are supported by gestures. There are three aspects of the drama component in training students' speaking skills, namely 1) drama can make students have language experience in various contexts and conditions and eliminate students' worries about language errors, 2) drama trains various elements not only practicing speaking skills but also practicing intonation, voice, mimic, gesture, sentence structure, improvise the content of the script and manage the audience, 3) the ability to modify cognitive, through drama given the opportunity to communicate directly with the audience other than friends (Whong, 2013; Wu, 2016).

Drama performances outside the classroom can provide intensive training and can develop students' mindsets to get used to speaking in public, so that they are not difficult to produce spoken language when in public. The use of drama in addition to being used in teaching the first language is also used in learning the second language. The involvement of students in drama performances can foster positive thoughts, relieve nervousness and cultivate the habit of speaking in public. These abilities are certainly very important in language learning that is not facilitated in language learning classes. Based on this explanation, whether the involvement of the audience in this drama can improve the scientific presentation skills of students in higher education. This research is based on the theory that learning will be more optimal if learning involves students directly, is carried out beyond the classroom, and involves real audiences (Bygate, 2016; Gibson, 2015). These factors provide opportunities for students to engage in real and meaningful assignments. In language learning, the audience is often interpreted as a teacher or other classmate. The involvement of the audience or the audience in a real context is still rarely done. Based on the explanation, the researcher formulated the following research questions.

- 1) What is the effect of drama that engages the audience in a real way on the ability of scientific presentations in universities?
- 2) How are students' perceptions of their presentation skills after receiving a drama-based language teaching intervention?

3. Method and materials

3.1. Participant

The research method used in this study is a quasi-experimental study with a longitudinal study. The participants involved in this research are students who take language education study programs at Muhammadiyah University of Sukabumi. The research participants consisted of 160 students taken from 4 classes in semester 5, participants were divided into 2 groups with a composition of 80 experimental groups and 80 control groups. The experimental group received intervention through drama-based teaching methods to improve their presentation skills and the control group used traditional teaching methods to improve their presentation skills. Each group received the intervention within a period of two semesters or about 1 year. Each month students get intervention four sessions with the experimental group at its peak, namely drama performances that present real audiences. This drama performance is also part of the college curriculum. Each student received an intervention by practicing verbal and non-verbal skills in each session. Researchers designed classroom activities based on the teaching methods used in each group. The experimental group received basic training in performing drama communication, reading scripts and practicing gestures. The control group received direct training to train the skills in aspects that support scientific presentations. With this intervention, the researcher aims to see the level of effectiveness in improving scientific presentation skills.

This research has obtained permission from the campus and approval from the students directly involved. The drama performance which was used as an intervention in the experimental group became an integral part of the lecture. However, it is directed to see its effectiveness in improving students' presentation skills in higher education. All students have never received a special class to improve their public speaking skills and their initial abilities are not much different. The gender percentage in this study sample was 60% female and 40% male from the same university. Initial observations were carried out to determine his initial ability and experience in getting special classes to improve oral language skills. From the results of these initial observations, the initial abilities between the experimental and control groups were not much different and no student had ever taken a special presentation class. This was done to avoid bias in the results of the study. The *t*-test was used to see the significant difference between the experimental and control groups, the effect of drama-based language teaching on oral presentation skills. In addition, students' perceptions of their presentation skills were revealed through interviews. Presentation components that are assessed in this study are presentation structure, adaptability to the audience, gestures, other nonverbal elements and visual abilities. There was no difference in the initial ability in this aspect between the experimental and control groups.

3.2. Research procedure

In this study, the researcher performed several procedures for the experimental class and the control class. Broadly speaking, the researcher divided two procedures, namely the procedures carried out in the experimental class or the class that received the drama-based teaching intervention and the second procedure was carried out in the control class or those who received the intervention to improve traditional presentation skills. The following procedure is carried out in the experimental class. This research was conducted for two semesters. In the first stage, students are intensively trained to practice skills that are part of drama performances such as vocal, gesture, mimic and so on. In this first stage, students are divided into several groups to play the role of a predetermined drama. The group is given the opportunity to choose a drama according to the agreement of the group members. The students have to work together in groups for two semesters ending with a drama performance.

