THE IMPLEMENTATION OF USING DRAMA-BASED ACTIVITIES TO FOSTER STUDENTS' CONFIDENCE AND SPEAKING SKILLS IN ENGLISH LANGUAGE LEARNERS OF 11TH STUDENTS OF SMAN 5 JEMBER

THESIS

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STATE ISLAMIC UNIVERSITY
OF KIAI HAJI AHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
MAY 2025

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Submitted to State Islamic University Kiai Haji Achmad Siddiq Jember
To Fulfill One of the Requirements for Bachelor Degree (S.Pd)
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i

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ii

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THESIS

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MOTTO

وَلَا تَهِنُوا۟ وَلَا تَحْزَنُوا۟ وَأَنتُمُ ٱلْأَعْلَوْنَ إِن كُنتُم مُّؤْمِنِينَ ﴿١٣٩﴾

"Do not falter or grieve, for you will have the upper hand, if you are ˹true˺ believers."*

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* Al-Qur'an Translation (Qs. Al-Imran: 139). https://quran.com/ali-imran

DEDICATION

With gratitude and humility, the author dedicates this paper to:

My beloved parents, Mr. Umar and Mam Masfufah who have always been a source of enthusiasm, prayer, and motivation in every struggle of the researcher. Thank you for your love, support, and invaluable sacrifice.

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vi

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Jember, May 2025

The Writer

ABSTRACT

Rohmah, Fadillah Afifi Nur, 2025: *The Implementation of Using Drama-Based Activities to Foster Students' Confidence and Speaking Skills in English Language Learners of 11th Students of SMAN 5 Jember*
Keywords: Drama-Based Activities, Speaking Skills, Confidence

The background of this study is because many students feel less confident in speaking English in public. Therefore, an innovative and fun learning method is needed to encourage active student participation. One method that can be implemented is Drama-Based Activities, which is not only able to create a fun learning atmosphere, it also believed to be able to foster students' confidence and speaking skills.

The aim of this study is to explore in greater depth the implementation of the method and its effect on fostering students' confidence and speaking skill. The research focus in this research are: 1) How was the implementation of Drama-Based Activities in English learning to foster confidence and speaking skills in grade 11th students at SMAN 5 Jember? 2) What challenges did the teacher face in implementing Drama-Based Activities as a method of learning to speak in English? 3) How did students' perceptions of the use of Drama-Based Activities to foster confidence and speaking skills?

The research method used was qualitative, with data collection through interviews and observations. This research was conducted at SMAN 5 Jember. The research participant consisted of 15 students of 11th grade and grade 11th English teacher. The location was chosen because researcher had easy access to conduct in-depth and sustainable research, so as to produce valid data. The researcher used the Miles and Huberman approach to analyze the data, which included data collection, data reduction, data display, and conclusion drawing. This study employed a source triangulation to ensure the validity of the data.

As a result, the implementation of Drama-Based Activities in English learning was conducted through several stages, namely forming groups, composing drama scripts, practicing with the group, performing in front of the class, and giving feedback to friends. Teacher face challenges in building active participation of all students to feel comfortable during the learning process. Of the 15 students interviewed, 9 students responded positively to the implementation of this method. However, 6 other students conveyed obstacles. The implementation of Drama-Based Activities improved students' confidence and speaking skills, although it still requires careful planning, adaptive approaches, and emotional support to maximize its benefits.

TABLE OF CONTENT

LIST OF TABLE

xi

LIST OF FIGURE

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Research Context

In Indonesia, efforts to improve the quality of education continue to be carried out to face global challenges and the increasingly complex digital era. Essentially, education serves as a means for individuals to develop their potential through the learning process they acquire.[1] Education also plays a crucial role in shaping students' character and fundamental skills before advancing to higher levels of education. To continue in higher education, students are required to master an international language, one of which is English. This is evident as English is the first foreign language taught to students in Indonesia as a compulsory subject in primary, secondary, and higher education.[2]

English is the second language learned by students in Indonesia. It is also an important language in various fields, such as business, tourism, and education. By teaching English from elementary to higher education levels, it is expected that Indonesian students will be able to master the language. In addition to mastering it, students are also expected to communicate in English properly and correctly. English is an important

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[1] Siti Fadia NF, Problematika Kualitas Pendidikan di Indonesia, Jurnal Pendidikan Tambusai, Vol. 5, No. 1, 2021, 1617-1620

[2] Chusnu Syarifa DK, Integrasi Bahasa Inggris Dalam Proses Pembelajaran, Jurnal-Efisiensi Kajian Ilmu Administrasi, Vol. XV, No. 2, 2018, 43-50

language used as a tool for communication.[3] Effective communication can be achieved when someone understands and comprehends what has been conveyed. In English, there are four essential skills that students must master, namely reading, listening, writing, and speaking.

One of the English language skills discussed in this study is speaking. Speaking skills in English are used to communicate directly with others. Among the four key language skills, speaking is considered the most important skill in learning a foreign or second language.[4] In this regard, speaking skills play a crucial role for second language learners. There are several aspects of speaking skills that need to be considered, namely pronunciation, fluency, grammar, and vocabulary. Pronunciation is very important and should be one of the first things students learn in English.[5] It is essential for improving speaking skills because English has many similarities in pronunciation. If there are an errors in pronunciation can lead to misunderstandings or changes in meaning.

In addition to pronunciation, fluency is also an important aspect of speaking English, as it enables a person to understand every word or sentence spoken. A person who is fluent in English can communicate accurately, coherently, and fluently in various contexts and situations.[6]

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[3] Lawarn S, The Use of Project-based Learning Focusing on Drama to Promote Speaking Skills of EFL Learners, Article, Vol. 9, Issue. 6, 2018.

[4] Parupalli SR, The Importance Of Speaking Skills In English Classrooms, Alford Council Of International English & Literature Journal (ACIELJ), Vol. 2, Issue. 2, 2019, 6-15

[5] Reggy Rayasa, The Use of Movie to Enhance Tenth Grade Students' Pronunciation At SMA Angkasa 2, East Jakarta, Journal of English Teaching, Vol. 4, No. 2, 2018, 118-131

[6] Marwa Abd AGHAG, A Program Based on Post-constructivism to Develop Adults' English Language Fluency, A Dissertation, 2024

Essentially, someone who is fluent in English can express ideas clearly and confidently in different circumstances. Meanwhile, grammar and vocabulary serve as supporting aspects of speaking skills. This does not mean that grammar and vocabulary are unimportant in speaking skills. However, to foster speaking skills, the most crucial factor is that students must have the confidence to practice and use the language effectively.

Confidence is something that is difficult for some students to acquire, which is why it needs to be continuously trained. Specifically in speaking English, many students lack confidence because of fear being ridiculed by their peers if students make mistakes while speaking. The teacher must have a good method for teaching speaking skills that is both enjoyable and meaningful, while also encouraging active participation from students.[7] Therefore, the teacher's role is crucial in helping students build confidence at school. One way to do this is by regularly encouraging students to speak in front of the class, which can improve students' confidence. By using fun and innovative teaching methods, an English teacher can help students' foster confidence.

One teaching method that can be implemented by English teacher to foster speaking skills and students' confidence is by using Drama-Based Activities. While this may be considered challenging to implement in the classroom, teacher can motivate students so students do not feel overwhelmed during the process of implementing Drama-Based Activities.

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[7] Hayati, et al, Improving Students 'Confidence In Speaking Through Simulation Method, Jurnal SMART, Vol. 6, No. 1, 2020, 24-33

An effective way to motivate students regarding this teaching method is by showing various examples of drama performances available on social media. This can help students visualize how Drama-Based Activities work and encourage them to participate more actively.

Drama-Based Activities are designed to stimulate student engagement, which can foster confidence and speaking skills. Drama-Based Activities provide an opportunity for speaking that allows the creative juices to flow and invigorates students as they analyze and interpret texts.[8] Through Drama-Based Activities, students are encouraged to explore, analyze, interpret, and perform various texts or scenarios. Additionally, drama offers a space for students to express freely and strengthen students' confidence in conveying ideas. By participating in different roles, students learn to manage emotions, adapt to situations, and enrich their vocabulary and communication skills in English. Ultimately, these activities make the learning process more interactive, enjoyable, and meaningful.

The implementation of Drama-Based Activities in the 11th grade English class at SMAN 5 Jember was carried out in September 2024, precisely when the teacher introduced the Narrative Text topic. This material introduced students to a type of text that narrated a sequence of events chronologically, aiming to entertain or inform through a story structured into orientation, complication, and resolution. Through drama,

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[8] Sara DR and Rosalind H, Drama-Based Pedagogy: New Ways of Incorporating Drama into the Secondary Classroom, Article: Texas Association for Literacy Education Yearbook, 2017

students not only learned the structure of narrative texts but also practiced intonation, facial expressions, body language, and speaking skills.

The classes that implemented the Drama-Based Activities were 11-2, 11-3, and 11-4. There was the teacher's reason for implemented this Drama-Based Learning was "So that students' speaking skills could improve, and students were expected to learn about many things, such as helping each other when students experienced difficulties. Students were also trained to lead and to be led." Said the 11th grade English teacher.[9]

The first step before doing Drama-Based Activities was that the students were directed by the teacher to form a group, after that, student was looked for references or create dialogues, then each student wrote the dialogue in the book. After that, each group was assessed in terms of reading. Then, students were given time to practice and memorize the dialogue. The final step was for the students to perform the drama in front of the class.[10]

Before going to the last step, the teacher assessed the students in reciting the dialogue. During the assessment process, the teacher helped the students to foster their speaking skills, for example by correcting students' mispronunciations and advising students whose voices were low to speak louder so that they could be heard clearly. In addition to fostering speaking skills, the teacher also helped students to build confidence, such as by expressing compliments to each group. This was considered one of

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[9] 20th on February 2025 Musrifah, Interviewed by FANR, Jember
[10] 20th on February 2025 Musrifah, Interviewed by FANR, Jember

the factors that boosted students' confidence. However, in addition to giving compliments, the teacher also gave advice to each group, so when performing the drama in front of the class, students became more confident.

During the implementation of Drama-Based Activities, there were certainly challenges faced by the English teacher, such as "initially, no students wanted to perform in front of the class; students also made a lot of excuses to avoid performing," said Mrs. Musrifah, the 11th grade English teacher.[11] The challenges were addressed by the teacher in several ways. To overcome the problems, the teacher immediately assigned the order of performance for each group so that there were no excuses for students not to perform. In addition, the teacher asked the students to focus on paying attention to the group that was performing. Afterwards, students were asked to give feedback, both in the form of suggestions and praise, to the group that had performed. In this way, the drama-based learning activities could run smoothly.

According to Reva, a student of grade 11-4 at SMAN 5 Jember, Drama-Based Activities were fun because learning English was not boring and could foster confidence and speaking skills. Nur Fadhila added that drama activities were difficult to do. This was because students had to memorize the dialogue text, which took a long time to memorize. However, during the performance, Nur Fadhila felt confident because of

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[11] Musrifah, interviewed by FANR 2024, Jember

the support from her group friends. In addition, Nur Fadhila's speaking skills also improved in terms of pronunciation and intonation.

The researcher chose this research title because the implementation of Drama-Based Activities was regarded as one of the most fun and innovative methods for learning English. Based on this, the researcher wanted to explore in greater depth the implementation of the method and its effect on fostering students' confidence and speaking skill.

To achieve this goal, the researcher conducted direct research using observation, interviews, and documentation with English teacher and students. The researcher also confirmed with the 11th grade English teacher and students from classes 11-2, 11-3, and 11-4 that the data concerning the implementation of Drama-Based Activities was in accordance with the actual conditions present in the study. Thus, the researcher compiled a scientific paper entitled "The Implementation of Drama-Based Activities to Foster Confidence and Speaking Skills in English Language Learners: 11th Grade Students of SMAN 5 Jember."

B. Research Focus

Based on the background of the study above, the research focus for this study are as follows:

1. How was the implementation of Drama-Based Activities in English learning to foster confidence and speaking skills in grade 11th students at SMAN 5 Jember?

2. What challenges did the teacher face in implementing Drama-Based Activities as a method of learning to speak in English?

3. How did students' perceptions of the use of Drama-Based Activities to foster confidence and speaking skills?

C. Research Objectives

Based on the research focus above, the objectives of this study are as follows:

1. To describe the implementation of Drama-Based Activities in English learning to foster confidence and speaking skills in grade 11th students at SMAN 5 Jember.

2. To know the challenges faced by teacher in implementing Drama-Based Activities as a method of learning to speak in English.

3. To know students' perceptions of the use of Drama-Based Activities to foster confidence and speaking skills.

D. Benefits of Research

The research benefits outline the contributions that will be provided after completing this study. These benefits can be categorized into theoretical and practical benefits, including benefits for researchers, institutions, and society as a whole.[12] The benefits that can be derived from this research are as follows:

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[12] Tim Penyusun, Pedoman Karya Tulis Ilmiah (Jember: Fakultas Tarbiyah dan Ilmu Keguruan UIN KHAS Jember, 2021), 81

1. Theoretical Benefits

   This research is expected to provide significant contributions to the development of theories and literature related to English language teaching methods, particularly in improving students' speaking skills and confidence through drama-based activities.

2. Practical benefits

   The practical benefits of this research apply to various parties, such as:

   a. Benefits for Researcher

      This research provides the researcher with experience in writing scientific papers both theoretically and practically. It also offers insights and knowledge about The Implementation of Using Drama-Based Activities to Foster Students' Confidence and Speaking Skills in English Language Learners: 11th Students of SMAN 5 Jember.

   b. Benefits for Institution

      The benefits of this research for institutions, especially schools, serve as a reference for students or teachers to implement innovative teaching methods that can enhance the quality of English language instruction through drama-based activities.

   c. Benefits for Society

      The results of this research are expected to serve as an academic reference and a guide for future studies related to drama-

based teaching methods in fostering students' speaking skills and confidence.

E. Definition of Key Terms

1. Drama-Based Activities

   Drama-based activities are learning activities that incorporate elements of drama, such as role-play, dialogues, and performances, to create an interactive and collaborative learning environment. In the context of language learning, drama-based activities help students practice language in a real and contextual manner, foster students' confidence in speaking, and enrich their vocabulary and grammar skills. Through drama-based activities, students not only learn the language but also develop empathy, imagination, and social skills that are essential for real-world interactions.

2. Confidence

   Confidence is a sense of self-assurance or belief in one's abilities, skills, and judgments. Confidence is crucial as it influences students' motivation, participation, and willingness to try new things, including speaking in public or using a foreign language. High confidence encourages students to communicate more actively and express their ideas or opinions. To build confidence, students need continuous practice and reinforcement.

3. Speaking skills

Speaking skill refers to the ability of an individual to convey ideas, thoughts, and information orally in a clear and effective manner. This skill includes abilities such as pronunciation, fluency, vocabulary, and the correct use of grammar. Speaking skills are crucial because they enable students to communicate directly and effectively in real-world situations. Speaking skills can be developed through activities like group discussions, role-playing, and presentations.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

In this section, researcher list various previous research results related to the research to be carried out. By doing this step, it will be seen to what extent the originality and difference of the research conducted. Some studies that have been conducted related to this research are as follows:

1. The journal written by Emmanuel Mugiraneza, Alexandre Habintwali, Jean Damascene Kanyambo, and Asst. Professor Epimaque Niyibizi with the title "How Drama Enhances English-Speaking Skills: The Role of Drama in Teaching English-Speaking Skills in Selected Secondary Schools in Kigali City, Rwanda." 2024.

   The purpose of this study was to identify the role of drama in teaching English-speaking skills in selected secondary schools in Kigali City. This research method used a qualitative design and used a descriptive research design with a random sample of 100 students and 4 teachers in selected schools in Kigali City from a target population of 1004. Data were collected using questionnaires and interviews to gather primary data. The results revealed that the application of drama activities in English language teaching has positively improved students' speaking skills in Kigali City secondary schools, especially in the control group (language combination). In addition, the results

12

confirmed that students develop a positive attitude when drama is used in the classroom and can improve their speaking skills.[13]

2. The article authored by Sohaib Alam, Ansa Hameed, Aleksander Kobylarek, Martyna Madej, and Farhan Ahmad in 2023, titled "Drama approaches across higher education in the English curriculum: students perspectives on holistic activity-based teaching."

    This research focuses on the use of various elements of drama to engage students in real-life dialogue, and encourage students to engage in communication. The research used a quantitative technique, and included a specific section about students' perspective on data collection from over a thousand students. The data collection method used purposive sampling in the present study. The results of this study support the use of drama as a strategic approach and has a greater influence on student learning outcomes.[14]

3. The journal titled "Students' Self-Confidence in Their English-Speaking Fluency: A Case Study at SMP Islam Terpadu Generasi Muslim Cendikia" by Annisa Faiza Baktillah, Amrullah, Lalu Jaswadi Putera, Lalu Muhaimi in 2024

    This study aims to find out about students' self-confidence that can be seen from their fluency in speaking English, the types of self-confidence in students seen from their self-confidence, and also the

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[13] Emmanuel Mugiraneza, et al, How Drama Enhances English-Speaking Skills: The Role of Drama in Teaching English-Speaking Skills in Selected Secondary Schools in Kigali City, Rwanda. Journal: African Journal of Empirical Research, Vol.05, Iss.2, 2024, 764-772

[14] Sohaib Alam, et al, Drama approaches across higher education in the English curriculum: students perspectives on holistic activity-based teaching, Article in Xlinguae, 2023

strategies used by teachers to increase students' self-confidence at Generasi Muslim Cendikia Integrated Islamic Junior High School. This research used descriptive qualitative method. Data were collected using observation techniques, speaking tests, questionnaires, and interviews. The subjects of this study were 24 female students from class VIII/C at Generasi Muslim Cendikia Integrated Islamic Junior High School. The researcher used indirect observation, where the researcher was not directly involved in the activities. The speaking rubric was used to measure the level of fluency in speaking English, and the students' self-confidence was determined based on the indicators of self-confidence during the students' speaking. For the questionnaire, the researcher used a Likert scale. The researcher conducted interviews with relevant teachers to determine strategies to improve students' self-confidence. The results of this study showed a clear correlation between self-confidence and speaking ability. Students who showed higher levels of self-confidence tended to achieve better grades than speaking assessments. There were similarities and differences that emerged between confident and less confident students in their English speaking ability.[15]

4. The research titled "Drama in STEAM education: Possible approaches and connections to drama-based activities in STEAM education" was carry out by Nicole Kasbary and Géza Máté Novák in 2024.