During this phase, students are first given a series of tasks by paying attention to aspects that build drama such as storytelling skills, playing various roles, understanding characters, monologues, dialogues and practicing improvisation. In addition, in the first phase, students are guided to improve their understanding of the intrinsic elements of drama, namely themes, plots, characterisations, language skills or using diction and practicing music as a drama accompaniment. The details of a series of drama-based tasks are 1) practicing storytelling, in this task, students are given the opportunity to tell the contents of the drama they read with full expression and are given the opportunity to tell the contents of the drama based on their perspective, 2) understanding the characters, this task students are given the opportunity to play a role in the drama and look for characters that suit him, 3) monologue, this task gives students to tell a monologue and play various roles in the drama story they choose, 4) understand all the intrinsic elements of drama, in this task students are given the opportunity to understand the plot, characters and language that suits each character, and students are also given the opportunity to make dialogues according to the context of the setting in the drama. In this phase, students are given the opportunity to make modifications to the drama script that has been determined, for example adding dialogue, monologue or reducing it. Students are also given the opportunity to think about the design of costumes, tools, lighting, music and stage settings to prepare for the second stage. Students continue to practice until the performance. At this stage of practice, students get feedback from teachers and other groups to improve the quality of their drama performances. Feedback is given on character quality, phonology, syntax, diction and so on.

Furthermore, in the second phase, students have prepared everything to appear in a theatre or drama. In this phase, students are ready to perform. They presented the drama that had been rehearsed during the first phase. The performance is done by inviting an audience of students, parents and lecturers to see it. Through this drama performance, students use language directly and in real terms. The research procedure in the control class is as follows. The control group did not receive intervention through drama but through lectures on how to make a good presentation. The control group received presentation skills lectures for two semesters. The material studied in this control class includes presentation techniques and basic skills in practicing oral language skills, such as telling stories about a moment they have experienced, playing roles, practicing commenting on something, interacting with the audience and practicing theatre in class. The exercises were almost the same as the experimental group, but they were only carried out in the classroom, not to the stage.

3.3. Research instruments

The instruments used in this study were presentation ability assessment sheets, drama performance assessment sheets and questionnaires to obtain students' perceptions of their presentation skills. In addition, to obtain comprehensive data, interviews were conducted after the study to support the findings quantitatively. Data analysis was carried out quantitatively and qualitatively.

3.4. Data analysis

The data were analysed quantitatively and qualitatively. Quantitative assessment is carried out using the following steps. 1) The assessment is carried out by an expert: the assessment is carried out on the pretest using an oral presentation test, then carried out during the intervention, and carried out on the posttest after participating in the intervention. Three doctor-qualified speech experts were involved. Aspects assessed include intonation, sentence structure, language use, content, speed, volume, gesture, posture, eye contact and speech clarity. Each aspect has a value of 10 points so that the maximum total score is 100. The result of the internal reliability test between raters is 0.95. All assessors conducted an assessment at the pretest and posttest stages. 2) Assessment of the questionnaire regarding student perceptions. The questionnaire uses a Likert scale with a range of 5 points. The assessment was conducted on self-perception of students' verbal and nonverbal communication skills. This questionnaire consists of 25 statements that assess 6 aspects, namely expression, voice, gesture, sentence structure, content and communication with the audience during a presentation. The results of the questionnaire reliability test using Cronbach's alpha was 0.93. Both groups received opinion questionnaires on pretest and posttest.

Qualitative analysis was carried out on the results of interviews after research to students in the experimental and control groups to obtain data on their perceptions of their own presentation skills and get feedback on the interventions they received. Interview questions to obtain feedback were modified to obtain comprehensive data. Researchers coded the interview data and all researchers agreed with the results of the data review starting from the pretest and posttest phases. Data were analysed based on thematic principles. In order to avoid coding differences among researchers, researchers met to discuss them until consensus on the theme categories and resume pins was important. The result of the inter-rater reliability test was 0.90. This value indicates that the data obtained meet the criteria.