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[15] Annisa Baktillah, et al, Students' Self-Confidence in Their English-Speaking Fluency: A Case Study at SMP Islam Terpadu Generasi Muslim Cendikia, Journal: Jurnal Ilmiah Profesi Pendidikan, Vol. 9, No.4, 2024, 2486-2494

The purpose of this research focuses on a review of the literature relevant to the advantages, relevance, and potential relationship between drama and STEAM (Science, Technology, Engineering, Art, and Mathematics) education. The study used a qualitative approach to collect data, including relevant literature, descriptions of drama activities, and observations. The findings of this study show that drama in STEAM education can enhance and stimulate students' learning and knowledge in specific subjects, make students more enthusiastic in exploring, researching and learning, socializing with their group mates, and confident to perform.[16]

5. The thesis authored by Rosalinda Indah in 2024, titled "The Relationship Between Watching English Movies And Speaking Skill Performance In A Drama Activity"

This study aims to determine and describe the relationship between watching English films and the performance of speaking skills in drama activities. This current study used a quantitative method. Data were collected through a closed questionnaire to 44 eleventh grade students at SMAN 6 South Tangerang City who performed a drama based on an English film. Data were collected through a closed questionnaire to 44 eleventh grade students at SMAN 6 South Tangerang City who performed a drama based on an English film using a Likert scale. Students' drama scores to represent their speaking

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[16] Nicole Kasbary and Géza Máté Novák, Drama in STEAM education: Possible approaches and connections to drama-based activities in STEAM education, Article: Hungarian Educational Research Journal, 2024

skill performance. Data analysis was conducted through Pearson correlation test using SPSS 27 software. The results of this study showed a very low correlation with a correlation coefficient of 0.155. This is because students mostly watch English films for pleasure using Indonesian subtitles and only watch 2 - 4 films per month.[17]

Table 2.1
Similarities and Differences in Previous Research

No	Author and Title	Similarities	Differences
1.	Emmanuel Mugiraneza, Alexandre Habintwali, Jean Damascene Kanyambo, and Asst. Professor Epimaque Niyibizi. 2024. "How Drama Enhances English-Speaking Skills: The Role of Drama in Teaching English-Speaking Skills in Selected Secondary Schools in Kigali City, Rwanda, Central Africa"	a. Both studies used qualitative methods. b. Both studies implemented Drama-Based Activities as a teaching method	a. The previous study was conducted Secondary Schools in Kigali City. • Researcher conducted research at Senior High School 5 Jember b. This previous study used a random sample of 100 students and 4 teachers • Researcher used 5 students each from class 11-2, 11-3, and 11-4 as interviewees.
2	Sohaib Alam, Ansa Hameed, Aleksander Kobylarek, Martyna Madej, and Farhan Ahmad. 2023. "Drama	a. Both studies implemented Drama-Based Activities as a teaching method	a. Previous research used quantitative methods • Researcher used qualitative methods. b. The previous study was

[17] Rosalinda Indah, The Relationship Between Watching English Movies And Speaking Skill Performance In A Drama Activity, Thesis-Department Of English Education Faculty Of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta, 2024

	approaches across higher education in the English curriculum: Students perspectives on holistic activity-based teaching."		conducted in higher education • Researcher conducted research at SMAN 5 Jember.
3.	Annisa Faiza Baktillah, Amrullah, Lalu Jaswadi Putera, Lalu Muhaimi. 2024. "Students' Self-Confidence in Their English-Speaking Fluency: A Case Study at SMP Islam Terpadu Generasi Muslim Cendikia"	a. Both studies used qualitative methods. b. Both studies explored the relationship between students' confidence and English speaking ability	a. The previous research was conducted at Generasi Muslim Cendikia Integrated Islamic Junior High School class VIII/C • Researcher conducted the research at SMAN 5 Jember on 15 students, 5 students each from class 11-2, 11-3, and 11-4. b. Previous research used indirect observation • Researcher observed learning activities directly.
4.	Nicole Kasbary and Géza Máté Novák. 2024. "Drama in STEAM Education: Possible Approaches and Connections to Drama-Based Activities in STEAM Education"	a. Both studies used qualitative methods	a. Previous research linked drama with STEAM (Science, Technology, Engineering, Arts, and Mathematics) education to enhance learning in various disciplines • This research focuses on the implementation

			of drama in English learning to improve students' speaking skills and confidence in senior high school.
			b. The purpose of the previous study focused on reviewing the literature to explore the relevance, benefits and potential relationship of drama to STEAM education.
			• This study aims to improve English speaking skills and build students' confidence through Drama-Based Activities.
5.	Rosalinda Indah. 2024. "The Relationship Between Watching English Movies And Speaking Skill Performance In A Drama Activity"	a. Both studies used drama as the method to improve students' speaking skills. b. Both studies are located in SMA	a. The previous study used quantitative methods • This research used qualitative methods. b. The purpose of the previous study was to find the relationship between watching English films and the performance of speaking skills in drama activities. • This study

			focuses on the implementation of drama activities to improve students' confidence and English speaking skills.

Based on the analysis of previous studies, there is a significant research gap in the use of Drama-Based Activities to foster students' speaking skills and confidence in English language learning. Previous studies, such as those conducted by Emmanuel Mugiraneza et al. and Sohaib Alam et al, focused more on the positive effects of drama on English learning outcomes in general, but did not deeply explore the implementation process and its effect on students' self-confidence specifically. In addition, the study by Annisa Faiza Baktillah et al emphasized more on the relationship between students' confidence and speaking fluency without integrating drama-based activities as the main strategy. Rosalinda Indah's thesis revealed the relationship between watching English films and speaking skills in drama, but had a different focus, namely passive correlation rather than direct influence of drama activities. Meanwhile, Nicole Kasbary and Géza Máté Novák's research links drama to STEAM education, which is contextually different from the focus on English language learning in secondary schools. Therefore, this study aims to fill the gap by exploring the implementation of Drama-Based Activities as a strategy

to foster students' speaking skills and confidence, conducted in a high school setting, specifically SMAN 5 Jember, to provide a more specific and in-depth perspective on this approach.

B. Theoretical Framework

Language teaching is the process of teaching language to individuals to develop each individual's ability to communicate. Language teaching is directed to improve communicative skills in various communication contexts.[18] In this context, language teaching is designed to help students not only understand language structure and grammar, but also master effective communication skills. One of the functions of language teaching is to improve students' communication skills. Therefore, language teaching involves the use of various methods, approaches, and strategies to help students achieve proficiency in language. As a language teacher, especially an English teacher, you must be able to create a supportive, interesting, and interactive learning environment to encourage students' active participation.

In language learning, there are four main skills: speaking, listening, reading and writing. These four skills complement each other and function to help individuals understand, convey information, and interact with others in various social and academic contexts. This is a fundamental aspect that must be mastered in the language learning process. Each of these skills is interrelated and supportive of one another. For example,

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[18] Meli Damayanti, THE PRINCIPLES OF LANGUAGE TEACHING, Holistics Journal, Volume 14, Number 1, 2022

good listening skills can improve speaking skills, as individuals learn to understand pronunciation, intonation and vocabulary from what they hear. Similarly, reading can expand vocabulary and grammar knowledge which can then be implemented in writing.

Teaching speaking is an important part of language teaching that focuses on developing students' speaking skills. Teaching speaking remains challenging for many English teachers.[19] Many students feel anxious or afraid of making mistakes when speaking in a foreign language. Therefore, teachers must create a supportive learning atmosphere where students feel comfortable to practice speaking without fear of judgment. The use of activities such as role-play, group discussion, or communication-based games can help students feel more confident and motivated to speak.

1. **Speaking Skill**

   Speaking skill is a person's ability to express thoughts, ideas, emotions, or information orally. It is one of the key skills in communication that enables one to interact with others effectively. The speaking skill is measured in terms of the ability to carry out a conversation in the language.[20] In the context of language learning, speaking skill is one of the important skills that must be mastered by students. This is because communication is the main way to convey

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[19] Anne Burns, Concepts for Teaching Speaking in the English Language Classroom, LEARN Journal: Language Education and Acquisition Research Network Journal, Volume 12, Issue 1, 2019

[20] Asramadhani and Sri Minda Murni, Improving Students' Speaking Skill In Expressing Offering By Using Role Play Technique

messages in everyday life. Through speaking skills, individuals can demonstrate students' ability to understand and use language properly.

In language learning, speaking skills are considered as the main indicator of successful language acquisition. Speaking skills enable learners to use language actively and practically in various real-life situations. It also help learners increase confidence in using language, because learners can participate in discussions, give opinions, or deliver presentations in front of others. By practicing speaking, learners can also strengthen their understanding of language structure and usage.

Despite its importance, mastering speaking skills is often a challenge for many teachers and students. Making students speak English is a difficult job for English teachers. It needs a long process of practice and learning.[21] There are several factors that trigger difficulties for teachers and students in speaking English such as nervousness, lack of vocabulary, or fear of making mistakes that often hinder speaking skills. To overcome these challenges, teachers and students need to increase speaking practice during lessons, either through group discussions, role plays, or speaking with native speakers. In addition, listening to conversations or speeches in the target language can also help improve comprehension and

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[21] Siti Khotimah, The Use Of Problem Based Learning To Improve Students' Speaking Ability, Journal Of English Language Teaching, Elt Forum 3 (1) (2014)

pronunciation. With consistent practice, students can develop their speaking skills gradually and become more confident in speaking.

According to Brown 2003, there are several basic types of speaking, namely intensive, responsive, interactive, and extensive.

a. Intensive

Intensive speaking involves more in-depth speaking practice, where the goal is to hone the phonological and grammatical aspects of the language. In this type of speaking, students do not simply imitate or repeat sentences, but they also work on improving pronunciation and more complex sentence structures. Typically, this activity is carried out in the context of directed practice that emphasizes pronunciation and grammatical accuracy.

b. Responsive

Responsive speaking focuses on short, limited interactions, which include simple conversations, such as greetings, small talk, or basic requests. This type of speaking is more oriented towards quick responses to questions or statements that do not require deep thought or explanation. Although these conversations are simple, they are important for the development of basic speaking skills in a foreign language, as they provide students with opportunities to practice responding in familiar, everyday communication situations.

c. Interactive

Interactive speaking involves more complex interactions, which may involve multiple rounds of exchange or more than one participant in the conversation. In this type of speaking, participants are expected to answer, ask questions, and provide relevant responses in a more dynamic conversation. These interactive skills require the ability to follow and participate in discussions that involve multiple ideas or topics that change frequently, making them more challenging and providing a more realistic communication experience.

d. Extensive

Extensive speaking involves more extensive and in-depth oral production, such as a speech, oral presentation, or storytelling. Unlike other types of speaking that focus more on short conversations or limited responses, extensive speaking allows individuals to express ideas, opinions, or information more freely and at greater length. It often requires systematic preparation and organization of material, as well as the ability to speak in public with confidence, which is especially important in higher education and professional contexts.

Besides that, to assess a person's speaking skills, several assessment criteria are needed, such as fluency, pronunciation, grammar, and vocabulary.

1) Fluency

English fluency refers to a person's ability to speak or write English fluently and without significant difficulty. Good speaking fluency makes one's English proficiency much better and sounds slicker, more natural, and more impressive for the listeners.[22] This includes a wide vocabulary, an understanding of correct sentence structure, and the ability to speak with confidence.

2) Pronunciation

Pronunciation is the ability to pronounce words correctly and according to the phonetic rules of a particular language. Each speaker's ability to pronounce themselves clearly helps others understand what they are saying.[23] Good pronunciation is very important because it can affect the listener's understanding of the message being conveyed. Good pronunciation not only makes communication easier, but also improves the quality of interaction, both in everyday conversation and in formal contexts.

3) Grammar

Grammar in language refers to the rules and structures that govern how words are combined to form meaningful sentences.

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[22] Aditya Permana et al. Analysis Student's Speaking Fluency In Speaking Class Performance, Globish (An English-Indonesian journal for English, Education and Culture), Vol. 10, No.1, 2021
[23] Edy Suseno, Developing Pronunciation Skills Through Application To Enhance Speaking Ability: Systematic Literature Review, Innovare Journal of Social Sciences, Vol 11, Issue 5, 2023.

It includes elements such as tenses, nouns, verbs, adjectives, adverbs, and the correct use of punctuation. With good grammar, people can use words and communicate with others properly.[24] Grammar is very important in language because it helps ensure clear and effective communication.

4) Vocabulary

Vocabulary in language refers to the collection of words used by a person in speaking, writing, or understanding language. This vocabulary includes various types of words, such as nouns, verbs, adjectives, adverbs, and others, which together form effective communication skills. Vocabulary is the initial or fundamental step that needs to be learnt and mastered to be able to master a language.[25] Vocabulary mastery is very important because the more words one knows, the wider and richer one's ability to communicate.

2. **Drama-Based Activity**

Drama-Based Activity is one of the drama-based learning approaches. Drama-Based Activities focuses on the process of how students learn and engage with concepts and skills rather than the end

[24] Fakhruddin Zam Zam, et al. The Correlation Between Grammar And Speaking Skill Of Undergraduate Students, Jurnal Pendidikan Bahasa Inggris, Volume 10 (2), 2021, 250-262.
[25] Ulviana Rasni et al. The Use of Story' Retelling Technique to Develop Students' Vocabulary at the Tenth Grade of SMAN 6 Wajo, Journal of Excellence in English Language Education, Volume 1 No. 4, 2022.

result.[26] Drama can be used as a learning tool that emphasizes the development of students' concepts and skills rather than the end result. In implementing Drama-Based Activities in the classroom, students are expected to show creativity, increase self-confidence, as well as improve students' speaking skills.

Drama is considered as a modern and advanced technique to teach speaking skill.[27] Drama-Based Activities is one of the modern techniques that can be used by teachers to improve students' speaking skills. In addition, Drama-Based Activity has several important benefits in learning, especially English, such as, helping to create a livelier and fun learning atmosphere so that the learning process does not feel boring, can increase students' confidence, and this method can hone students' speaking skills, which is one of the important competencies in learning.

Drama-Based Activities play an important role in speaking performance and have a close relationship with teaching English as a foreign language.[28] Through drama, students can learn to express more confidently in an English context. In addition, this method provides opportunities for students to practice using vocabulary, grammar and intonation in more natural and interactive situations. By

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[26] Bridget Kiger Lee, et al, The Effect of Drama-based Pedagogies on K-12 Literacy-Related Outcomes: A Meta-Analysis of 30 Years of Research, International Journal of Education & the Arts, Vol. 21, No. 30, 2020

[27] Chang Trung Nguyen, Effects Of Applying Drama-Based Activities In Speaking Classes On EFL Students' Speaking Performance, Article: International Journal of Instruction, 2023

[28] Chang Trung Nguyen, Effects Of Applying Drama-Based Activities In Speaking Classes On EFL Students' Speaking Performance, Article: International Journal of Instruction, 2023

involving emotion and imagination, Drama-Based Activities help students understand the meaning of language deeply and improve students' ability to communicate effectively. This makes Drama-Based Activities an effective method to create an interesting and relevant learning atmosphere in English language learning.

Drama-Based Activities are characterized by the combination of a range of different activities such as story-telling, improvisation, simulation, language games, and role-play.[29]

a. Role-play

Role-play is a learning method in which participants play a role according to a predetermined scenario. Role-playing is a popular pedagogical activity in communicative language teaching classrooms, it frees students to be creative in the students' language.[30] Through role-play, students can explore a variety of real situations, such as dialogue in formal and informal settings, thus helping students to be more creative and to understand the context of language use more deeply.

Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make

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[29] Do Thi Ngoc Nhi and Nguyen Buu Huan, Drama-based role play activities to impact on students' speaking performance, Journal: Can Tho University Journal of Science, Vol. 7, 2017, 91-99

[30] H. Douglas Brown, Language Assessment Principles and Classroom Practices, San Francisco, California, 2003

the language acquisition impressive.[31] Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interest of learners, and make the language acquisition impressive. With role-play, students are given the opportunity to take part in a variety of real-life situations, such as having a dialogue in a social, professional or academic context. This activity not only makes the classroom atmosphere livelier, but also helps students to be actively involved in the learning process. When the learning atmosphere is interactive and engaging, students' interest in language learning increases, so they are more motivated to participate and develop their language skills.

In addition to arousing interest, role-play also makes the language acquisition process more memorable and meaningful. By playing a particular role, students can understand the context of language use in depth, including grammatical structures, vocabulary and expressions relevant to a particular situation. Role-play allows students to practice speaking skills in a safe and supportive atmosphere, so they feel more confident to use the language learnt. This technique not only enriches students' learning experience, but also prepares them to better deal with real-life communication.

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[31] Feng Liu and Yun Ding, Role-play in English Language Teaching, Journal: Asian Social Science, Vol. 5, No. 10, 2009

b. Indicators of Role-play

1) Understanding the Role

Understanding the role is the first step that participants must master in a role-play activity. A good understanding of the role includes an understanding of the character being played, the purpose of the role, and the context of the situation being presented. Participants must be able to place themselves in accordance with the specified character, both in terms of language, expression, and relevant actions. By understanding the role thoroughly, participants can create a realistic representation, making the role-play activity more meaningful and effective in learning.

In addition, understanding the role also involves participants' ability to explore the background of the role, including the values, motivations and perspectives of the character being played. This encourages participants to think critically and creatively in bringing the role to life. A deep understanding of the role not only helps participants run the simulation better, but also enriches their learning experience, especially in understanding the social and cultural context related to language use.

2) Communication Skill

Communication skills are at the core of role-play as the activity is designed to practice speaking and interacting skills in a variety of situations. Role-play participants need to use language that is clear, contextualized and relevant to the role being played. They also need to be able to manage intonation, pronunciation, and sentence structure so that the message can be understood by the other person. Through role-play, participants not only practice their speaking skills, but also learn to listen actively and respond appropriately.

In addition to speaking skills, role plays also train nonverbal communication skills, such as facial expressions, body language, and eye contact. These components are important for creating more natural and effective interactions. Good communication skills allow participants to adapt their speech to the audience and situation, making role-play activities an effective medium for building confidence and social interaction skills.

3) Peer Feedback

Peer feedback is an important part of role-play as it helps students recognize strengths and weaknesses during the activity. This feedback provides an opportunity for students to gain different perspectives on their performance, including in

the aspects of communication, role understanding, and expression. Feedback is also given in response to learners' errors, and these learners may accept, modify, or even reject the feedback.[32] By listening to suggestions and feedback from peers, students can learn to refine and improve skills gradually.

In addition, giving feedback also trains students to think critically and provide constructive evaluation. When giving feedback, peers are taught to focus on specific aspects, such as clarity of language, use of expression, or appropriateness to the role. This process not only helps the student receiving the feedback, but also provides additional learning for the feedback giver. Thus, peer feedback is an important element in supporting collaborative learning and skill development through role-play.

3. **Confidence**

Confidence is a person's belief in their own ability or judgment to deal with various situations. Confidence refers to the individual's capacity to make a positive assessment of his or her own abilities.[33] Therefore, every individual at least needs to have confidence. This is important because confidence plays a vital role in human life.

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[32] Hong Yu Connie Au and Mehmet Bardakçı, An Analysis Of The Effect Of Peer And Teacher Feedback On Efl Learners' Oral Performances And Speaking Self-Efficacy Levels, International Online Journal Of Education And Teaching (Iojet), 7(4), 2020, 1453-1468.
[33] Utku HAMAMCIOĞLU, Investigation of the Self-Confidence and Self-Efficiency Levels of Football Referees, TOJET: The Turkish Online Journal of Educational Technology, volume 23 Issue 2, 2024

Confidence helps a person show their capacity, so that everyone feels worthy to achieve what they want.

In the context of education, confidence also plays an important role in improving student success. This is because students who have confidence tend to be active students during the learning process, such as daring to express opinions, daring to try new things, and daring to face challenges or risks that will occur.

Confidence in language learning is often related to speaking skills. Considering that students need to communicate in order to improve communicative skills and gain confidence.[34] Confident students are not afraid to try speaking in the target language, even if their abilities are not yet perfect. This is in contrast to less confident students, who tend to avoid speaking situations for fear of ridicule or making mistakes. By creating a supportive learning environment and providing constructive feedback, teachers can help boost students' confidence.

The researcher only focuses on two aspects of confidence because it considered to have significant relevance in supporting students' self-confidence, namely self-efficacy and self-esteem.

a. Self-efficacy

According to Bandura 1997 self-efficacy refers to beliefs in one's capabilities to-or-ganize and execute the courses of action required to produce given attainments. This can be interpreted that

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[34] Vahid Rahmani Doqaruni, A Quantitative Action Research on Promoting Confidence in a Foreign Language Classroom: Implications for Second Language Teachers, i.e.: inquiry in education: Vol. 5: Iss. 1, Article 3.

someone with high self-efficacy will definitely be confident in something that has been done. In other words, for people who have high self-efficacy, small failures can be considered as delayed success.

In the context of learning, self-efficacy can influence how students set goals, how much effort students expend, and how students deal with obstacles. Increasing self-efficacy in students can be done through various ways, such as providing positive feedback, creating successful learning experiences, observing peer success, and building a supportive learning environment. With strong self-efficacy, students can be more motivated to learn, take responsibility for students learning, and achieve better results in school.

Assessment of individual self-efficacy in organizations is generally measured through three basic dimensions, namely: magnitude, strength, and generality.[35]

1) Magnitude

This dimension refers to the level of task difficulty that an individual can perform. A person with high self-efficacy will tend to feel capable of completing tasks with higher levels of difficulty, whereas individuals with low self-efficacy are only confident in simpler tasks.

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[35] Albert Bandura, Self-Efficacy: The Exercise of Control, (New York: W.H Freeman Company, 1997), 3

2) Strength

This dimension describes how strongly individual's believe in individual's abilities. A strong belief in their abilities will make individuals more resilient to pressure and failure, thus making more effort to achieve goals despite facing obstacles.

3) Generality

This dimension refers to the extent to which one's beliefs in one area of ability can be applied to a variety of other situations or areas. Individuals with high generalization self-efficacy will feel that their abilities are relevant across different contexts or situations.

b. Self-esteem

Self-esteem is an individual's subjective evaluation of his or her own worth and abilities. In the context of learning, self-esteem plays an important role in shaping students' attitudes and motivation to learn. According to Rosenberg (1979), self-esteem is a person's belief in person's own worth which includes feelings of self-worth and competence. Students with high self-esteem tend to be more confident in trying new things, dare to face academic challenges, and are able to accept failure as part of the learning process. Conversely, low self-esteem can affect student performance by reducing their confidence to participate in class or express their ideas.

In learning, self-esteem affects not only students' courage to act but also students' emotional and social engagement in the school environment. Teacher have an important role in building students' self-esteem through positive feedback, rewarding effort and creating an inclusive and supportive learning environment. When students feel valued and supported, they are more motivated to develop their academic and social potential. Therefore, building students' self-esteem is one of the key strategies in creating a conducive and productive learning atmosphere.

In terms based on Rosernberg's theory, there are three dimensions of self-esteem, namely: performance self-esteem, social self-esteem, and physical self-esteem.[36]

1) Performance Self-esteem

This dimension refers to an individual's general abilities including intellectual ability, self-confidence and self-efficacy. Intellectual ability reflects how individuals use their thinking skills to solve problems or make decisions. Self-confidence refers to an individual's belief in his or her potential and capacity to deal with various situations. Meanwhile, self-efficacy describes a person's belief in their ability to carry out tasks or achieve certain goals.

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[36] Muhammad Ikbal and Nurjannah, Meningkatkan Self Esteem Dengan Menggunakan Pendekatanrational Emotive Behavior Therapy Pada Peserta Didik Kelas Viii Di Smp Muhammadiyah Jati Agung Lampung Selatan Tahun Pelajaran 2015/2016, Konseli: Jurnal Bimbingan dan Konseling 03 (1) (2016) 33-46

2) Social Self-esteem

This dimension refers to how one perceives oneself based on the views of others. This perception is often influenced by social interactions, such as comments, praise, criticism, or other people's attitudes towards the individual. When a person feels valued, accepted and supported by person social environment, person tend to have higher self-esteem. Thus, this dimension shows the importance of social relationships in shaping an individual's self-confidence and self-esteem.

3) Physical Self-esteem

This dimension refers to how individuals perceive the state of their bodies, ranging from athletic ability, physical attractiveness, body shape and also stigma and opinions regarding race and ethnicity. It encompasses aspects of physique and appearance that often affect an individual's self-confidence, either positively or negatively.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a qualitative research design as a method for data collection. According to Creswell, qualitative research was a means for exploring and understanding the meaning individuals or groups ascribed to a social or human problem.[37] This approach allowed researcher to gain an in-depth understanding of human behavior and social phenomena, emphasizing the subjective perspectives of participants as the main focus of the research. In this research, a case study design was applied to explore the process and outcomes of Implementing Drama-Based Activity.

The case study design provided the researcher with the opportunity to examine in detail how the drama-based activity was implemented, as well as investigate the factors that led to changes or obstacles experienced by teachers and students during its implementation. With this design, the research aims to uncover in-depth information related to the Implementation of Drama-Based Activity to Foster Students' Confidence and Speaking Skill in Grade 11th students at SMAN 5 Jember. The focus of the research lies not only on the effectiveness of the method, but also on identifying the challenges that arise during the learning process.

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[37] Jhon W. Creswell, Research Design Qualitative, Quantitative, And Mixed Method Approaches, SAGE Publications, 2009

B. Research Setting

In this section, the research was conducted in Jember, precisely at a SMAN 5 Jember located at Jl. Semangka No.4, Glisat, Baratan, Kec. Patrang, Jember Regency, East Java. The reason why the researcher chose this location because one of the English teacher in this school, precisely the 11th grade English teacher had implemented Drama-Based Activity which is fun and innovative learning method. The researcher had easy access to conduct in-depth and sustainable research, so as to produce valid data.

C. Research participant

In this study, researcher used purposive sampling. According to Patton quoted by Creswell, researcher purposefully select individuals and locations to study or understand key phenomena. The standard for selecting participants at a location is whether they are 'information rich.'[38] The main purpose of purposive sampling is to ensure that the data obtained has sufficient depth and scope to answer the research questions.

Therefore, the researcher conducted interviews with grade 11 students at SMAN 5 Jember. More specifically, 5 students each from class 11-2, 11-3, and 11-4. The researcher has its own criteria for the 5 students, namely 3 of students are students who feel that Drama-Based Activity can foster students' confidence and speaking skills, while the other 2 students

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[38] Jhon W. Creswell, Educational Research Planning, Conducting And Evaluating Quantitative And Qualitative Research, (London, pearsoneducational), 2012, 206

are opposed to Drama-Based Activity. This is done so that researcher have varied data from each student.

In addition to the students, the 11th grade English teacher at SMAN 5 Jember was also involved as a supporting participant to provide insight into the learning process and the obstacles faced in the implementation of Drama-Based Activities. Teachers' and students' perspectives are important in the implementation of Drama-Based Activities from the teachers' point of view and from the learners' point of view. By involving these participants, the researcher hopes to obtain rich and in-depth data on the Implementation of Drama-Based Activities to foster students' confidence and speaking skills.

D. Data Collection Technique

According to Creswell, data collection technique is to identify the types of data that will address the research questions.[39] Data collection techniques are methods or ways used to collect information needed in a study. At this stage, researcher used several techniques to collect data, such as:

1. Observation

The first technique for collecting data in research is observation. Observation is the process of gathering open-ended, first-hand information by observing people and places at a research site.[40] The

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[39] Jhon W. Creswell, Educational Research Planning, Conducting And Evaluating Quantitative And Qualitative Research, (London, pearsoneducational), 2012, 212

[40] Jhon W. Creswell, Educational Research Planning, Conducting And Evaluating Quantitative And Qualitative Research, (London, pearsoneducational), 2012, 213

researcher used observation by making direct observations at the location where the research would be conducted. This research was carried out by observing both students and English teacher as a whole so that researcher could find out the actual situation when the implementation of Drama-Based Activity was carried out in the classroom.

This allows researcher to understand the real behavior shown by individuals in certain situations or conditions without any manipulation or external pressure. In this way, the data obtained tends to be more objective and reflects the actual situation. This technique is very effective for extracting information from individuals who may be unable or uncomfortable explaining their experiences or behavior directly.

2. Interview

At the next stage, the data collection technique carried out by researcher is interviews. Interview occurs when the researcher asks one or more participants general, open-ended questions and record participant's answers.[41] This technique was used to gather information about participants' opinions related to the research topic.

In this case, researcher used semi-structured interviews. According to Rusli et al. quoted from Lindlof & Taylor, semi-structured interviews could help interviewers tailor their questions to the

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[41] Jhon W. Creswell, Educational Research Planning, Conducting And Evaluating Quantitative And Qualitative Research, (London, pearsoneducational), 2012, 217

interview context or situation and people being interviewed.[42] By combining pre-designed questions with the flexibility to ask additional questions according to participants' responses. This technique allows the researcher to explore participants' answers in greater depth, while ensuring that key points relating to the research objectives are covered.

The data that the researcher wants to obtain through interview activities is the real data and varied data from various participants, both pros and cons of the implementation of Drama-Based Activity. This allowed the researcher to explore the participants' data in more depth, while ensuring that important points related to the research objectives were covered.

The stages of the interview applied by the researcher according to Creswell are:

a. Developing questions

   In this stage, the research questions were prepared by adapting the instrument from Putri Suci Nurzaita (Appendix 3), then modified it in accordance with the problem formulation and research objectives. The modifications were made so that the questions could explore relevant and in-depth data, be arranged systematically and clearly, and align with the context of the problem. As a result, respondents could provide accurate and meaningful answers.

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[42] Ruslin et al, Semi-structured Interview: A Methodological Reflection on the Development of a Qualitative Research Instrument in Educational Studies, IOSR Journal of Research & Method in Education, Volume 12, Issue 1, 2022, 22-29

b. Asking questions to participants

   The next stage was to deliver the questions that had been prepared by the researcher (Appendix 3) to the participants. The participants in this study included 5 students from each of classes 11-2, 11-3, and 11-4 and also the 11th grade English teacher. This process was carried out with a communicative approach so that participants felt comfortable and open in providing answers. This stage is very important to obtain valid and in-depth data in accordance with the research focus.

c. Take brief notes during the interview

   During the interview process, the researcher recorded important things conveyed by participants as brief notes. This step was taken to support the direct data documentation process and to help the researcher remember the main points of the participants' answers. Although the interview process were also recorded, note-taking was still carried out as an anticipatory step in case of technical problems and to facilitate the data analysis process at a later stage.

3. Documentation

   The last data collection technique conducted by the researcher was documentation. Documentation was conducted by collecting and analyzing various documents relevant to the Implementation of

Drama-Based Activity on grade 11th students at SMAN 5 Jember. The documents collected by the researcher include:

a. Teachers' lesson plan

b. Pictures of students' performances when performing Drama

This technique aims to strengthen the data that has been obtained through other methods, as well as provide a more complete picture of the implementation of these activities.

E. Data Analysis Technique

Data analysis is a systematic process carried out to process, interpret, and conclude the data that has been collected in order to provide answers to research questions. According to Sugiyono, data analysis was carried out during data collection, and after completion of data collection within a certain period.[43] The data analysis process was carried out continuously so as to provide a deep understanding of the data obtained.

In this study, researcher used the data analysis model according to Miles and Huberman which includes data collection, data reduction, data display, and conclusion drawing, as follows:

1. Data Collection

In qualitative research, data collection is done by observation, in-depth interviews, and documentation or a combination of the three (triangulation). To collect data requires a long time. Therefore, researcher will obtain varied data.

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[43] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D (Bandung: Alfabeta, 2013), 321

2. Data Reduction

   Reducing data is summarizing, selecting key things, focusing on important things, and looking for themes and patterns. Thus the data that has been reduced will provide a clearer overview and make it easier for researcher to carry out further data collection, and search for it when needed.

3. Data Display

   Data display can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and so on. In this case, researcher used narrative text. Data display in the form of narrative text is used to present data in a structured and systematic manner, making it easier for readers to understand research findings.

4. Conclusion Drawing

   Drawing conclusions is the final process in data analysis where researcher interpret the data that has been presented to answer research questions or achieve research objectives. This conclusion is compiled based on patterns, themes, or relationships found during analysis, and supported by valid and relevant data.

F. Data Validity

   Sugiyono stated that in the context of qualitative research, findings or data can be said to be valid if there is no difference between what the researcher reports and what actually happens to the object under study.[44]

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[44] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D (Bandung: Alfabeta, 2013), 363

Therefore, to test the credibility of the data, researcher use triangulation, especially source triangulation.

Researcher used source triangulation which was carried out by collecting data from various sources, then checking the data that had been obtained from various sources to ensure consistency, after that the researcher compared data from various sources. This is done so that the validity is stronger. This approach helps minimize bias from one particular source and ensures that the data collected truly reflects the reality in the field.

G. Research Procedures

The researcher divided the stages in the research process into three, as follows:

1. Pre-field Research Stage

   a. Developing a research plan

   b. Selecting the research location

   c. Making an agreement

   d. Preparing research instruments

   e. Determining participants

2. Field Research Phase

   a. Understanding the research background

   b. Entering the research location

   c. Conducting interviews

   d. Taking documentation

3. Post Field Research

   a. Analyzing data

   b. Finalizing the research agreement

   c. Refining the data

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

The results of this study focus on the implementation of Drama-Based Activities to foster students' confidence and speaking skills in English learning, the challenges faced by teacher in implementing Drama-Based Activities as an English learning method, and students' perceptions of the use of Drama-Based Activities to foster confidence and speaking skills.

1. The Implementation of Drama-Based Activities to Foster Confidence and Speaking Skills in English Learning

The implementation of Drama-Based Activities in English learning was one of the effective methods used to improve students' confidence and speaking skills. In that context, the Grade 11th English teacher had implemented drama to the topic of narrative text, with the aim that students would understand story structures such as orientation, complication, and resolution. By implementing this method during classroom learning, the teacher created an interactive learning environment. Several reasons were given by English teacher regarding the implementation of Drama-Based Activities in grades 11-2, 11-3, and 11-4 at SMAN 5 Jember.

The implementation of Drama-Based Activities in English learning was one of the effective methods to foster students' confidence and

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speaking skills. By implementing this method during classroom, it created an interactive learning environment. There were several reasons stated by the English teacher regarding the implementation of Drama-Based Activities in class 11-2, 11-3, and 11-4 at SMAN 5 Jember.

Based on the research results obtained, this section will explain the process of implementing drama-based activities and the reasons why English teachers apply Drama-Based Activities as a learning method applied to students in grades 11-2, 11-3, and 11-4. This can be seen from the following interview results:

> Teacher said:[45]
> "The reason I implemented this learning method was to foster students' speaking skills. In addition, the drama method required group work, through which students could learn many things such as helping each other when their group faced difficulties. Through group work, students could also train students to lead and to be led."
> (Translated by researcher)

From the interview above, it could be seen that the implementation of Drama-Based Activities had specific purposes for the 11th grade English teacher at SMAN 5 Jember, such as fostering students' speaking skills. Through these activities, students were expected to learn various things, such as help each other when faced difficulties, divide roles, and training themselves to both lead and to be led.

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[45] 20th on February 2025 Musrifah, Interviewed by FANR, Jember

In addition, the researcher conducted direct observations in September 2024, and checked documents (Teacher's Module) regarding the implementation of Drama-Based Activities in classes 11-2, 11-3, and 11-4. The observation results found by the researcher indicated that during the implementation of drama activities, most students showed high enthusiasm. They were active in rehearsals, excited when portraying characters, and eager to discuss with their groups. However, some students were less focused during the exercises. They tended to play around and did not pay attention to other groups that were performing. Notably, some students from class 11-3 diligently prepared props and accessories that supported the performance, such as hats, costumes, and other props (appendix 10).

The implementation of Drama-Based Activities was carried out from the 7th meeting to the 13th meeting (appendix 2). In the 7th meeting, where the core activity time was 60 minutes, the drama began with the teacher's direction regarding the formation of groups containing 6 or 5 students each, and students started to create dialogues. In the 8th meeting, which had 20 minutes of core activity time, students discussed the characters that would be chosen or acted out. In the 9th meeting, lasting 60 minutes, students continued to write the dialogues and discussed with the teacher. During the 10th meeting, which had 20 minutes of core activity time, students worked on revisions that had been corrected by the teacher. In the 11th meeting,

with a core activity time of 60 minutes, students began practicing reading the dialogue text with the teacher's guidance. In the 12th meeting, which lasted 20 minutes, students practiced role-playing under the teacher's supervision. Finally, in the 13th meeting, with 60 minutes of core activity time, students performed in front of the class.

The steps of implementing Drama-Based Activities were carried out by the English teacher. The following are the interview results related to the implementation steps of Drama-Based Activities in classes 11-2, 11-3, and 11-4.

Teacher said:[46]

"The first step carried out before the implementation of the drama is forming student groups. After that, they create a draft script. Then, students practice with respective groups, and the practice is done multiple times since students do not bring the script with. Next, students perform in front of the class. The final step is giving feedback to the students who have performed."

(Translated by researcher)

The interview results were supported by the results of observations during the implementation of Drama-Based Activities. On the 7th meeting, students were directed by the English teacher to form groups. Before the group formation, students were given the option to either choose students' own group members or be assigned by the teacher. The students agreed to form students' own groups. Then after the group formation, students made a draft script .which was accompanied by the teacher. Each student was required to write the script.

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[46] 20th on February 2025 Musrifah, Interviewed by FANR, Jember

The process of writing the draft script took place over 3 meetings, from the 8th meeting to the 10th meeting, and it was a lengthy process. This was because some students did not fulfill responsibilities; for example, when divided into groups, some did not immediately engage in discussions and instead talked outside of the learning context, causing delays in the draft writing process. Additionally, there were students who frequently came in and out of the classroom, and many others were distracted by their gadgets, choosing to open unrelated applications instead of searching for references to be used in the drama scripts.

To overcome this, the teacher not only reprimanded students who did not fulfill obligations but also required each student to write the drama in students' books, rather than having only one student representative write the script. Afterward, the teacher checked to ensure that all students had written the drama script. For example, if a group had one student who did not contribute to the script, the teacher would refuse to correct the group's work.

After that, in the next meeting, the teacher corrected the draft scripts from each group to identify any mistakes. If there were errors, the teacher assisted in correcting the mistakes in the script, addressing both grammar and writing.

In the next meeting, the 11th meeting, students moved on to the next stage, which involved practicing reading the script with respective

groups under the teacher's guidance. The teacher visited each group to observe the students' progress while reading. In addition to observing, the teacher also assisted students who had difficulty pronouncing English words, modeling the correct pronunciation to help them improve.

Figure 4.1
Students Preparation

In the picture above, from the 12th meeting, it can be seen that students were practicing role-playing with students' respective groups. While practicing role-playing, the teacher also accompanied the students by visiting each group. Additionally, the teacher helped correct any incorrect pronunciation by demonstrating the correct intonation, in accordance with the context and conditions in the dialogue script.

After students practiced reading and role-playing with respective groups, on the 13th meeting, students began performing in front of the class in turn, without bringing the drama scripts. Prior to this, all students sat with students' respective groups. During the performances,

some students forgot their lines. In these situations, the group's narrator assisted by reading the forgotten parts of the dialogue, which were then rephrased by the student who had forgotten. This was because the narrator's role was not to memorize the script but to read directly from the book.

There were some students who did not pay attention or were busy practicing with students' respective groups. Faced with this, the teacher asked the students to pay attention to the group that was performing and instructed students to give feedback to the group that had performed. This made the students pay more attention to the groups that were performing carefully.

Figure 4.2
Students perform

From the picture, it could be seen that during the performance, students were using accessories that supported the roles students' were playing. However, not all groups used supporting accessories, because the teacher did not require the use of these accessories. Finally, the other students who did not perform gave feedback to students who had performed. At the time of giving the feedback, the performing group

accepted all the comments delivered by other students. This was because the feedback given was constructive.

The drama performance activity went smoothly. However, due to time constraints, not all groups could perform as scheduled. As a result, some groups had to continue performances in the next meeting. This was not entirely in accordance with the provisions stated in the teacher module, which explained that the performance activities should be conducted in only one meeting. In reality, it took two meetings to provide all groups with an equal opportunity to perform.

The performance held in the next meeting proceeded similarly to the previous one. Groups that had not yet performed took turns coming to the front of the class without bringing their scripts, except for the narrator. Meanwhile, other students sat according to their respective groups. After each group finished performing, the other students provided feedback. The performance activities on that day went smoothly and in an orderly manner.

2. **The Challenges Faced by Teacher in Implementing Drama-Based Activities as a Method of English Learning**

In English language learning, Drama-Based Activities can be an interesting and fun way to foster students' skills. By role-playing, students can learn vocabulary, pronunciation and confidence in speaking English. It also helps students to be more active and directly involved in the learning process.

However, during its implementation, teacher often faced various challenges. This was also evident from the observations made by the researcher. During the observation process, the researcher found that some students from classes 11-2, 11-3, and 11-4 still felt shy when students had to speak in front of the class. In addition, there were students who looked nervous but still tried to complete students performance well.

Despite this, most students showed enthusiasm when practicing and performing. However, there were some groups of students who did not seem to enjoy the rehearsal process, especially when memorizing the drama script. Seeing this, the teacher approached the groups and asked about the difficulties they were experiencing. Some students revealed that they had difficulty pronouncing unfamiliar words. The teacher then provided assistance by explaining the correct pronunciation so that students could understand more easily. Meanwhile, some other students seemed to enjoy the practice process with their respective groups.

During the observation, students in grades 11-2, 11-3, and 11-4 often had one or several students who asked for permission to go to the toilet. To prevent other students from being influenced to do the same, the teacher established a rule that if students wanted to go to the toilet, they had to go alone, regardless of whether they were boys or girls. In addition, when some groups were performing, there were students who

did not pay attention and were instead busy practicing with their own groups.