4. Results

The presentation of data is based on the results of quantitative and qualitative data analysis. Qualitative data analysis includes descriptive data and *t*-test to see the level of effectiveness of drama-based teaching on presentation skills. The results of qualitative data analysis were used to reveal students' perceptions of their own presentation skills after participating in the intervention and to obtain feedback on the interventions received.

4.1. Quantitative analysis results

To answer the formulation of the first problem, the effect of drama-based language teaching on presentation skills, the researcher describes the acquisition of presentation performance scores, starting from the pretest-posttest scores in both groups. The scores as a result of the drama-based language teaching intervention are presented in Table 1. The results of the independent *t*-test in the second group obtained scores on the post-test at the end of the first semester of the research program with *p*-value [(*t* = 50) = 0.245, *p* = 970)]. The value at this first posttest stage in the experimental group was not significantly different from the value obtained with the control group who received traditional training. However, in the post-test in the second semester, there was a significant increase in the experimental group. At the post-test at the end of the second semester, the study obtained a value of *p* [(*t* = 50) = 3.578, *p* = 0.246)] after the experimental group played a drama performance at the end of the second semester. In this phase, the experimental group showed a significant improvement in presentation skills compared to the control group. The results of statistical processing show that drama-based language teaching by involving the audience actually has a significant impact on students' presentation skills with a smaller variation value. This proves that drama-based language teaching that involves the audience directly can significantly reduce the variation that occurs between students compared to traditional spoken language teaching.

To answer the second problem formulation regarding self-perception of presentation skills after receiving the intervention, the researcher presented Tables 2 and 3 which contained a summary of the results of the independent *t*-test statistical test by paying attention to the six presentation components in the experimental and control groups in the first and second semesters. The *p*-value in Table 2 of the first semester posttest shows *p* > 0.05 in all components of the drama assessment. This shows that drama-based teaching before the performance has not been very significant in improving oral presentation skills. However, getting scores on the second posttest after participating in a drama show showed a significant increase. This is shown in Table 3 of the perception data after receiving a drama performance intervention. The *p*-values obtained are in three aspects, namely the organisation or presentation structure, audience interest and content. The difference in scores on these components is quite large and significant with a *p*-value of less than 0.05. So, the improvement of students' presentation skills increased significantly after they performed the drama in front of the audience in real and live.

Table 1

The Performance of the Presentation Ability of the Two Groups After Receiving the Intervention (N = 80)

Group	Variable	N	Mean	SD	<i>t</i>	<i>p</i>
Experimental	First posttest	80	81.365	8.765	-0.245	0.976
Control		80	80.269	8.675		
Experimental	Second posttest	80	90.796	6.564	3.365	0.057*
Control		80	84.886	8.376		

**p* < 0.05.

Table 2

Students' Perceptions of Their Presentation Skills After Drama Intervention in the First Posttest (N = 80)

Group	Variables	N	M	SD	<i>t</i>	Sig. (2-tailed)
Experiment	Structure	80	5.367	0.798	0.745	0.624
Control		80	5.367	1.264		
Experiment	Viewer	80	4.879	0.758	2.814	0.253
Control		80	4.675	1.463		

Experiment	Content	80	5.423	0.735	0.342	0.976
Control		80	5.150	0.897		
Experiment	Affective	80	4.765	0.889	-0.312	0.913
Control		80	4.886	1.365		
Experiment	Gesture	80	4.985	0.879	-0.791	0.613
Control		80	5.324	1.365		
Experiment	Props	80	5.368	0.887	-0.545	0.879
Control		80	5.572	1.342		

Table 3

Students' Perceptions of Their Presentation Skills After Drama Intervention in the Second Posttest (N = 80)

Group	Variables	N	Mean	SD	t	p
Experiment	Structure	80	5.578	0.897	3.286	0.045*
Control		80	5.243	0.758		
Experiment	Viewer	80	5.168	0.784	3.564	0.032*
Control		80	4.642	0.732		
Experiment	Content	80	5.781	0.624	3.786	0.014*
Control		80	5.132	0.875		
Experiment	Affective	80	5.378	2.342	0.683	0.612
Control		80	4.978	2.245		
Experiment	Gesture	80	5.134	0.856	0.860	0.563
Control		80	4.967	2.325		
Experiment	Props	80	5.678	0.865	0.879	0.451
Control		80	5.476	2.352		

* $p < 0.05$.