Not only that, because the school allowed students to bring gadgets, during the implementation of the drama activities, there were often some students who were busy using their gadgets and did not pay attention to their classmates' performances.

In this case, the teacher reprimanded students who did not pay attention to other groups that were performing. The teacher also reminded the students to focus on the performing group because, after each performance, other students or groups would be selected by the teacher to provide feedback, such as suggestions or constructive criticism for the group that had just performed.

The teacher's actions helped refocus the students on the learning process, leading to increased attention toward the group that was performing. This also minimized the number of students who were using their gadgets and reduced instances of students leaving the classroom during the lesson.

The challenges expressed directly by the 11th grade English teacher during the interview were as follows:

> Teacher said:[47]
>
> "In implementing Drama-Based Activities, there were certainly challenges to face. Since there were many students

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[47] 20th on February 2025 Musrifah, Interviewed by FANR, Jember

being taught, each class had different characteristics. Some students enjoyed practicing, while others were still shy or lacked confidence. In addition, some students felt awkward when students had to perform in front of classmates. As a teacher, I had to find ways to make all students feel comfortable and involved, even though students' abilities varied."

(Translated by researcher)

From the teacher's responses above, it can be seen that the teacher also faced challenges in implementing Drama-Based Activities. One of the main challenges was how to ensure that all students in grades 11-2, 11-3, and 11-4 were actively involved and felt comfortable during the implementation of the activities. These challenges indicate that the use of Drama-Based Activities in English learning is not always easy. Therefore, it is essential for the teacher to have appropriate strategies to overcome these challenges so that the learning objectives can be successfully achieved.

Learning strategies are essential aspects that teacher must consider before implementing any learning method. Without a clear strategy, the method implemented may not be maximized or effective for the students. The 11th grade English teacher at SMAN 5 Jember employed several strategies to ensure that the implementation of Drama-Based Activities could run smoothly and be completed within the predetermined timeframe.

One of the strategies indirectly carried out by the teacher during the observation of the Drama-Based Activities was requiring each group that did not perform to provide feedback. The group selected to give

feedback was chosen randomly by the teacher, which ensured that all students who were not performing paid attention to those who were. As a result, there were no longer students who were busy practicing with students' own groups, no one was using gadgets, and no students made excuses to go to the toilet.

The results of interviews regarding learning strategies carried out by 11th grade English teacher can be seen as follows….

> Teacher said:[48]
>
> "To overcome future challenges, I have several strategies. The first of which is to ask about the formation of the groups, whether students are chosen by the teacher or self-selected by the students. Then, I monitor the groups and provide motivation. Because giving motivation is important."
>
> (Translated by researcher)

From the results of these interviews, it can be concluded that one of the strategies applied by English teachers was asking students about group formation, allowing them to choose their own groups. By selecting their own groupmates, students were considered to have a better understanding of each other, which made communication smoother and the drama implementation process easier and more comfortable for them.

This approach proved to be effective because it helped students refocus on learning. They became more orderly, paid attention to their classmates' performances, and no longer frequently used gadgets or left

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[48] 20th on February 2025 Musrifah, Interviewed by FANR, Jember

the classroom. In addition to maintaining classroom order, the teacher's actions also trained students to be more responsible, to appreciate their peers' efforts, and to actively participate in the learning process by providing input or constructive criticism.

The next strategy was to monitor each group directly so that the teacher could observe the progress and identify the difficulties experienced by each group. Through this monitoring, the teacher was able to provide guidance tailored to the students' specific needs. The final step was to motivate the students. This motivation was considered important because it could boost students' enthusiasm for learning and enhance their self-confidence. Moral support from the teacher made students feel valued and encouraged them to perform more confidently. In addition, motivation also helped shape students' positive attitudes toward the learning process, especially in improving their speaking skills through drama activities.

Overall, the strategies employed by teachers in dealing with these challenges showed that the successful implementation of Drama-Based Activities depended not only on the method used, but also on the teacher's ability to manage the class and guide students in a disciplined and communicative manner.

3. **Students' Perceptions of The Use of Drama-Based Activities to Foster Confidence and Speaking Skills**

In this modern learning era, the implementation of Drama-Based Activities is considered capable of creating a more lively and participatory learning atmosphere, thus encouraging students to be more active in communicating and expressing students' ideas and feelings orally. But behind the potential, there are various perceptions from some students in grades 11-2, 11-3, and 11-4 of SMAN 5 Jember regarding the use of Drama-Based Activities to foster confidence and speaking skills.

This section aims to explore students' perceptions of the implementation of drama-based activities in the learning process, particularly in relation to improving self-confidence and speaking skills. The following are the results of interviews conducted with students from class 11-2.

Aurora class 11-2 said:[49]

> "I enjoy learning English. I think learning to speak through drama is very effective because it allows me to perform in public and be recognized by others. There are both advantages and disadvantages, on the positive side, it helps improve public speaking skills, while on the downside, I sometimes feel shy. Overall, learning to speak through drama is quite effective in building confidence. My speaking skills have also improved during the implementation of drama activities, especially in terms of vocabulary and intonation."

(Translated by researcher)

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[49] 25th on February 2025, Aurora interviewed by FANR. Jember.

Aurora's opinion was supported by Diana, a student from class 11-2, who stated that "the implementation of drama could improve speaking skills and foster confidence. This was because drama was done in groups, which provided support among members and helped foster confidence."[50] Nadila, also from class 11-2, added that "the drama method could train expression and intonation in speaking. In addition, it made more confident because used to speaking in front of my friends, even though afraid of making mistakes."[51] In line with Nadila, Cantika, another student from class 11-2, also revealed that "learning English through the drama method could foster both confidence and speaking skills, because continuous practice made more accustomed to and confident in speaking English, even in front of others."[52]

Aisyah, a student from class 11-2, expressed a different opinion regarding the implementation of Drama-Based Activities as follows.

Aisyah class 11-2 said:[53]

> "I don't really like learning English, but I still want to learn. I think learning to speak through drama is fun because those who are not confident can become more confident when performing in a group. However, I don't think drama significantly improves my speaking skills because the script contains too much text. I prefer short dialogues. I also don't think it helps much with building confidence, as the focus is more on understanding each character in the drama. Even so, my speaking skills did improve during the drama activities, especially in terms of vocabulary and intonation."

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[50] 20th on February 2025, Diana interviewed by FANR. Jember.
[51] 20th on February 2025, Nadila interviewed by FANR. Jember.
[52] 20th on February 2025, Cantika interviewed by FANR. Jember.
[53] 25th on February 2025, Aisyah interviewed by FANR. Jember.

(Translated by researcher)

Based on the results of interviews with several students from class 11-2, the majority stated that the implementation of the drama method in learning English had a positive impact on fostering students' speaking skills and confidence. Aurora, Diana, Nadila, and Cantika agreed that learning through drama could train expression, intonation, pronunciation, and enrich vocabulary. Aurora, Diana, Nadila, dan Cantika also mentioned that Drama-Based Activities helped students become more confident in speaking publicly because it was done in groups. Additionally, Aurora, Diana, Nadila, and Cantika considered the drama method to make learning more enjoyable and effective.

However, not all students felt the same impact. Aisyah expressed a different view by stating that although drama could foster confidence because it was done with friends, Aisyah felt that this method was less effective in improving speaking skills. Aisyah preferred short dialogues over long drama texts and felt that the main focus in drama was more on understanding the characters rather than developing speaking skills.

In addition, researcher also conducted interviews with students from class 11-3. Here are the results of the interview.

> Maulidia class 11-3 said:[54]
>
> "I like learning English, but it depends on how the teacher delivers the lesson. I also enjoy speaking through drama, although I find it difficult to memorize the script. In my

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[54] 21st on February 2025, Maulidia interviewed by FANR. Jember.

opinion, the implementation of the drama method can improve both speaking skills and confidence. One of the reasons confidence can grow is because of the support from group members who provide motivation and examples, whether in terms of pronunciation or the appropriate use of expression. Some of my English skills also improved during the drama activities, particularly vocabulary and intonation."

(Translated by researcher)

The above opinion is in line with Putri, a student from class 11-3, who stated that "the influence of a supportive group can foster confidence and speaking skills, making students feel more confident when performing."55 Meanwhile, Daniar, also from class 11-3, expressed her view that "the implementation of the drama method can improve speaking skills and confidence. However, Daniar believed that shorter dialogues would be easier to memorize and more effective for practice."56

However, other opinions stated that the implementation of the drama method was not appropriate to be used as a learning method. Ainin a student of class 11-3, argued that "the drama method was not effective, because the group members lacked the ability to act, if a student had not yet mastered English and was also required to act, it could actually make the learning process more difficult."57

Anjani, a student from class 11-3, stated that "the drama method is not the right method to foster speaking skills and confidence. The

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55 25th on February 2025, Putri interviewed by FANR. Jember.
56 21st on February 2025, Daniar interviewed by FANR. Jember.
57 21st on February 2025, Ainin interviewed by FANR. Jember.

implementation of drama actually placed pressure on students, as students were required to memorize dialogues without altering the sentence structure."58

Based on the results of interviews with several students from class 11-3, it can be concluded that the implementation of the drama method in English learning has varied impacts. The majority of students, such as Maulidia, Putri, and Daniar, stated that the drama method can improve speaking skills and confidence. Maulidia, Putri, and Daniar found the drama activities to be more effective due to the support from group members who motivated each other, provided examples of appropriate expressions, and corrected pronunciation. Additionally, several language aspects, such as vocabulary and intonation, also showed improvement during the learning process.

However, there were also students who felt that the drama method was not suitable for use in learning. Ainin and Anjani stated that the implementation of drama could actually become a hindrance, especially for students who were not yet proficient in English or lacked confidence in acting. The requirement to memorize dialogues was seen as a pressure that could impede the learning process.

On the other hand, some students from class 11-4 stated that the implementation of Drama-Based Activities was a fun and effective learning method for fostering speaking skills and confidence. Reva, a

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58 25th on February 2025, Anjani interviewed by FANR. Jember.

student from class 11-4, argued that "the drama method could hone speaking skills because the activity was exciting and involved active interaction."59 Similarly, Vivi, also from class 11-4, said that drama helped foster speaking skills and confidence, intensive practice and strong group cooperation helped students overcome shyness or a lack of confidence during performances."60

There were also opinions from some students who disagreed with the implementation of drama, stating that the Drama-Based Activities learning method was not suitable to be implemented due to several difficulties. The following are the results of interviews with students from class 11-4.

> Dona class 11-4 said:[61]
>
> "I like learning English, but not too much. I enjoy learning English through drama, but I don't really like the memorization part. In my opinion, the implementation of the drama method is not effective in improving speaking skills and confidence, because it involves too much memorization, though it might help if we were allowed to read. There were some improvements in my English skills, such as vocabulary, because I came across unfamiliar words and learned their meanings."
>
> (Translated by researcher)

Meanwhile, there were also opinions stating that the implementation of the drama method was less effective in improving speaking skills and confidence. Nur Fadhila, a student from class 11-4, argued that "the drama method was not very helpful because it was

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59 21st on February 2025, Reva interviewed by FANR. Jember.
60 20th on February 2025, Vivi interviewed by FANR. Jember.
61 20th on February 2025, Dona interviewed by FANR. Jember.

less efficient and required a long time to memorize the script."[62] In line with that, Siska, another student from class 11-4, also said that "the implementation of drama did not really have a positive impact on improving speaking skills or confidence. Siska felt that her English skills were still lacking, so this method actually made Siska feel uncomfortable and did not help significantly in fostering speaking skills.[63]

Based on the results of interviews with several students from class 11-4, it could be seen that students' opinions on the implementation of Drama-Based Activities were quite varied. Some students, such as Reva and Vivi, believed that the drama method was an enjoyable and effective method to fostering speaking skills and confidence. Reva and Vivi felt that the interactions during drama practice and the cooperation within groups helped to overcome shyness and strengthened ability to speak in English.

However, some other students expressed different views. Dona, Nur Fadhila, and Siska felt that the drama method was less effective because it required a high level of memorization, which could become an additional burden for students. Dona, Nur Fadhila, and Siska also believed that limited proficiency in English had hindered Dona, Nur Fadhila, and Siska ability to perform confidently. Nevertheless, some

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[62] 20th on February 2025, Nur Fadhila interviewed by FANR. Jember.
[63] 20th on February 2025, Siska interviewed by FANR. Jember.

of students still acknowledged improvements in specific areas, such as vocabulary and pronunciation.

Based on the results of interviews with students from grades 11-2, 11-3, and 11-4, the majority stated that the implementation of Drama-Based Activities in English learning had a positive impact, particularly in fostering speaking skills and confidence. Students such as Aurora, Diana, Nadila, Cantika, Maulidia, Putri, Daniar, Reva, and Vivi believed that this method helped in practicing expression, intonation, pronunciation, and expanding vocabulary. Group work and consistent practice were also considered to make the learning process more enjoyable and to support confidence in public speaking.

However, not all students felt the same benefits from this method. Some students, such as Aisyah, Ainin, Anjani, Dona, Nur Fadhila, and Siska revealed that the implementation of drama was less effective because it required high memorization skills and created pressure during performances, especially for students who were not proficient in English or not confident in acting. Students felt that the main focus in drama was often on acting and memorization, rather than on developing natural speaking skills. Even so, some students still recognized improvements in certain aspects such as vocabulary and pronunciation. This shows that the effectiveness of the drama method is highly dependent on student characteristics and readiness to engage in the learning process.

B. Discussion

Based on the results of interviews, observations, documentation conducted. The following are the results of the analysis of the findings obtained after conducting research at SMAN 5 Jember regarding The Implementation of Using Drama-Based Activities to Foster Students' Confidence and Speaking Skills of 11th Students of SMAN 5 Jember.

1. The Implementation of Drama-Based Activities to Foster Confidence and Speaking Skills in English Learning

Drama-Based Activities were one of the most interesting English learning methods implemented to students in senior high school. In line with Brown, drama in the form of role-play was a popular pedagogical activity in communicative language teaching classes.[64] This was because it aligned with the development of cognitive and affective abilities of students who had begun to mature. Therefore, this method could be recommended as one of the innovative and effective English learning strategies at the upper secondary level. Feng Liu also expressed his opinion that role-play was an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive.[65]

Based on interviews and observations conducted in classes 11-2, 11-3, and 11-4 at SMAN 5 Jember, the implementation of

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[64] H. Douglas Brown, Language Assessment Principles and Classroom Practices, San Francisco, California, 2003

[65] Feng Liu and Yun Ding, Role-play in English Language Teaching, Journal: Asian Social Science, Vol. 5, No. 10, 2009

Drama-Based Activities significantly improved students' speaking skills. This aligns with Chang's findings, which show that drama-based activities positively impact speaking performance enhancing students' ability to speak, grasp meaning, and use appropriate language.[66] Through engaging in dialogue, embodying characters, and performing live, students gain practical experience in pronunciation, vocabulary use, and discourse flow. This active, immersive format motivates learners to communicate more freely and confidently, confirming drama's role as an effective pedagogical tool in teaching speaking.

The 11th grade English teacher at SMAN 5 Jember chose this method because it was believed to be able to build students' confidence in using English orally. Confidence was an important element in speaking ability, because without confidence, students tended to experience anxiety, risk avoidance, and difficulty in speaking fluently. This aligned with Utku's statement that confidence is a concept that expresses an individual's level of belief about his own abilities, values, and himself in general.[67] This confirmed that confidence included belief in technical abilities (such as pronunciation and sentence structure), personal values, and overall self-assessment.

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[66] Chang Trung Nguyen, Effects Of Applying Drama-Based Activities In Speaking Classes On EFL Students' Speaking Performance, Article: International Journal of Instruction, 2023.

[67] Utku HAMAMCIOĞLU, Investigation of the Self-Confidence and Self-Efficiency Levels of Football Referees, TOJET: The Turkish Online Journal of Educational Technology, volume 23 Issue 2, 2024

The teacher noted that through drama activities, students not only learned to speak, but also learned to work together, took on leadership roles, and helped peers within each group. This aligned with Bridget's finding that Drama-Based Activities had significant positive effects on achievement, attitude, and motivation.[68] As a result, drama not only enhanced linguistic skills, but also improved students' social and emotional abilities, creating a more engaging and supportive learning environment.

The gradual implementation process starting from group formation, script creation and revision, reading practice, role practice, and ultimately performing without text showed that the 11th grade English teacher had systematically designed and structured the activity. Each phase had been deliberately planned to support students in progressing from collaborative preparation to rehearsed performance and confident delivery.

The teacher set a rule that in the drama script writing stage, each student was required to write a draft of students' own script. The main goal was not only to train speaking skills but also writing skills, which was an important aspect of English learning. In line with that, Meli stated that language learning was directed at improving communication skills, both spoken and written, in various

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[68] Bridget Kiger Lee, et al, The Effect of Drama-based Pedagogies on K-12 Literacy-Related Outcomes: A Meta-Analysis of 30 Years of Research, International Journal of Education & the Arts, Vol. 21, No. 30, 2020

communication contexts.[69] Thus, through drama script writing, teacher not only facilitated the improvement of speaking skills but also fostered students' writing skills.

In addition, the teacher's active involvement in guiding pronunciation and intonation showed that the teacher's role was very important in assisting students during the learning process. This was in line with Edy Suseno's opinion that the most crucial aspect of delivery was pronunciation.[70] Proper pronunciation was the main key so that the message could be conveyed clearly and effectively. Therefore, the teacher was not merely an observer but acted as a facilitator who provided direct correction and direction, especially on the aspects of pronunciation and intonation. In this way, students felt helped and more confident to perform.

Observations also showed that some students were enthusiastic about participating in drama activities, but there were also some students who did not look very enthusiastic. Some of the reasons for students who were not enthusiastic were that many students could not or did not fluently use English. This was in line with the opinion of Asramadhani, who said that the problem frequently found was that

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[69] Meli Damayanti, THE PRINCIPLES OF LANGUAGE TEACHING, Holistics Journal, Volume 14, Number 1, 2022

[70] Edy Suseno, Developing Pronunciation Skills Through Application To Enhance Speaking Ability: Systematic Literature Review, Innovare Journal of Social Sciences, Vol 11, Issue 5, 2023.

their native language caused them difficulty in using the foreign language.[71]

Nevertheless, students still practiced seriously, and they also used properties or accessories that supported the roles they played. This showed that students demonstrated their creativity in learning. During the performance, the researcher found some obstacles, such as forgetting the dialogue, which was then assisted by the role of the narrator. The role of the narrator was important because it kept the performance running smoothly. After the performance, other groups provided feedback.

Feedback activities through giving feedback from peers after the performance were also an important part of learning. This was supported by Hong Yu, who said that feedback was essential in developing a learner's speaking self-efficacy level, enriching the learner's positive learning experiences and improving their speaking skills.[72] This activity of giving feedback to classmates taught students to think critically, provide objective assessments, and appreciate the efforts of their peers. This showed that drama-based activities not only developed speaking skills but also shaped positive character and attitudes in students.

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[71] Asramadhani and Sri Minda Murni, Improving Students' Speaking Skill In Expressing Offering By Using Role Play Technique

[72] Hong Yu Connie Au and Mehmet Bardakçı, An Analysis Of The Effect Of Peer And Teacher Feedback On Efl Learners' Oral Performances And Speaking Self-Efficacy Levels, International Online Journal Of Education And Teaching (Iojet), 7(4), 2020, 1453-1468.

The implementation of the drama performance activity went quite smoothly and in accordance with the learning objectives to be achieved, namely improving students' speaking skills through direct practice. This was because speaking skills are important and affect various aspects of life. This aligns with the opinion of Aditya Permana et al., who said that with speaking, we can express ideas and engage in spontaneous and free thinking.[73] With good speaking skills, one can convey ideas and information clearly and effectively, and increase self-confidence.

However, not all student groups were able to perform in one meeting as previously designed in the learning module. In the teacher's module, the performance activity was scheduled to be completed in only one meeting, but in reality, the implementation required two meetings to ensure that all groups had a fair chance to perform.

This shows that there was ineffectiveness in time planning in the preparation of learning modules by teachers. Particularly in the script writing stage, which in practice took up to three meetings. The long duration at this stage caused time constraints for the implementation of performance activities, requiring activities that were originally planned to take place in only one meeting to be extended to two meetings. The discrepancy between the planning in the module and the

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[73] Aditya Permana et al. Analysis Student's Speaking Fluency In Speaking Class Performance, Globish (An English-Indonesian journal for English, Education and Culture), Vol. 10, No.1, 2021

implementation in the field indicated the need for evaluation and adjustment of the learning module to make it more realistic and adaptive to the conditions and needs of students in the classroom. Thus, the whole series of activities could run proportionally without sacrificing any important stages in the drama-based learning process.

Nevertheless, the teacher still tried to maintain the quality of learning by providing space for all groups to perform without haste. This was done so that all students had the opportunity to demonstrate their speaking skills and achieve maximum learning results. In line with that, Siti Khotimah revealed that daring to perform and speak English requires a long process of practice and learning.[74] The teacher's strategy in ensuring that all groups performed and received feedback also supported the achievement of learning objectives, especially in terms of increasing students' confidence and speaking skills.

2. **The Challenges Faced by Teacher in Implementing Drama-Based Activities as a Method of English Learning**

In implementing Drama-Based Activities in English language learning, it is undeniable that teachers faced various challenges in the classroom. As expressed by Anne Burns, teaching speaking remains

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[74] Siti Khotimah, The Use Of Problem Based Learning To Improve Students' Speaking Ability, Journal Of English Language Teaching, Elt Forum 3 (1) (2014)

challenging for many English teachers.[75] Based on the results of observations and interviews, the implementation of Drama-Based Activities in English learning in classes 11-2, 11-3, and 11-4 at SMAN 5 Jember was inseparable from the various challenges faced by teachers. One of the main challenges was the diversity of students' characters and abilities, which caused students' responses to this method to vary; some were enthusiastic, while others felt shy or lacked confidence to perform in front of students' peers.

This shows that although Drama-Based Activities can create a fun and interactive learning atmosphere, students' successful implementation depended heavily on students' psychological readiness. Students' psychological readiness is important in learning with the Drama-Based Activities method. As expressed by Muhammad Ikbal, students with high self-assessment looked positively at what happened.[76] Conversely, students with low self-assessment could not understand and students' accept. This is because trust and positive self-perception are crucial foundations for the drama method to be effective and meaningful in learning.

In addition, teacher also had to face challenges in classroom management, such as students who were not focused, busy practicing

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[75] Anne Burns, Concepts for Teaching Speaking in the English Language Classroom, LEARN Journal: Language Education and Acquisition Research Network Journal, Volume 12, Issue 1, 2019

[76] Muhammad Ikbal and Nurjannah, Meningkatkan Self Esteem Dengan Menggunakan Pendekatanrational Emotive Behavior Therapy Pada Peserta Didik Kelas Viii Di Smp Muhammadiyah Jati Agung Lampung Selatan Tahun Pelajaran 2015/2016, Konseli: Jurnal Bimbingan dan Konseling 03 (1) (2016) 33-46

on students' own while other groups performed, playing with gadgets, or often asking permission to leave the class. This condition required teacher to have effective classroom management strategies so that all students could be actively involved.

English teacher at SMAN 5 Jember had own strategies before implementing this learning method. The first strategy was to give students the option to choose students' own group members. Self-selection of groups allowed students to feel more comfortable because students were among friends they already knew and got along with. This proved to foster students' enthusiasm and confidence in performing students' roles in the drama.

The next strategy was monitoring each group. The teacher actively accompanied the group rehearsal process, both in terms of composing scripts, practicing roles, and assisting students when students experienced difficulties in pronunciation or intonation. This strategy was important so that the teacher could provide direct intervention and ensure that each student was fully involved in the learning process.

In this case, the researcher observed an indirect strategy employed by the teacher, which involved requiring groups that did not perform to provide feedback randomly. The last strategy considered very important by the teacher was providing motivation. Teacher recognized that not all students had the same level of confidence. Therefore, teacher could offer verbal encouragement, appreciate

students' efforts, and create a non-judgmental environment, which was an important step in increasing student participation. This aligns with Bandura's theory that individual self-confidence can arise or increase if there are influential people who convince them that they are capable of fulfilling their duties.[77]

Thus, the strategies implemented by the teacher aimed not only to overcome technical obstacles in the implementation of drama but also to build a supportive learning atmosphere and encourage students' emotional and psychological engagement. This reinforced the effectiveness of Drama-Based Activities as an English learning method that focused not only on linguistic ability but also on developing students' character and social skills.

3. **Students' Perceptions of The Use of Drama-Based Activities to Foster Confidence and Speaking Skills**

The results of interviews conducted with students in grades 11-2, 11-3, and 11-4 showed that students' perceptions of the implementation of Drama-Based Activities in English learning were very diverse. In general, most students considered this method effective in improving self-confidence and speaking skills, although many also found it difficult, particularly in the aspects of memorizing scripts and acting skills.

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[77] Albert Bandura, Self-Efficacy: The Exercise of Control, (New York: W.H Freeman Company, 1997), 102

A total of nine students (Aurora, Diana, Nadila, Cantika, Maulidia, Putri, Dania, Reva, and Vivi) expressed positive views towards the implementation of drama. Students recognized improvements in students' speaking skills, such as vocabulary mastery, pronunciation, and intonation. The results of this study are also relevant to the findings of Do Thi Ngoc Nhi and Nguyen Buu Huan, who found that role-based drama activities were able to enhance students' speaking fluency, vocabulary use, sentence structure, and self-confidence.[78]

In addition, students felt more confident speaking in public because the learning process was conducted in groups, creating a sense of social support from peers. This finding aligns with the social learning theory proposed by Bandura, which suggests that learning in a social context, such as group work, can enhance students' motivation and confidence through the processes of observation, modeling, and reinforcement.[79]

However, not all students felt the same benefits. Six students (Aisyah, Ainin, Anjani, Dona, Nur Fadhila, and Siska) reported experiencing obstacles in applying this method, such as difficulty memorizing the script, lack of acting skills, and unsupportive group dynamics. Aisyah, for example, complained that drama focused more on understanding characters rather than on speaking exercises, while

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[78] Do Thi Ngoc Nhi and Nguyen Buu Huan, Drama-based role play activities to impact on students' speaking performance, Journal: Can Tho University Journal of Science, Vol. 7, 2017, 91-99

[79] Albert Bandura, Self-Efficacy: The Exercise of Control, (New York: W.H Freeman Company, 1997), 102

Ainin felt burdened because her group members did not speak English. Anjani believed that memorization was a pressure that prevented changes to the script's structure. Difficulty in memorizing the script was also mentioned by Dona, Nur Fadhila, and Siska as a factor that hindered their confidence and speaking ability.

The obstacles in memorizing the script and performing confidently are ultimately related to vocabulary limitations. Students who have not mastered enough vocabulary struggle with stringing sentences and remembering texts in English, leading to pressure and anxiety during students' performances. This aligns with what Ulviana stated that vocabulary is the initial or fundamental step that needs to be learned and mastered to acquire a language.[80] Therefore, strengthening vocabulary mastery is the first step to enable students to more easily remember the script, appear confident, and speak effectively.

These opinions indicate that although Drama-Based Activities have great potential to improve students' communication skills, students' effectiveness is strongly influenced by internal factors, such as students' interest and confidence, as well as external factors, such as group dynamics and teacher approach. This emphasizes the importance of adapting learning strategies so that the drama method can be implemented flexibly according to students' needs.

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[80] Ulviana Rasni et al. The Use of Story' Retelling Technique to Develop Students' Vocabulary at the Tenth Grade of SMAN 6 Wajo, Journal of Excellence in English Language Education, Volume 1 No. 4, 2022.

Teacher may consider providing shorter dialog script options and more relaxed role-playing exercises, as well as reinforcing support through praise and constructive feedback. Additionally, allowing sufficient time for practice and encouraging group work will help minimize pressure, especially for students who lack confidence or are not accustomed to performing in public. This method is particularly relevant in teaching speaking, as teacher address multiple key aspects of speaking skills, such as vocabulary, pronunciation, and fluency. As Fakhruddin Zam Zam points out, these aspects significantly affect students' speaking ability.[81] Therefore, teaching strategies that address each of these dimensions provide a solid foundation for improving students' confidence and communication effectiveness.

Overall, this discussion shows that the implementation of Drama-Based Activities in English language learning positively contributes to the improvement of students' confidence and speaking skills. As expressed by Vahid Rahmani, students' confidence increased due to the incorporation of additional speaking activities in the classroom and encouragement to collaborate with peers.[82] However, this still requires careful planning, adaptive approaches, and emotional support to ensure that all students can experience the maximum benefits of this method.

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[81] Fakhruddin Zam Zam, et al. The Correlation Between Grammar And Speaking Skill Of Undergraduate Students, Jurnal Pendidikan Bahasa Inggris, Volume 10 (2), 2021, 250-262.

[82] Vahid Rahmani Doqaruni, A Quantitative Action Research on Promoting Confidence in a Foreign Language Classroom: Implications for Second Language Teachers, i.e.: inquiry in education: Vol. 5: Iss. 1, Article 3.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research titled "The Implementation of Using Drama-Based Activities to Foster Students' Confidence and Speaking Skills in English Language Learners of 11th Students of SMAN 5 Jember," which employed a qualitative approach and utilized observation, interviews, and document review as data collection methods, the researcher arrived at several conclusions, which are as follows:

1. **The Implementation of Drama-Based Activities to Foster Confidence and Speaking Skills in English Learning**

   The implementation of Drama-Based Activities conducted by the 11th grade English teacher at SMAN 5 Jember goes through several stages, such as: (1) Forming groups (2) Writing a draft script (3) Students practice with each group (4) Perform in front of calss (5) Give feedback to friends.

2. **The Challenges Faced by Teacher in Implementing Drama-Based Activities as a Method of English Learning**

   Throughout the implementation of Drama-Based Activities, there were challenges raised by the teacher, such as: how to get all students in classes 11-2, 11-3, and 11-4 to be actively involved and feel comfortable in the implementation of Drama-Based Activities.

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3. **Students' Perceptions of The Use of Drama-Based Activities to Foster Confidence and Speaking Skills**

The conclusion from students' perceptions is that nine students (Aurora, Diana, Nadila, Cantika, Maulidia, Putri, Daniar, Reva, dan Vivi) showed a positive view of the implementation of Drama-Based Activities. Meanwhile, six students (Aisyah, Ainin, Anjani, Dona, Nur Fadhila, dan Siska) said that they experienced obstacles in the implementation of Drama-Based Activities.

B. **Suggestion**

Based on the results of the research and discussions that have been carried out, the researcher suggests that other researchers conduct further research on Drama-Based Activities with method that are more adaptive to the needs and characteristics of students and are expected to be able to create a supportive learning atmosphere and not suppress students who lack confidence.

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APPENDICES

APPENDIX 1

RESEARCH MATRIX

Title	Variable	Sub-Variable	Indicator	Data Source	Research Method	Research Question
The Implementation of Using Drama-Based Activities to Foster Confidence and Speaking Skills in English Language Learners: 11th Students of SMAN 5 Jember	Drama-Based Activities	1. Role-play	a. Understanding the role b. Communication skills c. Peer feedback	a) 11th grade students of SMAN 5 Jember b) Interview c) Documentation	a. Research Design: Qualitative Research Design b. Data Collection Technique: - Observation - Interview - Documentation c. Data Analysis: Qualitative Description d. Data Validity: Triangulation of data source	1. How is the implementation of drama-based activities in English learning to foster confidence and speaking skills in grade XI students at SMAN 5 Jember? 2. What are the challenges faced by teacher in implementing drama-based activities as a method of learning to speak in English? 3. How are students' perceptions of the use of drama-based activities in foster their confidence and speaking skills?
	Confidence	1. Self-efficacy	Dimensi According to Bandura 1997: a) Magnitude b) Strength c) Generality			
		2. Self-esteem	Dimensi According to Rosernberg a) Performance self-esteem b) Social self-			

			esteem c) Physical self-esteem			
	Speaking Skills	1. Intensive 2. Responsive 3. Interactive 4. Extensive	Assessing speaking Skill a. Fluency b. Pronunciation c. Grammar d. Vocabulary			

APPENDIX 2

DECLARATION OF AUTHORSHIP

The undersigned below:

Name   : Fadillah Afifi Nur Rohmah
SRN   : 211101060013
Adress   : Panderejo, Ds. Legok, Kec. Gempol,
                                          Kab. Pasuruan
Departement/ Major Courses : Faculty of Tarbiyah and Teacher Training/
                                          English Education Department

State that thesis entitle "The Implementation of Using Drama-Based Activities to Foster Students' Confidence and Speaking Skills in English Language Learners of 11th Students of SMAN 5 Jember" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicate in quotation and bibliography. And if anyone objected, I am the only person who will be responsible.

Jember, 23th of May 2025

Fadillah Afifi Nur Rohmah
211101060013

APPENDIX 3

RESEARCH INSTRUMENT

THE IMPLEMENTATION OF USING DRAMA-BASED ACTIVITIES TO FOSTER CONFIDENCE AND SPEAKING SKILLS IN ENGLISH LANGUAGE LEARNERS OF 11TH STUDENTS OF SMAN 5 JEMBER

1. **OBSERVATION**

    In this study, the researcher employs a non-participant observation method, wherein the researcher observes the teaching and learning activities without direct involvement. The focus is on monitoring and listening to how the implementation of Drama-Based Activities influences the confidence and speaking skills of students in classes 11-2, 11-3, and 11-4.

2. **INTERVIEW**

    Here are some questions adapted from Putri Suci Nurzaita, with modification. The questions contains eight questions that expected to collect students' perception of the use of drama-based activities to foster confidence and speaking skills

1. Do you like English Language learning? Give me your reason!

    Apakah anda menyukai pembelajaran Bahasa Inggris?

2. Do you (the student) like learning speaking through drama method? Give me your reason!

    Apakah Anda (siswa) menyukai pembelajaran speaking melalui metode drama? Berikan alasanmu!

3. Can learning English through drama method improve your (students) speaking skills? Give me your reason!

   Apakah belajar bahasa Inggris melalui metode drama dapat meningkatkan kemampuan berbicara Anda (siswa)? Berikan alasanmu!

4. Does learning speaking through drama method make you (students) feel confident in practicing English? Give me your reason!

   Apakah pembelajaran speaking melalui metode drama membuat Anda (siswa) merasa percaya diri dalam mempraktekkan bahasa Inggris? Berikan alasanmu!

5. Do you (students) think Drama an appropriate method in learning speaking? Give me your reason!

   Apakah menurut Anda (siswa) Drama merupakan metode yang tepat dalam pembelajaran speaking? Berikan alasanmu!

6. Do you think group learning can increase confidence?

   Apakah menurut Anda pembelajaran secara berkelompok dapat meningkatkan rasa kepercayaan diri?

7. Do you feel that the drama activity helped you to overcome your nervousness when speaking in front of others? Give me your reason!

   Apakah Anda (siswa) merasa bahwa aktivitas drama membantu Anda dalam mengatasi rasa gugup saat berbicara di depan orang lain? Berikan alasanmu!

8. Are there any particular speaking skills that you think improved thanks to the drama activity? For example, pronunciation, intonation or the ability to improvise. Give me your reason!

   Apakah ada keterampilan berbicara tertentu yang menurut Anda meningkat berkat aktivitas drama? Misalnya, pengucapan, intonasi, atau kemampuan berimprovisasi. Berikan alasanmu!

   Here are some questions. The questions contains four questions that expected to collect the challenges faced by teacher in implementing drama-based activities as a method of learning to speak in English?

1. What are the main challenges you face when implementing drama activities in English language learning?

   Apa saja tantangan utama yang Anda hadapi saat mengimplementasikan aktivitas drama dalam pembelajaran bahasa Inggris?

2. What strategies have you prepared to overcome these challenges?

   Apa strategi yang telah Anda siapkan untuk mengatasi tantangan-tantangan tersebut?

3. How do you assess students' preparation in participating in drama activities as a learning method? Such as from rubrics, diagnostic assessments, or perhaps asking students directly

   Bagaimana Anda menilai persiapan siswa dalam mengikuti kegiatan drama sebagai metode pembelajaran? Seperti dari rubrik, assessmen diagnostik, atau mungkin menanyakan secara langsung kepada siswa

4. How do you evaluate the success of Drama activities in students' English skills? Is it by assessing each individual (fluency, pronunciation, grammar, and vocabulary)? Or from group assessment (solidarity, collaboration, and communication)?

Bagaimana Anda mengevaluasi keberhasilan aktivitas Drama dalam kemampuan bahasa Inggris siswa? Apakah dengan melakukan penilaian dari setiap individu (Fluency, pronunciation, grammar, dan vocabulary)? Atau dari penilaian kelompok (kekompakan, kolaborasi, dan komunikasi)?

3. **DOCUMENTION**

1. Profile of Research Object

2. Teacher's Lesson Plan/ Module

3. Students perform

APPENDIX 4: TEACHER'S LESSON PLAN/MODULE

MODUL AJAR NARRATIVE TEXT

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun: Musrifah, S.Pd

Satuan Pendidikan: SMAN 5 JEMBER

Kelas/Fase: XI – Fase F

Mata Pelajaran: Bahasa Inggris

Prediksi Alokasi Waktu: 3 40 Menit JP/Minggu

Tahun Penyusunan: 2024/2025

B. CAPAIAN PEMBELAJARAN

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Peserta didik menggunakan dan merespons pertanyaan serta menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Peserta didik memahami dan mengidentifikasi ide utama dan detail dari teks lisan yang relevan dari diskusi atau presentasi mengenai topik yang terkait dengan kehidupan mereka. Peserta didik menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan mereka dan untuk membahas minat. Peserta didik memberikan pendapat dan membuat perbandingan. Peserta didik mulai menggunakan elemen non-verbal (gestur, kecepatan bicara dan/atau nada suara) untuk dapat memperkuat/mendukung pesan/informasi yang ingin disampaikan.

C. KOMPETENSI AWAL

Membimbing, mengarahkan, memberikan pengajaran eksplisit kepada peserta didik untuk mengaktifkan pengetahuan awal mereka mengenai teks Narrative yang akan dipelajari. Selain itu, kegiatan ini dapat mengembangkan kemampuan literasi dan berkebinekaan global.

D.   PROFIL PELAJAR PANCASILA

1. (Semakin) beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global;

2. Berpikir kritis untuk memecahkan masalah (kecakapan abad 21);

3. Menganalisis, mengevaluasi, dan menyusun teks lisan dan tulis dengan lancar dan spontan secara teratur tanpa ada hambatan dalam berinteraksi dan berkomunikasi dalam jenis teks analitycal exposition.

4. Mentransfer informasi verbal menjadi informasi visual (keterampilan literasi).

E.   SARANA DAN PRASARANA

Gawai, Buku Teks, Handout materi, Laptop/Komputer PC, Papan tulis/White Board, Infokus/ Proyektor/Pointer, akses Internet, Lembar kerja, dan Referensi lain yang mendukung.

F.   TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

G.   MODEL PEMBELAJARAN

Menggunakan pendekatan berbasis text (Genre-Based Approach) dengan terintegrasi pembelajaran berdiferensiasi berbasis Social Emotional Learning (SEL).

KOMPONEN INTI

A.   TUJUAN PEMBELAJARAN

• Mengidentifikasi fakta, opini, gagasan pokok dan informasi rinci tentang tujuan dan kerangka bacaan dari teks Narrative pada Fairy Tale

• Memahami ide utama dan detail relevan terutama pada teks Narrative pada Fairy Tale

• Menulis teks Narrative pada Fairy Tale dengan memperhatikan

struktur teks, ciri kebahasaannya dan fungsi sosialnya.

● Mempresentasikan teks Narrative pada Fairy Tale yang telah ditulis dengan memperhatikan struktur teks, unsur kebahasaan, dan fungsi sosial secara benar dan sesuai konteks.

B. PEMAHAMAN BERMAKNA

Membelajarkan teks Narrative pada Fairy Tale melalui kegiatan menyimak, membaca, menulis dan berbicara tentang topik-topik terkait konteks peserta didik dan isu-isu penting lainnya, seperti: masalah sosial yakni penggunaan gawai untuk anak sekolah di kelas, masalah terkait kesehatan yakni bahayanya merokok yang tidak bagus untuk kesehatan, dan masalah keamanan bum yakni global warming.