4.2. Qualitative analysis results

The presentation of qualitative data is done to strengthen the data. This qualitative data reveals the students' perceptions after getting the intervention experience through drama-based language teaching. The student's perception that was revealed was the perception of their own presentation ability by paying attention to four aspects, namely the authenticity of the intervention, the meaningfulness of the intervention, collaborative work in groups and improving presentation skills. The authenticity of the intervention is to reveal students' perceptions of a set of tasks during the intervention, whether students are impressed with the tasks given. Researchers get some data about the participants' feelings about the authenticity of the task, which are as follows. 'When we are involved in the drama rehearsal process in a classroom without an audience, we don't feel too pressured, but when we have to appear on stage to show a drama in the presence of a real audience, we become optimally encouraged to express our speaking skills' (Participant 5). 'When practicing in class, there is no different feeling from other lectures. However, when we are told that each group will perform a play based on their chosen play on stage, we become more motivated in the rehearsal and we think there is no other way but to do our best (Participant 35). The second aspect of assessment is the significance of a given set of tasks. In this aspect, participants are given the task to make something meaningful that directly affects their speaking ability. So, this aspect is a drama performance task that is assessed as a meaningful task by students. Here are some of his thoughts on this aspect. 'The task of presenting theatre on stage really makes us feel responsible, especially when we are given our respective responsibilities in presenting dramas, such as being actors, fashion, music, lighting and so on. trust. I also feel that our drama performances are better when we perform live because we get feedback for every intervention session. So, we feel that this assignment really gives meaning to our study as well as provides skills' (Participant 50). In addition, there was another opinion, namely 'I am very happy to be involved in the production process of this drama because it is a very valuable experience for me' (Participant 27).

The third aspect that was revealed was the student's perception of group collaboration in presenting the best drama. In this drama-based teaching intervention, all student participants work together in groups and divide the roles of their respective members to perform a drama. The following are some comments from students from the experimental group who support this team project. 'In groups, we work together, coordinate and train together. Through this process, we can correct each other in order to produce a quality drama production. In addition, through this project our friendship has also become better' (Participant 65). 'Through this drama project, I learned to coordinate with others to achieve a common goal' (Participant 43), 'Authentic tasks such as this drama performance require collaborative solving' (Participant 5). 'With this project, I have learned to complete tasks together. Prior to this project, I liked to do my own work. Through this project, I have learned that teamwork is necessary to achieve common goals' (Participant 12). In general, students' perceptions of teamwork in this group were positive. Collaboration in groups helps them to improve their ability to work together and adapt with their group mates to achieve common goals.

The last aspect that was revealed was the participant's perception of improving their presentation skills. All participants gave positive comments, they received a significant impact after following this drama project. The average improvement they felt was 98% a significant improvement in their presentation skills. Especially after showing a real drama in front of a live audience. Here are some student comments on improving their presentation skills. 'My speaking skills are getting better and I don't feel nervous anymore when speaking in public' (Participant 38). 'Intensive practice through this drama encouraged me to practice my pronunciation to be clear and have the right intonation. This condition has made my presentation skills significantly improved' (Participant 33). 'This drama-based language teaching helps me to regulate facial expressions and regulate emotions that can support my presentation skills' (Participant 47). Broadly speaking, all participants gave positive comments that this drama-based language teaching not only had a significant effect on students' presentation skills but also improved the ability of the suprasegmental elements.