Picture 1 Fairy Tale

Look at the picture and discuss the following questions with your classmate. Listen to your classmate carefully, and respect each other's opinions.

C. PERTANYAAN PEMANTIK

1. What can you see in the picture?

2. Do you know about the story?

3. Is it from Indonesian story?

4. Is it Legend or Fairy Story?

5. Mention the other example.

D. KEGIATAN PEMBELAJARAN

PERTEMUAN KE-1

Kegiatan Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; cakupan materi dan penilaian hasil pembelajaran

2. Memotivasi Peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan ***Profil Pelajar Pancasila***; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (60 Menit)

1. Building Knowledge of the Field (BKoF)

   a. Peserta didik diminta untuk mendengarkan atau membaca beberapa teks Narrative pada Fairy Tale (text, audio MP3/Video)

   b. Peserta didik diberi lembar kerja dan secara berpasangan diminta untuk mendiskusikan teks yang diberikan.

   c. Setelah peserta didik mendiskusikan secara berpasangan, guru meminta mereka membagikan hasil diskusinya.

2. Modelling of the Text (MoT)

   a. Peserta didik mencari contoh teks Narrative pada Fairy Tale yang mereka sukai.

   b. Peserta didik berdiskusi tentang struktur teks dan fungsi teks dari teks yang dipilih dengan teman sebangkunya.

Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran:

"*Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?"*

2. Menyimpulkan apa yang dipelajari hari ini.

3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

PERTEMUAN KE-2

Kegiatan Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; cakupan materi dan penilaian hasil pembelajaran

2. Memotivasi Peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

3. Memberikan pertanyaan pemantik:
   a. *Mention Fairy Tale you know?*
   b. *How many characters are there in your fairy tale?*

4. Mengingatkan pekerjaan pertemuan yang lalu membuat teks secara terbimbing.

Kegiatan Inti (20 Menit)

1. Join Construction of the Text (JCoT)

   a. Peserta didik membentuk kelompok masing-masing beranggotakan 6 orang.

   b. Peserta didik memilih satu text tentang fairy tale yang disepakati pada masing-masing kelompok

   c. Peserta didik berdiskusi tentang struktur teks dan fungsi teks dari teks yang dipilih dengan dengan kelompoknya.

Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran:

    "*Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something*"

2. Menyimpulkan apa yang dipelajari hari ini.

3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

PERTEMUAN KE-3

Kegiatan Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; cakupan materi dan penilaian hasil pembelajaran.

2. Memotivasi Peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan ***Profil Pelajar Pancasila***; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

3. Memberikan pertanyaan pemantik

    a. *Can you mention one of the character in your story?*

    b. *Is she kind?*

    c. *Is she young?*

4. Mengingatkan pekerjaan pertemuan yang lalu secara terbimbing.

Kegiatan Inti (60 Menit)

1. Building Knowledge of the Field (BKoF)

    a. Peserta didik mencari dan membaca tentang language focus pada teks narrative yaitu tentang Adjective dan adjective clause.

    b. Peserta didik diberi lembar kerja dan secara berpasangan diminta untuk mendiskusikan soal yang diberikan.

c. Setelah peserta didik mendiskusikan secara berpasangan, guru meminta mereka membagikan hasil diskusinya.

Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran:

   Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

2. Menyimpulkan apa yang dipelajari hari ini.

3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE-4

Kegiatan Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; cakupan materi dan penilaian hasil pembelajaran

2. Memotivasi Peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusandalam satuan pendidikan.

3. Memberikan pertanyaan pemantik:

   a. *Who finish writing the exercise?*

   b. *Let's check together.*

4. Mengingatkan pekerjaan di pertemuan yang lalu secara terbimbing.

Kegiatan Inti (20 Menit)

1. Modelling of the Text (MoT)

   a. Peserta didik mngerjakan lembar kerja tentang adjective clause.

b. Peserta didik bersama guru mendiskusikan hasil dari temuan adjective clause pada teks fairy tale yang mereka pilih pada pertemuan sebelumnya.

Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran:

   Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

2. Menyimpulkan apa yang dipelajari hari ini.

3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

PERTEMUAN KE-5

Kegiatan Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; cakupan materi dan penilaian hasil pembelajaran

2. Memotivasi Peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

3. Memberikan pertanyaan pemantik

   a. *Can you find out adjective clause in your fairy tale?*

   b. *Mention it*

4. Mengingatkan pekerjaan pertemuan yang lalu secara terbimbing.

Kegiatan Inti (60 Menit)

1. Join Construction of the Text (JcoT)

   a. Peserta didik secara kelompok membuat kalimat dengan menggunakan adjective clause.

b. Peserta didik mendiskusikan kalimat yang dibuat bersama kelompok lain dengan dipandu oleh guru.

Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran:

   Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

2. Menyimpulkan apa yang dipelajari hari ini.

3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

PERTEMUAN KE-6

Kegiatan Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; cakupan materi dan penilaian hasil pembelajaran

2. Memotivasi Peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

3. Memberikan pertanyaan pemantik:

   a. *Can you describe your friend beside you by using adjective clause?*

   b. *Decsribe her/him.*

4. Mengingatkan pekerjaan pertemuan yang lalu membuat teks secara terbimbing.

Kegiatan Inti (20 Menit)

1. Independent Construction of the Text (ICoT)

a. Peserta didik secara individual mengerjakan LKPD tentang adjective clause.

b. Peserta didik berserta guru membahas LKPD yang sudsh dikerjakan.

Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran:

   Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

2. Menyimpulkan apa yang dipelajari hari ini.

3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

PERTEMUAN KE-7

Kegiatan Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; cakupan materi dan penilaian hasil pembelajaran

2. Memotivasi Peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

3. Memberikan pertanyaan pemantik:

   a. What is the title of your fairy tale which you decide in your group?

4. Mengingatkan pekerjaan pertemuan yang lalu membuat teks secara terbimbing.

Kegiatan Inti (60 Menit)

1. Join Construction of the Text (JCoT)

a. Peserta didik membuat teks dialog secara kelompok tentang fairy tale yang mereka putuskan bersama kelompoknya.

b. Peserta didik mendiskusikan dialognya dengan bimbingan guru.

Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran:

   "*Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something*"

2. Menyimpulkan apa yang dipelajari hari ini.

3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

PERTEMUAN KE-8

Kegiatan Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; cakupan materi dan menyampaikan penilaian hasil pembelajaran

2. Memotivasi Peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila;** yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusandalam satuan pendidikan.

3. Memberikan pertanyaan pemantik:

   a. *Have yo finish writing dialog text?*

   b. *If you finish it, read again and divide the character in your group.*

4. Mengingatkan pekerjaan di pertemuan yang lalu membuat teks secara terbimbing.

Kegiatan Inti (20 Menit)

1. Join Construction of the Text (JCoT)

a. Peserta didik mendiskusikan character yang ada di dongeng yang mereka pilih dan memutuskan siapa saja yang memerankannya.

b. Peserta didik mendiskusikannya dengan bimbingan guru.

Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran:

   "Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?"

2. Menyimpulkan apa yang dipelajari hari ini.

3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

PERTEMUAN KE-9

Kegiatan Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; cakupan materi dan menyampaikan penilaian hasil pembelajaran

2. Memotivasi Peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusandalam satuan pendidikan.

3. Memberikan pertanyaan pemantik berdasarkan pertanyaan yang diberikan oleh guru:

   "Have you decided who will play the role in your fairy tale?"

4. Mengingatkan pekerjaan di pertemuan yang lalu membuat teks secara terbimbing.

Kegiatan Inti (60 Menit)

1. Join Construction of the Text (JCoT)

a. Peserta didik melanjutkan menulis teks dialog tentang fairy tale yang mereka sepakati secara kelompok.

b. Peserta didik mendiskusikannya dengan bimbingan guru.

Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran:

   Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

2. Menyimpulkan apa yang dipelajari hari ini.

3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

PERTEMUAN KE-10

Kegiatan Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; cakupan materi dan menyampaikan penilaian hasil pembelajaran

2. Memotivasi Peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusandalam satuan pendidikan.

3. Memberikan pertanyaan pemantik:

   a. *Have you checked your character that you play in your fairy tale?*

   b. *Let's discuss together*

4. Mengingatkan pekerjaan di pertemuan yang lalu membuat teks secara terbimbing.

Kegiatan Inti (20 Menit)

1. Join Construction of the Text (JCoT)

a. Peserta didik mendiskusikan perannya masing-masing bersama kelompoknya.

b. Peserta didik melanjutkan untuk merevisi dialognya bersama kelompoknya.

c. Peserta didik mendiskusikannya dengan bimbingan guru.

Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran:

   "*Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*"

2. Menyimpulkan apa yang dipelajari hari ini.

3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

PERTEMUAN KE-11

Kegiatan Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; cakupan materi dan menyampaikan penilaian hasil pembelajaran

2. Memotivasi Peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusandalam satuan pendidikan.

3. Memberikan pertanyaan pemantik berdasarkan pertanyaan yang diberikan oleh guru:

   a. Have you read your role in your text?

   b. Let's practice it.

4. Mengingatkan pekerjaan di pertemuan yang lalu membuat teks secara terbimbing.

Kegiatan Inti (60 Menit)

1. Join Construction of the Text (JCoT)

   a. Peserta didik berlatih untuk membaca text yang telah mereka tulis bersama kelompoknya.

   b. Peserta didik mengulang untuk membaca teks dan didampingi guru.

Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran:

   "*Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something*"

2. Menyimpulkan apa yang dipelajari hari ini.

3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

PERTEMUAN KE-12

Kegiatan Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; cakupan materi dan menyampaikan penilaian hasil pembelajaran

2. Memotivasi Peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusandalam satuan pendidikan.

3. Memberikan pertanyaan pemantik berdasarkan pertanyaan yang diberikan oleh guru

   "*Writing about what we do is good for reminding us about we have learnt. What do you think?*"

4. Mengingatkan pekerjaan di pertemuan yang lalu membuat teks secara terbimbing.

Kegiatan Inti (20 Menit)

1. Join Construction of the Text (JCoT)

    a. Peserta didik berlatih bermain peran tentang fairy tale yang telah mereka buat.

    b. Peserta didik berlatih untuk membaca teks dan didampingi guru. .

Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran:

    "Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?"

2. Menyimpulkan apa yang dipelajari hari ini.

3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

PERTEMUAN KE-13

Kegiatan Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; cakupan materi dan menyampaikan penilaian hasil pembelajaran

2. Memotivasi Peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusandalam satuan pendidikan.

3. Memberikan pertanyaan pemantik:

    "Have you parctice your text?"

4. Mengingatkan pekerjaan di pertemuan yang lalu membuat teks secara terbimbing.

Kegiatan Inti (60 Menit)

1. Independent Construction of the Text (ICoT)
   a. Peserta didik didalam kelompok bermain peran tentang fairy tale yang mereka buat

Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran:

   Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

2. Menyimpulkan apa yang dipelajari hari ini.

3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.

4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

PERTEMUAN KE-14

Kegiatan Pendahuluan (10 Menit)

1. Doa; absensi; menyampaikan tujuan pembelajaran; cakupan materi dan menyampaikan penilaian hasil pembelajaran

2. Memotivasi Peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan ***Profil Pelajar Pancasila***; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusandalam satuan pendidikan.

3. Memberikan pertanyaan pemantik:

   "To be better in the future, reflection is needed. What do you think?"

Kegiatan Inti (20 Menit)

Peserta didik memberikan refleksi selama mereka mempelajari Narrative text.

Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran:

"Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something"

2. Menyimpulkan apa yang dipelajari hari ini.
3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4. Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

Formative Assessment

1. Spoken Cycle

   Tujuan : Di perdengarkan beberapa Fairy Tale text lisan, peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.

   Jenis : Tertulis

   Rubrik :

Skor	Kriteria
5	Peserta didik tepat memberi nomor untuk 4 struktur
4	Peserta didik tepat memberi nomor untuk 3 struktur
3	Peserta didik tepat memberi nomor untuk 2 struktur
2	Peserta didik tepat memberi nomor untuk 1 struktur
1	Peserta didik tidak memahami instruksi soal dan tidak mengerjakan

   Tujuan : Peserta didik mampu menyusun Fairy tale text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.

   Jenis : Unjuk Kerja

   Rubrik :

Aspek	Skor	Kriteria
Pronunciation	5	Mudah dipahami dengan aksen penutur asli
	4	Mudah dipahami meskipun dengan aksen tertentu
	3	Ada pengucapan sehingga pendengar harus konsentrasi
	2	Sulit dipahami sehingga diminta mengulang
	1	Masalah serius, tidak bisa dipahami
	5	Lancar seperti penutur asli

	4	Kelancaran sedikit terganggu
Fluency	3	Kelancaran agak terganggu
	2	Sering berhenti karena ragu
	1	Berbicara terputus-putus
	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat
Vocabulary	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas
	1	Sangat terbatas
	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tata bahasa
Grammar	3	Sering mengalami kesalahan yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat
	1	Kesalahan tata bahasa sangat parah, tidak bisa dipahami

2. Spoken Cycle

    Tujuan   : Peserta didik mampu mempresentasikan Fairy tale text lisan di hadapan kelas dengan penuh tanggungjawab

    Jenis   : Unjuk Kerja

    Rubrik   :

Aspek	Skor	Kriteria
	5	Mudah dipahami dengan aksen penutur asli
Pronunciation	4	Mudah dipahami meskipun dengan aksen tertentu
	3	Ada pengucapan sehingga pendengar harus konsentrasi
	2	Sulit dipahami sehingga diminta mengulang
	1	Masalah serius, tidak bisa dipahami
Fluency	5	Lancar seperti penutur asli
	4	Kelancaran sedikit terganggu
	3	Kelancaran agak terganggu
	2	Sering berhenti karena ragu
	1	Berbicara terputus-putus
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat
	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas
	1	Sangat terbatas
Grammar	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tata bahasa
	3	Sering mengalami kesalahan yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat
	1	Kesalahan tata bahasa sangat parah, tidak bisa dipahami

3. Written Cycle

Tujuan : Disediakan Fairy tale text tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri

Jenis : Tes Tertulis

Rubrik :

Skor	Kriteria
5	Peserta didik tepat memberi nomor untuk 4 struktur
4	Peserta didik tepat memberi nomor untuk 3 struktur
3	Peserta didik tepat memberi nomor untuk 2 struktur
2	Peserta didik tepat memberi nomor untuk 1 struktur
1	Peserta didik tidak memahami instruksi soal dan tidak mengerjakan

4. Writing Cycle

Tujuan : Peserta didik mampu membuat Fairy tale text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.

Jenis : Tes Tertulis

Rubrik :

Aspek	Skor	Kriteria
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat
	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas
	1	Sangat terbatas
	Skor	Kriteria
	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tata bahasa
	3	Sering mengalami kesalahan yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat
	1	Kesalahan tata bahasa sangat parah, tidak bisa dipahami

	5	Urut dan sesuai struktur teks
Tata Bahasa	4	Ada bagian tidak sesuai namun tidak terlalu berpengaruh
	3	Ada bagian tidak sesuai, masih dapat diterima
	2	Ada sedikit kesesuaian struktur
	1	Tidak sesuai struktur teks
	5	Sangat jelas keterpaduan gagasan antar paragraf
	4	Cukup menunjukkan keterpaduan gagasan antar paragraf
	3	Keterpaduan gagasan antar paragraf sudah terlihat
	2	Ada sedikit keterpaduan gagasan antar paragraf
	1	Tidak ada keterpaduan gagasan antar paragraf

LEMBAR KERJA PESERTA DIDIK

Pertemuan 1

A. Make group of six.

B. Find out the theory of Narrative Text and answer the following questions:

1. What is narrative text?

2. What is the purpose of narrative text?

3. What is the generic structure of narrative text?

4. What is fairy tale? Write the examples of international fairy tale.

5. Discuss with your group to choose one international fairy tale.

6. Where does your fairy tale chosen come from?

7. Read it again and how many characters are there in your story chosen? Mention them

8. Divide your fairy tale text into parts (based on the number of your member) and each member must write the part in a piece of paper (Give the pages in the bottom after writing).

9. Read the text again and write your member name who plays the character.

10. Number 1-7 and 9 are done in one book.

11. Arrange your story written according to the pages.

12. Submit it.

GLOSARIUM

- **STORIES**, an account of imaginary or real people and events told for entertainment.
- **CHARACTERS**, the mental and moral qualities distinctive to an individual.

DAFTAR PUSTAKA

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Buku Panduan Peserta didikBahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas XI, Kemdikbudristek, Jakarta 2022.

Mengetahui: Kepala Sekolah	Jember, 1 Juli 2024 Guru Mata Pelajaran
Nikmatil Hasanah, S.Pd., M.Pd NIP. 19840516 200604 2 012	Musrifah, S.Pd NIP: 19700514 199512 2 004

APPENDIX 5

INTERVIEW TRANSCRIPT

Date: 20th of February 2025 Narasumber: English Teacher of 11th grade	Researcher: Previously, I would like to thank you for being willing to be interviewed for my research assignment regarding the implementation of drama to foster students' confidence and speaking skills. For the first question, what are your reasons for using drama as a learning method? Teacher: If it is in accordance with speaking, it will automatically train them to work. Because in a drama it must be in the form of a chase. So in the form of a group, it means that they learn many things. At least the first thing they learn is group formation. So in the formation of the group they already have to get to know their friends, divide the roles. They should get to know their friends' individual skills. Because they will choose which character to be in the drama. Then after that, they practiced leading. They practice leading, so there are many things there that are related to English. In making the drama, they do it before the drama, before making the drama script. So there is cooperation in making the drama script. As a teacher, we will support the students. It can personally accompany them, can find out their progress during the making process for example. So at least that, because it can't be made in a short time. So it still takes time. After that, after they have made the drama script according to the learning objectives of the topic, they will practice. Drama practice is not one or two times, they practice a lot of

times before performing because performing they don't bring a script so at least a drama is good it indicates that they, one, have practiced many times, practiced their pronunciation, practiced their intonation, and they have indirectly read the text many times, so practice reading.

Until they can memorize, if the drama, going forward is a bit nervous, what do you do. So if the drama, they can be helped by having a friend by their side. So they can perform with comfort.

Researcher: In your own opinion, does group formation affect drama learning?

Teacher: Ya, because there are various purposes for group formation. Sometimes we divide it based on us closing it. So that they are expected that after leaving high school, they will be ready to join various kinds of people who are not in accordance with their presence. That means they have to deal with anyone. Sometimes we leave the group to the children. Because actually in doing the group, for drama, there must be chemistry. So gathering with people they know, who already feel comfortable, they have to discuss. It depends, it doesn't depend on what our goal is for the students but at least they actually have to experience both in forming the group.

Researcher: Next question, what challenges do you face when implementing this drama activity?

Teacher: Ya, indeed in one power it is not the same, different. So there are children who are experts in that, but there are those who like to just write, there are children who like to listen, the way they learn is not the same. So yes in one group there are those who really like

to perform, but there are children who only like to listen, so we have to assist in the process of getting to perform. So, the children really need assistance. So we just watch, see, give advice.

Researcher: Furthermore, what strategies have you prepared to overcome these challenges?

Teacher: We always, first we ask. Are you in the group formation appointed or based on your own choice? They are ready for group formation. If so, we give instructions, we monitor, we offer assistance per group, per group. There must be problems there, but we can talk together. We are motivated. That this is not just a matter of grades and being able to, but there is a process where you become your workers for later after graduation. We learn many things there. So by giving motivation, giving space to children, so they can perform optimally.

Researcher: In your own opinion, does motivation have a big impact on a group?

Teacher: Yes, motivation is very important. Sometimes there are some who don't know why I'm studying, why I'm in a group, why I'm progressing. Sometimes they are like that, some, a few. So we have to really give them the view that learning anything is important for their society. Not only for learning Indonesian, but for our lives.

Researcher: For the next question, how do you assess students' preparation for drama as a learning method?

Teacher: Yes, we give them time. According to the agreement, they are ready for several meetings. They must have responsibility. Secondly, we check whether the draft is ready or not. Then after that we see how the children practice. So if they have practiced, they already

	feel confident, it means they are ready.
	Researcher: Next, how do you evaluate the success of the students who have performed the drama?
	Teacher: Yes, they automatically have a rubric. So there is a rubric there, they go forward according to the rubric. If they fulfill the rubric, they are taken once.
Date: 20th of February 2025 Narasumber: 11-4 Students' (Dona, Nur Fadhila, Siska, Vivi)	Researcher: Oke, can we introduce ourselves first? My name Fadillah Afifi a student from UIN KHAS Jember. Dona: My name is Dona from 11-4 class Nur Fadhila: My name is Nur Fadhila from class 11-4 Siska: My name is Siska from class 11-4 Vivi: I'm Vivi from class 11-4 Researcher: Before that, did any of you like English or not? Dona: Love it, but not too much Nur Fadhila: I like English Siska: I like it too Vivi: Me too Researcher: Do you like drama learning? Dona: Love it, but don't like the memorization Nur Fadhila: No, because we have to look deeper to determine the character of each character. Siska: No, because we have to adjust to the dialog Vivi: I like it because I can express Researcher: Next, does learning English through drama improve your speaking skills? Dona: Yes, because its memorization and you have to really delve into the character. Nur Fadhila: Yes, at first I might not have been able to speak English very well, meaning that the pronunciation was still not fluent. So since the drama, I can learn more,

the pronunciation is even more correct.

Siska: Yes, because the drama helped me a lot, including words that were unfamiliar to me.

Vivi: Yes, because repeating it over and over again to memorize it is quite helpful.

Researcher: Next, does learning speaking make you more confident in practicing English?

Dona: Yes, because we perform together with our friends.

Nur Fadhila: No, because I'm embarrassed if I get the pronunciation wrong.

Siska: No, I'm embarrassed because my English isn't good enough.

Vivi: I was actually embarrassed, but because I was performing with my friends, I wasn't too embarrassed.

Researcher: Do you think drama is the right method for learning speaking?

Dona: No, because there is a lot of memorization, but if you read the text, you can do it.

Nur Fadhila: No, because it's not effective and it takes a long time to memorize it.

Siska: No, because you don't have to use the drama method, there are other methods such as presentations

Vivi: Yes, because we are required to practice constantly so it indirectly helps in speaking.

Researcher: Do you feel that drama activities can help you overcome your nervousness in front of others?

Dona: Yes, because initially I was shy, so I can be more confident and creative.

Nur Fadhila: Yes, maybe at first I wasn't confident but over time I lost my confidence.

Siska: Yes, because I'm an introvert but I was helped by

	the drama, so when I went forward again I wasn't too nervous.
	Vivi: Yes, because I am shy in front of many people, but because I have friends, I can overcome my shyness.
	Researcher: Okay last question, are there certain speaking skills that you think have improved thanks to the drama activity?
	Dona: Yes, vocabulary because previously there were some unfamiliar languages so I know their meaning.
	Nur Fadhila: Improved in terms of pronunciation and intonation
	Siska: Improved in pronunciation
	Vivi: Improved pronunciation and vocabulary
Date: 20th of February 2025 Narasumber: 11-2 Students' (Nadila)	Researcher: Halo Assalamualaikum
	Nadila: Waaaikumsalam
	Researcher: First, please introduce yourself.
	Nadila: Introducing, my name is Nadila Salsabila, from class 11-2.
	Researcher: Okay, before that I want to ask you some questions about drama, the use of drama in English learning to improve speaking skills and confidence. For the first question, do you like learning English?
	Nadila: Yes Miss, I like learning English because it is important for the future. Yes, I think English is a fun language.
	Researcher: Then do you like learning speaking through drama techniques? Give us your reasons.
	Nadila: Yes, I like learning speaking with drama techniques because it's more fun and less boring. I can also be more confident when speaking.
	Researcher: Oh, so you're more confident. So, do you

think that learning in groups can increase your confidence or not?

Nadila: Yes Miss, I think studying in groups can increase my confidence because I can practice with my friends and not feel shy by myself.

Researcher: Does learning English through drama improve your speaking skills? Explain your reasons too.

Nadila: Yes, I think learning English with the drama method can improve speaking skills and practice pronouncing English words properly.

Researcher: So, does learning speaking through drama make you feel confident in practicing English?

Nadila: Yes ma'am, I think the drama technique makes me more confident because I also get used to speaking in front of my friends without fear of being wrong.

Researcher: Oh so the drama has an impact on you. So if you think drama is the right method or not for learning speaking, give your reasons too.

Nadila: Yes, because I think drama is a good method for us to learn speaking because I learn expressions, intonation, and a more natural way of speaking.

Researcher: Do you feel that drama can help you overcome your nervousness when speaking in front of others?

Nadila: Yes Miss, drama activities can help me overcome my nervousness because I am used to speaking in front of others and feel more comfortable.

Researcher: So it makes you get used to speaking English, huh?

Nadila: Yes, Miss.

Researcher: Now for the last question, are there certain

	speaking skills that you think have improved thanks to drama activities such as pronunciation, intonation or the ability to improvise? Do you have any? Nadila: Yes, ma'am. I feel that my pronunciation and intonation are better because in drama I have to speak clearly and adjust my tone of voice. Researcher: Okay. Actually, that's the only question. Thank you for being a respondent to answer my interview. Nadila: Yes ma'am, you're welcome Researcher: Thank you. I'll end this call. Thank you. Assalamualaikum. Nadila: Wassalamualaikum
Date: 20th of February 2025 Narasumber: 11-2 Students' (Diana and Cantika)	Researcher: Okay, first of all, I would like to interview you for my research on drama, an activity to improve self-confidence and speaking skills. Can you introduce yourself first? Diana: My name is Diana from class 11-2 Cantika: I'm Cantika from class 11-2. Researcher: So, did you like English before? Diana: I liked it, but maybe I didn't really like it. If you like it, it's probably because it's a foreign language, so you never know if you don't like it, maybe you're not good at it, and usually the pronunciation is difficult. Cantika: I like it, because it's quite fun. Researcher: Next question Do you like learning speaking through the drama method? Diana: Yes, I like it quite a lot, because maybe I think that learning speaking through drama is like increasing our confidence and maybe increasing our vocabulary. Cantika: I like it, because my speaking skills are helped

by the drama.

Researcher: Did you learn a lot of new vocabulary from the drama method?

Diana: A lot, ma'am. Because there are probably many words that I've never heard before. But when I was in this drama class, I learned a lot of new vocabulary.

Cantika: Quite a lot, because before I only knew the usual words.

Researcher: Next, did learning English through the drama method improve your speaking skills?

Diana: In my own opinion, yes, mom, because sometimes I'm shy when I'm told to come forward and maybe learning through drama can increase my confidence so I'm not as shy to come forward. The problem is that it's a group, so maybe from friends too.

Cantika: Improving, because before we perform we practice a lot, from a lot of practice we get used to speaking English.

Researcher: Does learning speaking through the drama method make you feel confident in practicing English?

Diana: Yes, Mom. Because in my opinion, it's like we are trained to not be shy and not be nervous because we have to perform in front of many people, so I think yes, it helps to foster confidence.

Cantika: Yes, confidence, because through drama we can express ourselves freely but not far from the topic. And also my group maximizes when given time to practice on the correct pronunciation and intonation in order to perform with satisfactory results.

Researcher: In this case, do you think the group has any effect on fostering confidence?

Diana: Yeah, if it's a group, it really affects it because what we're communicating with is also the group itself, so we really have to find something that's comfortable for communication.

Cantika: Very influential, because with the group I am quite helped when I have difficulty in pronouncing words that I think are difficult.

Researcher: So in your opinion, is drama the right method for learning speaking?

Diana: Yes, in my opinion, maybe learning through drama can also be one of the ways to improve speaking.

Cantika: I think it's the right method, because

Researcher: For you, has your speaking improved?

Diana: I think so, mom, maybe not a very, very rapid increase, but it's a change from before learning through this drama. Then afterward, I think there is an increase.

Cantika: Improved, because you practiced many times, so yes you improved.

Researcher: Do you feel that the drama activity helped you overcome your nervousness when speaking in front of others?

Diana: I think it helps too, mom, because we are trained to increase our self-confidence so we may be in front of others like what, we are trained not to be nervous so yes, it improves it in my opinion.

Cantika: It really helps, maybe one of the influences is the group of friends, so if my friends are confident, I'm confident too.

Researcher: The last question is, are there any particular speaking skills that you think have improved because of the drama activity, like maybe pronunciation or

	intonation or improvisation?
	Diana: From my own experience, it's more about pronunciation, so maybe in the beginning I wasn't fluent or something like that, and then from this drama-based learning I feel like my pronunciation is more organized and more fluent than before.
	Cantika: There are improvements such as pronunciation and vocabulary too.
	Researcher: Okay, thank you, maybe those are my questions.
Date: 21st of February 2025 Narasumber: 11-4 Students' (Reva)	Researcher: So I just want to ask you a few questions, before that, please introduce yourself. Reva: My name is Reva from class 11-4. Researcher: Do you like learning English? Reva: In my opinion, I like it sometimes. Like getting to know more, like knowing a foreign language. We only know, I only know Javanese, Madurese. But it depends on the teacher too. Researcher: Then if the teacher is cool you like it? Reva: Yes ma'am Researcher: Then the next question, did you like learning speaking through the drama method? Reva: I liked it. Researcher: Why? Reva: I just like watching the drama. It's fun. Researcher: But there's a memorization. Do you like to memorize it or not? Reva: I don't like anything myself. Researcher: Oh, I just like the practice. So, do you think learning English through the drama method can improve your speaking skills?

Reva: Yes, I think it can improve my speech.

Researcher: Is it the intonation?

Reva: Yes, ma'am.

Researcher: Then, does learning speaking through the drama method make you feel confident to perform in front of the class?

Reva: I don't think so, because I'm shy.

Researcher: Oh, you're shy?

Reva: Yes, I feel like I can play the role as a person. If I'm still shy when I'm in a group, I don't think so, if there's a besti, I'm not shy.

Researcher: Do you think drama is the right method for learning speaking?

Reva: I think so, it's more summarized when using English.

Researcher: Then is there another reason? Maybe it's fun or something?

Reva: Yes, it's fun and it's easier for us to hone our skills.

Researcher: Oh yeah. And then next. Do you feel that drama activities help you overcome your nervousness?

Reva: Yes, help. It's like training us so that we're not what, so we're not nervous, not nervous. It's like we get out of ourselves, not just stuck. Just not stuck. That's a new diversion.

Researcher: Then the last one. Are there any speaking skills that you think have improved? Thanks to drama activities, like maybe you have more vocab?

Reva: For me, yes. Because I don't speak English, I can speak more fluently, and I have more vocabulary too.

Date: 21st of February 2025	Researcher: So here I want to interview you for my research on drama, drama activities to increase students'

Narasumber: 11-3 Students' (Maulidia, Ainin, Daniar)	confidence and speaking skills. Maybe you can introduce yourself first.
	Maulidia: My name is Maulidia Maharani from class 11-3.
	Ainin: My name is Ainin Rahma from class 11-3.
	Daniar: My name is Dwi Daniar from class 11-3.
	Researcher: Before I ask, what do you like about learning English?
	Maulidia: 50-50. I like it but it depends on the teacher, sometimes the teacher is complicated.
	Ainin: For me, I actually like it. Because it's interesting that we learn English to communicate with the wider world. That's what I like. I just don't like it, honestly I don't like grammar.
	Daniar: I like it because it's fun to learn languages that you might not use everyday. And then I don't like it because sometimes when I learn, some people understand, some people don't.
	Researcher: Next, do you like learning speaking through the drama method?
	Maulidia: I think I like it, but if I forget the dialog, it makes it difficult.
	Ainin: It's hard to memorize. I like speaking through drama, but I can't play the role, I can't do the acting.
	Daniar: I also like it, but maybe the obstacle is that sometimes it's memorized and it's like having to adjust the expression, what's the face like sometimes it's not usual.
	Researcher: Next, does learning English through the drama method improve your speaking skills?
	Maulidia: Probably, yes. I think there are many

advantages.

Ainin: I think so, because when we do drama we have to really know what the pronunciation is.

Daniar: Because it becomes fluent speaking through English without any Indonesian. So it's like we keep practicing, we keep memorizing. Whether we want it or not, we have to memorize. Because this is a drama that has to be memorized.

Researcher: Does learning speaking through drama make you feel confident in practicing English?

Mauidia: For me, sometimes yes, sometimes no. So I think its okay.

Ainin: I don't think it makes me have stage fright.

Daniar: For me, yes. I'm not really interested in English, but I still like it, so it helps to boost my confidence.

Researcher: This drama activity is done in groups. Well, do you think the group has an effect on your confidence when you come forward?

Maulidia: It's very influential if we have friends who encourage us and support us and give us examples of how it feels, maybe we will be more confident. If the person is like more of a pushy person but just talking about it and not giving action, it's like... It's the same thing.

Ainin: Very influential

Daniar: Yes, very influential

Researcher: So, do you think drama is a good method to learn speaking?

Maulidia: Yes, because drama can improve speaking skills.

Ainin: I don't think it's right, because most of my friends lack confidence in the part where they have to come

	forward and be active. So if for example they already don't speak English, plus they're told to act, I think they get stuck. Daniar: Yes, but maybe if the dialog is made shorter it will be easier to remember and more effective to do. Researcher: So the next question is, do you feel that the drama activity helped you overcome your nervousness when speaking in front of others? Maulida: If the practice is only once or twice, I don't think so. But if you practice it so many times, maybe you'll get used to it over time. So yes, it's okay. Ainin: No, because the more you act, the less confident you are. Daniar: Yes, if my group mates are confident, I'll be confident too. Researcher: For the last question, are there any speaking skills that you think have improved thanks to the drama activity? Maybe the intonation, your pronunciations, maybe your vocab increased or something else? Maulidia: I think intonation also has an effect because of drama. Ainin: I think it increases vocabulary and pronunciation. Because we are forced to read it many times, to memorize it. After a while, it gets old too. So there are many words that are familiar. So there are many words that we can know. Daniar: Something has improved, especially vocabulary
Date: 25th of February 2025 Narasumber: 11-3 Students'	Researcher: Okay, before here I want to radiate you about drama activities to increase students' confidence and speaking skills. Let me introduce you first, my name is Fadillah Afifi Nur Rohmah.

(Anjani and Putri)	Anjani: My name is Anjani from class 11-3
	Putri: I'm Putri from class 11-3
	Researcher: Can we start right away?
	Anjani: Yes.
	Researcher: First of all, let me ask you, do you like learning English?
	Anjani: I like the lessons but the ones that are fun.
	Putri: I like it, but for example, it's actually quite the opposite of Anjani. Anjani prefers to have fun. For me, it's explained. Because some English materials need to be explained and not everyone can understand if they learn by themselves. So yes, I'm that type. So it needs to be explained first, then maybe just learn and have fun. So it's fun.
	Researcher: Okay, next question. Do you like learning speaking through drama method?
	Anjani: For me, I don't like it because a lot of the kids don't want to do it. So that's what makes it like not enthusiastic too, but if for example the children are supportive, I like it.
	Putri: I like it because it can also train our speaking of English, so yes, because of the drama, we can practice how to pronounce English correctly.
	Researcher: Okay then, do you think learning in groups can increase self-confidence?
	Anjani: Actually, no, there are groups that have intentions, there are groups that don't have intentions, there are mixed groups. Sometimes if there is a group with intentions, we will be able to make it like pressure on ourselves because like oh yes, how come they can be more, how come they have good grammar, how come this

is good, so it can create pressure that makes us even more unconfident so when we present it, it's not good, it's different if for example we get a group that is not good, or one that is like whatever you want to do. It makes us feel confident, but it also makes us tired because most of us have to present more. Because in order to get good grades, our grades are helped too.

Researcher: Okay, next question. Do you like learning speaking through drama method?

Anjani: For me, I don't like it because a lot of the kids don't want to do it. So that's what makes it like not enthusiastic too, but if for example the children are supportive, I like it.

Putri: I like it because it can also train our speaking of English, so yes because of the drama, we can practice how to pronounce English correctly.

Researcher: Okay then, do you think learning in groups can increase self-confidence?

Anjani: Actually, no, there are groups that have intentions, there are groups that don't have intentions, there are mixed groups. Sometimes if there is a group with intentions, we will be able to make it like pressure on ourselves because like, how come they can be more, how come they have good grammar, how come this is good, so it can create pressure that makes us even more unconfident so when we present it, it's not good, it's different if for example we get a group that is not good, or one that is like whatever you want to do. It makes us feel confident, but it also makes us tired because most of us have to present more. Because in order to get good grades, our grades are helped too.

Putri: I think so, because drama is done in groups, so that's one of the factors to be more confident, because if our group is confident we become confident too.

Researcher: For the next question, do you think drama is an appropriate method in learning speaking?

Anjani: I think the drama method is not appropriate for learning speaking because it makes it difficult for children to memorize, pronounce, because maybe there are some words that are unfamiliar to them, so we don't know how to pronounce them.

Putri: I think it can be used to learn speaking because through drama we can learn unfamiliar words, the correct pronunciation too.

Researcher: Next, do you feel that drama activities help you overcome your nervousness when speaking in front of others?

Anjani: I don't think it does, because again what I said earlier is that, because we have made pressure beforehand, so we have to memorize the dialogue, so that we don't change the structure in our way.

Putri: I think it has an effect, because by performing, often performing in front of friends makes us more confident. Even if we're not performing for a drama, we become more confident. Because with the training, we have often performed in front of our friends. Later, we might even perform a drama in front of everyone.

Researcher: Last question, are there any particular speaking skills that you think have improved thanks to the drama activity? For example, did your pronunciations improve or did your vocab increase?

Anjani: I think it has improved, so with frequent practice,

	sometimes we can accidentally know, oh this is the moment, if not, oh this means this, it means this.
	Putri: Same, it has an effect because we know more new vocabulary so it's like increasing our knowledge of unfamiliar vocabulary. For Pronounce, it also increases, because we often practice so we often know, oh this is how to read correctly.
Date: 25th of February 2025 Narasumber: 11-2 Students' (Aurora and Aisyah)	Researcher: Okay, can we begin? Yes, we can. I'm Fadillah Afifi Nur Rohmah, a student from UIN KHAS Jember. And this is for my research on drama to increase students' confidence and speaking skills. Can you introduce yourself first?
	Aurora: My name is Aurora and I'm from class 11-2.
	Aisyah: Introducing myself Aisyah from class 11-2.
	Researcher: First question, do you like learning English?
	Aurora: I like it. Because I get to know a new language besides Indonesian.
	Aisyah: Actually, I don't like learning, but I want to learn English.
	Researcher: Next question, do you like learning speaking through the drama method?
	Aurora: In my opinion, it's very efficient, mom. So I quite like drama, especially when we perform characters from the drama.
	Aisyah: Yes, I like it. Especially when there's dialog too.
	Researcher: Next, does learning English through the drama method improve your speaking skills?
	Aurora: If it improves, yes it does. It's just that I don't really like it if for example English is made into a drama. Because even though I like learning English, I can't speak English. So it's a bit difficult actually.

Aisyah: I prefer dialg, because I don't like drama.

Researcher: Oh, is that too long?

Aisyah: Yes ma'am

Researcher: Next question. Do you think learning in groups can increase your self-confidence?

Aurora: If I think so, ma'am. Because there are friends, ma'am. So it's more equal. It's good, Mom, if for example you study in a group, especially if you can work together, it's good.

Aisyah: I don't really like it. But I like it personally. I know the grade better, I'm the one who does the work, I'm the one who grades it. If it's a group, for example, there's someone who's smart, and they work with someone who's smart, then I can't do it. Or the others can't do it, only I do it.

Researcher: Next question, does learning speaking through the drama method make you feel confident in practicing English?

Aurora: It improves, but also sometimes there is a little feeling of shyness when performing.

Aisyah: No, because you have to master, understand the characters in the drama and memorize too. So yes, it's difficult because I don't really speak English.

Researcher: Then for the next question, do you think drama is the right method in learning speaking?

Aurora: I think it's actually an efficient method. It just has its pluses and minuses. For example, to increase confidence and public speaking, maybe yes. The minus is just shyness.