5. Discussion

Based on the research results, this drama-based language teaching is effective in improving students' presentation skills. A significant increase in ability occurred after students performed drama performances that involved the audience directly. This significant impact is not only seen in students' presentation skills but also has an impact on students' perceptions of the four components, namely task authenticity, task meaningfulness, the benefits of collaboration in groups and perceptions of the influence of the intervention on their own presentation skills. The task component and the organised audience are key points for the success of drama-based language teaching interventions in improving public speaking or presentation skills. This finding is in accordance with the theory that the presence of the audience in a drama performance can encourage players to display their abilities optimally (Korkut & Çelik, 2021; Minas, 2020). This is what makes students' speaking skills increase significantly. In addition, the involvement of the audience or audience in drama performances is a key point in language learning (Hulse & Owens, 2019; Kalogirou et al., 2019; Korkut, 2018). So, the results of this study have several pedagogical implications in language learning. The implications for using the task must be authentic and meaningful. Language learning, both first language and second language, will be more optimal if it is facilitated by a set of concrete tasks that can encourage learners to be directly involved and provide more motivation because they feel they are given responsibility. This motivation will make language learning more optimal.

Based on quantitative data analysis data, research findings prove that drama-based language teaching has a significant impact on presentation skills, so this drama-based activity needs to be included in the language teaching curriculum at the elementary, middle and high levels. Furthermore, based on the results of interviews, drama-based language teaching can also change students' mindsets to be more positive in public speaking skills. This drama-based language teaching needs to be done over a long time to get significant results. The advantages of the experimental

group that received this drama-based teaching intervention were the involvement of students to be involved in direct drama performance projects and the presence of the audience. So, this drama becomes an effective language teaching method if the drama is carried out not only in the classroom but moves outside the classroom and there is an audience (Trent, 2014; Wang, 2012; Whong, 2013). So, this real audience component must be considered so that the pedagogic task of language teaching is more effective in improving presentation skills. Several previous studies have also proven that this drama is effective in improving second language fluency in secondary and higher education (Biebricher et al., 2019; Stavrou et al., 2021; Wu, 2020).

The qualitative data revealed in this study is also in line with the quantitative data which shows a significant increase in presentation skills. The results of surveys and interviews regarding students' perceptions of the interventions they received showed positive comments in several aspects, both to the process and experience they gained, as well as to their presentation skills. Drama-based language teaching by involving the audience directly can increase interactive awareness with the audience, improve the ability to organise presentations and improve the ability to improve the quality of presentation content. In addition to having an impact on presentation skills, this drama-based language teaching also has a positive impact on students' mindsets towards collaboration or collaborative work in groups, feeling useful assignments (Whong, 2013; Wu, 2016). All students gave positive comments that this drama-based language teaching not only improved their presentation skills but also increased their more positive mindset towards public speaking. The findings of this study have implications for language teachers to be more intensive in including real learning in language learning because language mastery will be more optimal if the students themselves use it intensively. One way to get students accustomed to using spoken language is through drama-based language teaching. This research is in line with the theory that students' linguistic abilities will be more optimal if these students get authentic assignments that encourage the use of their language (Çakir, 2015; Colliander & Fejes, 2021; Thorkelsdóttir, 2020). This authentic task can be done individually or in groups. Authentic assignments that encourage teamwork in groups can improve students' ability to adapt, foster mutual understanding, trust and correct each other's shortcomings in order to achieve common goals and quality results.

6. Conclusion, limitation and recommendation

This drama-based language teaching has proven to be effective in improving students' presentation skills. The increase was very significant compared to the control group who did not receive the drama-based language teaching intervention. The improvement of students' presentation skills can be seen in the components of the presentation structure, the ability to adapt and control the audience and the ability to create presentation content. This research has implications for the implementation of language teaching, including language teachers to be more intensive in including real learning in language learning because language mastery will be more optimal if the students themselves intensively use it, drama-based language teaching must be included in the curriculum, language teaching drama-based learning is not only implemented in universities but must also be implemented at the middle and high school level. This study has several limitations, including a limited sample involving participants from one university, not paying attention to gender variables in research analysis and limited time. Based on the limitations of the study, the researcher recommends that further research should increase the sample size to be broad and complex, for example, applied at the school and college level, paying attention to gender variables that may have different impacts from drama-based language teaching, and the time spent in conducting interventions is longer. So that the intervention can have a more optimal impact on students' presentation skills.

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