Aisyah: It could be. Because it's directly to the conversation. If ordinary learning still has stages, it's

more difficult. With drama, it's direct.

Researcher: Next, did you find the drama activity helpful in overcoming your nervousness when speaking in front of the class or in front of others?

Aurora: It depends on the person because each person is different, if I'm quite confident because I also have some experience like performing in front of other people.

Aisyah: Not confident at all. Oh, I'm not confident. Why? Well, I can't do drama. Especially using English is more difficult. You have to memorize it, the intonation, the expression.

Researcher: Lastly. Are there any particular speaking skills that you think have improved thanks to drama activities? Maybe like your pronunciations? What, your vocabulary increased or something?

Aurora: For me, it's more about vocabulary and pronunciation

Aisyah: I also improved in vocabulary and pronunciation.

APPENDIX 6

OBSERVATIONS CHECKLIST

OBSERVATION

No	Aspek yang diobservasi	Keadaan		Komentar
		Ada	Tidak ada	
1.	Membuka pembelajaran	✓		guru membuka Pembelajaran pada semua kelas, 11-2, 11-3, 11-4.
2.	Memberikan petunjuk mengenai pembelajaran yang akan dilakukan	✓		Guru selalu membuka pembelajaran dengan memberikan Petunjuk Pembelajaran yang akan dilakukan.
3.	Melibatkan siswa sebanyak mungkin dalam kegiatan pembelajaran (keterampilan bertanya)	✓		Guru melibatkan siswa kelas 11-2, 11-3, 11-4. Seperti perform, memberikan sacara feedback.
4.	Melaksanakan pembelajaran dengan menggunakan metode aktivitas berbasis drama dan memberi pengalaman langsung kepada siswa	✓		Semua siswa dari kelas 11-2, 11-3, 11-4 melakukan perform jika ada 9 anggota kelompok y tidak lengkap maka perform akan ditunda, dan diganti 9 hari selanjutnya
5.	Menciptakan suasana kelas yang kondusif pada saat siswa sedang menampilkan drama di depan kelas	✓		Guru tegas dalam mengingatkan siswa untuk memperhatikan kelompok y perform di kelas 11-2, 11-3, 11-4.
6.	Memberikan kesempatan kepada siswa untuk memberi respon terhadap siswa yang preseentasi drama (peer feedback)	✓		Semua siswa kelas 11-2, 11-3, 11-4 yang sudah perform, selalu diberikan kesempatan untuk memberikan feedback.
7.	Memberikan Feedback/masukan terhadap siswa yang sudah presentasi yang dilakukan oleh guru	✓		Memberikan feedback kpd Siswa 11-2, 11-3 11-4, Tapi tidak semua siswa y perform, karena waktu y terbatas
8.	Memberikan penilaian aspek-aspek yang dilakukan oleh guru terhadap siswa	✓	.	Setelah siswa Perform, guru langsung memberikan nilai tetapi nilainya tdk disebutkan.
9.	Menutup pembelajaran	✓		guru memberikan feedback mengenai Pembelajaran dihari itu pada kelas 11-2, 11-3, 11-4.

APPENDIX 7

VALIDATION OF THE INSTRUMENT

LEMBAR VALIDASI

PEDOMAN WAWANCARA

The Implementation of Using Drama-Based Activities to Foster Confidence and Speaking Skills in English Language Learners: 11th Students of SMAN 5 Jember

A. TUJUAN

Tujuan wawancara ini digunakan untuk memverifikasi data tertulis atau menampilkan data lebih lengkap agar mendapatan data yang lebih valid sesuai dengan indikator.

B. PETUNJUK

a. Berikan tanda cheklist pada kolom yang sesuai dengan pendapat anda berdasarkan indicator kemampuan guru dan siswa participant (1 guru Bahasa Inggris dan 15 siswa) dalam Implementasi Penggunaan Kegiatan Berbasis Drama untuk Menumbuhkan Kepercayaan Diri dan Keterampilan Berbicara pada Pembelajar Bahasa Inggris

b. Terdapat 4 skala penilaian dengan keterangan sebagai berikut:

1 = kurang

2 = cukup

3 = baik

4 = sangat baik

No	Indicator	Skor			
		1	2	3	4
1.	Tujuan wawancara jelas				✔
2.	Urutan pertanyaan dalam tiap bagian jelas				✔
3.	Butir-butir pertanyaan mendorong responden memberikan jawaban yang diinginkan				✔
4.	Rumusan butir-butir pertanyaan tidak mendorong responden atau mengarahkan siswa yang diwawancarai menuju suatu Kesimpulan tertentu			✔	
5.	Rumusan butir pertanyaan tidak menggunakan kalimat yang tidak menimbulkan makna ganda			✔	

C. CATATAN/SARAN

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D. KESIMPULAN

Secara umum pedoman wawancara yang telah dinilai dinyatakan:

	: layak digunakan tanpa revisi
✓	: layak digunakan dengan revisi
	: tidak layak digunakan

(mohon diberi tanda (✓) pada salah satu kotak sesuai dengan Kesimpulan bapak/ibu)

Jember, 14 Februari 2025

Validator

Ihyak Mustofa, S.S., M.Li.
NIP. 199403032022031004

LEMBAR VALIDASI

PEDOMAN OBSERVASI

The Implementation of Using Drama-Based Activities to Foster Confidence and Speaking Skills in English Language Learners: 11th Students of SMAN 5 Jember

A. TUJUAN

Tujuan observasi ini ialah untuk mengumpulkan informasi atau data secara langsung melalui pengamatan terhadap suatu objek atau situasi tertentu.

B. PETUNJUK

a. Berikan tanda cheklist pada kolom yang sesuai.

b. Terdapat 4 skala penilaian dengan keterangan sebagai berikut:

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3 = baik

4 = sangat baik

No	Indicator	Skor			
		1	2	3	4
1.	Tujuan observasi jelas				✓
2.	Urutan aspek dalam tiap bagian jelas			✓	
3.	Kesuaian asek dengan topik				✓
4.	keandalan				✓
5.	Kemudahan penggunaan			✓	

C. CATATAN/SARAN

Sesuika kan cetak anya

D. KESIMPULAN

Secara umum pedoman observasi yang telah dinilai dinyatakan:

☐ : layak digunakan tanpa revisi

☑ : layak digunakan dengan revisi

☐ : tidak layak digunakan

(mohon diberi tanda (✓) pada salah satu kotak sesuai dengan Kesimpulan bapak/ibu)

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2.	Urutan aspek dalam tiap bagian jelas				✓
3.	Kesuaian asek dengan topik				✓
4.	keandalan				✓
5.	Kemudahan penggunaan				✓

C. CATATAN/SARAN

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D. KESIMPULAN

Secara umum pedoman wawancara yang telah dinilai dinyatakan:

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☐ : layak digunakan dengan revisi

☐

: tidak layak digunakan

(mohon diberi tanda (✓) pada salah satu kotak sesuai dengan Kesimpulan bapak/ibu)
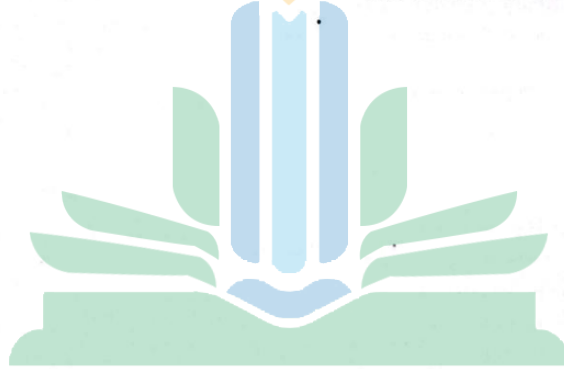
Jember, 17 Februari 2025

Validator

Rifatus Saadah, S.Pd.
NIP. 197901052009032003

LEMBAR VALIDASI

PEDOMAN WAWANCARA

The Implementation of Using Drama-Based Activities to Foster Confidence and Speaking Skills in English Language Learners: 11th Students of SMAN 5 Jember

A. TUJUAN

Tujuan wawancara ini digunakan untuk memverifikasi data tertulis atau menampilkan data lebih lengkap agar mendapatan data yang lebih valid sesuai dengan indikator.

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2.	Urutan pertanyaan dalam tiap bagian jelas				✓
3.	Butir-butir pertanyaan mendorong responden memberikan jawaban yang diinginkan			✓	
4.	Rumusan butir-butir pertanyaan tidak mendorong responden atau mengarahkan siswa yang diwawancarai menuju suatu Kesimpulan tertentu				✓
5.	Rumusan butir pertanyaan tidak menggunakan kalimat yang tidak menimbulkan makna ganda				✓

C. CATATAN/SARAN

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D. KESIMPULAN

Secara umum pedoman wawancara yang telah dinilai dinyatakan:

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☑ : layak digunakan dengan revisi

☐ : tidak layak digunakan

(mohon diberi tanda (✓) pada salah satu kotak sesuai dengan Kesimpulan bapak/ibu)

Jember, 17 Februari 2025

Validator

Rifatus Saadah, S.Pd
NIP. 197901052009032003

APPENDIX 8

JOURNAL OF RESEARCH

JURNAL KEGIATAN PENELITIAN

The Implementation of Using Drama-Based Activities to Foster Confidence and Speaking Skills in English Language Learners: 11th Students of SMAN 5 Jember

No	Hari/Tanggal	Kegiatan	Tanda tangan
1.	Senin, 17 Februari 2025	Penyerahan surat penelitian	
2.	Senin, 17 Februari 2025	Konsultasi dengan Waka Kurikulum mengenai penelitian	
3.	Selasa, 18 Februari 2025	Konsultasi dengan Guru Bahasa Inggris kelas 11 mengenai pelaksanaan observasi dan wawancara tentang kegiatan Drama	
4.	Rabu, 19 Februari 2025	Observasi pelaksanaan Drama di kelas 11	
5.	Kamis, 20 Februari 2025	Wawancara dengan guru bahasa Inggris mengenai pelaksaan Drama	
6.	Senin, 10 Maret 2025	Wawancara dengan siswa kelas 11-4 mengenai pelaksanaan Drama	
7.	Selasa, 11 Maret 2025	Wawancara dengan siswa kelas 11-3 mengenai pelaksanaan Drama	
8.	Rabu, 12 Maret 2025	Wawancara dengan siswa kelas 11-2 mengenai pelaksanaan Drama	
9.	Senin, 17 Maret 2025	Mengambil surat keterangan selesai penelitian	

Jember, 1 Maret 2025

Kepala Sekolah

Lutfi Helmi, M.Pd
010292005011008

APPENDIX 9

RESEARCH LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-10516/In.20/3.a/PP.009/02/2025
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMAN 5 JEMBER
Jln. Semangka No.4, Glisat, Baratan, Kec. Patrang, Jember, Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 211101060013
Nama : FADILLAH AFIFI NUR ROHMAH
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Using Drama-Based Activities to Foster Students' Confidence and Speaking Skills in English Language Learners of 11th Students of SMAN 5 Jember" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Muhammad Lutfi Helmi, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 17 Februari 2025
a.n Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI 5 JEMBER
Jalan Semangka 4 Jember ☎ (0331) 422136 Faks (0331) 421355
website sman5jember.sch.id email smalajember@gmail.com

SURAT KETERANGAN
Nomor : 400.3.5.3/235/101.6.5.5/2025

Yang bertanda tangan di bawah ini,

Nama	:	**MUHAMMAD LUTFI HELMI, M.Pd.**
NIP	:	19801029 200501 1 008
Pangkat/Gol Ruang	:	Penata Tk. I
Jabatan	:	Kepala Sekolah
Pada Sekolah	:	SMA Negeri 5 Jember

Menerangkan dengan sebenarnya bahwa mahasiswa tersebut dibawah ini :

Nama	:	**FADILLAH AFIFI NUR ROHMA**
NIM	:	211101060013
Program Studi	:	TADRIS BAHASA INGGRIS

Telah selesai melaksanakan Penelitian di SMA Negeri 5 Jember pada tanggal 17 Februari s.d 17 Maret 2025 berdasarkan surat Permohonan Izin Penelitian dari Universitas Islam Negeri Kiai Haji Achmad Sidiq Jember, Fakultas Tarbiyah dan Ilmu Keguruan Tanggal 17 Februari 2025 Nomor: B-10516/In.20/3.a/PP.009/02/2025 dengan judul penelitian **" The Implementation of Using Drama-Based Activities To Foster Confidence And Speaking Skills In English Language Learners:11th Students of SMA N 5 Jember".**

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dipergunakan sebagaimana mestinya.

Jember, 17 Maret 2025
Kepala Sekolah,

MUHAMMAD LUTFI HELMI, M.Pd.
Penata Tk. I
NIP. 19801029 200501 1 008

APPENDIX 10

DOCUMENTATION

Interview with 11th grade
English Teacher

Interview with 11-4 students

Interview with 11-4 students
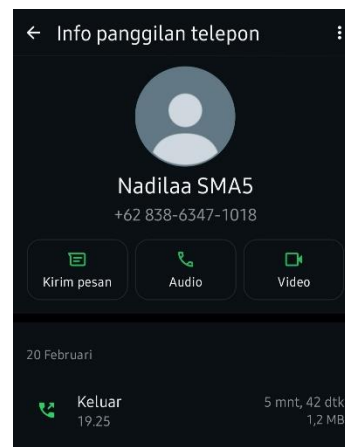

Interview with 11-3 students

Interview with 11-3 students

Interview with 11-2 students

Interview with 11-2 students

Interview with 11-2 students by phone

Students' prepared accsessories

Practicing with the group
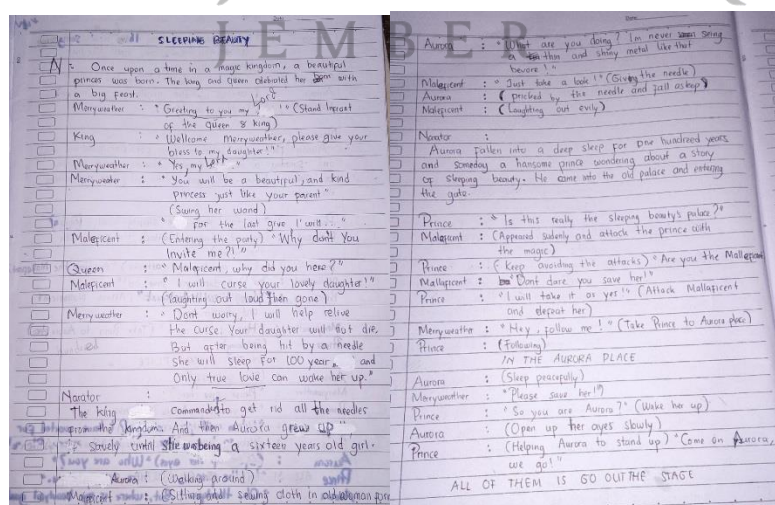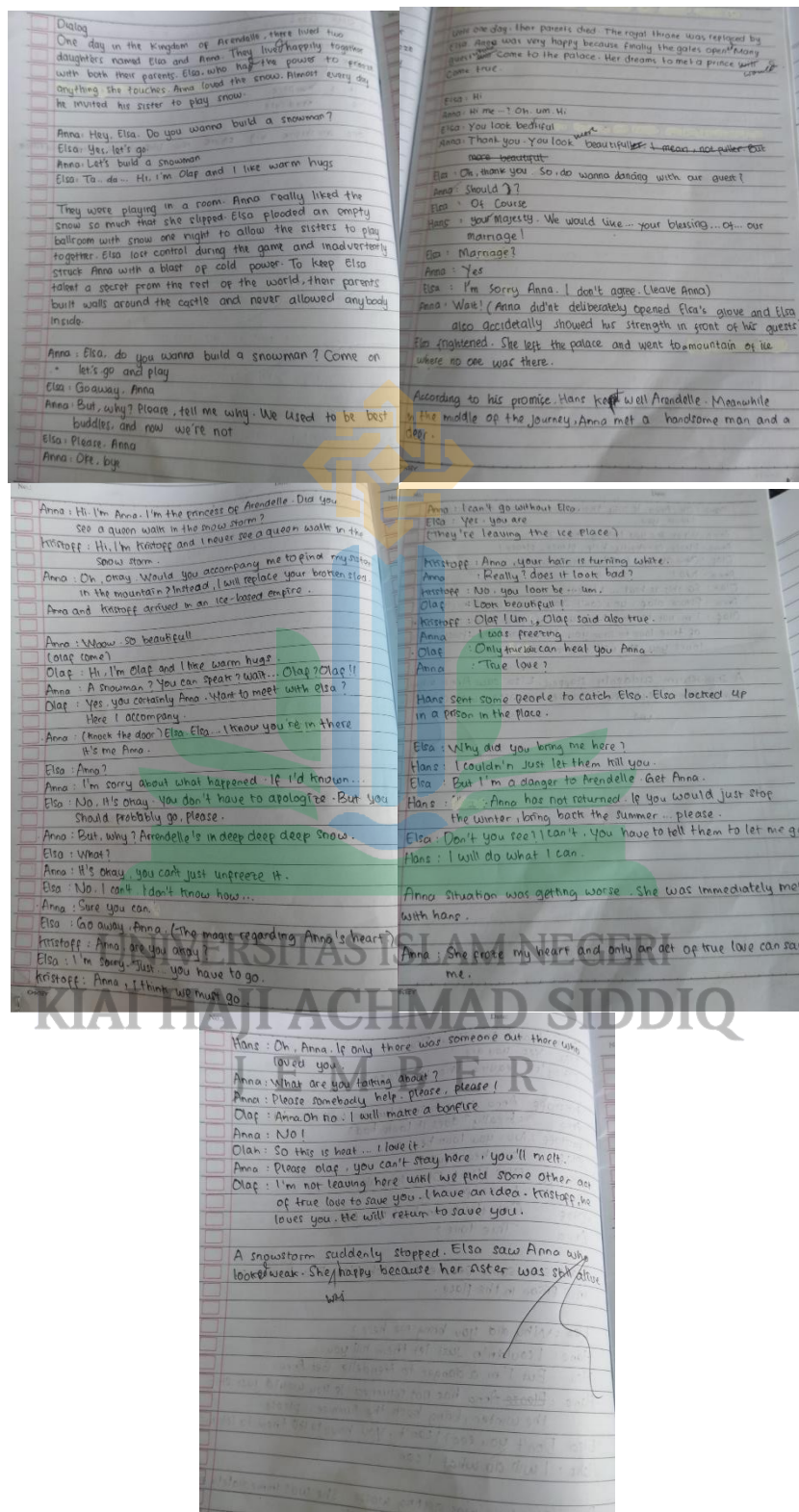

Practicing with the group

Students' perfomance

Students' perfomance

Students' perfomance

Example of Drama script

Example of Drama script

APPENDIX 11

SIMILARITY LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama	: Fadillah Afifi Nur Rohmah
NIM	: 211101060013
Program Studi	: Tadris Bahasa Inggris
Judul Karya Ilmiah	: The Implementation Of Using Drama-Based Activities To Foster Confidence And Speaking Skills In English Language Learners Of 11th Students Of Sman 5 Jember

Telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor pengecekan BAB 1-5 sebesar 14,6%

1. BAB I : 15%
2. BAB II : 25%
3. BAB III : 18%
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5. BAB V : 8%

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Jember, 20 Mei 2025
Penanggung Jawab Cek Plagiasi
FTIK UIN KHAS Jember

(Ulfa Dina Novienda, S.sos.I., M.Pd)

NB: Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan

APPENDIX 12

<div align="center">

RESEARCHER IDENTITY

</div>

Personal Information

Name   : Fadillah Afifi Nur Rohmah

NIM   : 211101060013

Place, Date of Birth   : Pasuruan, 21st of April 2003

Address   : Dsn. Panderejo, Ds. Legok, Kec. Gempol,
                                  Kab. Pasuruan

Department/Major Courses   : Faculty of Tarbiyah and Teacher
                                  Training/English Education Department

E-mail   : fadillahfififi@gmail.com

Educational Backround

2009-2010   : TK. Al-Islam II

2010-2015   : SDN Panderejo

2015-2018   : SMPN 1 Bangil

2018-2021   : MAN 1 Pasuruan

2021-2025   : UIN Kiai Haji Achmad Siddiq Jember