

## ABSTRACT

**Fadiyah, Fathin Nur. 2026.** *Exploring Students' Perceptions of the Roles of English Drama Performance in Speaking Proficiency (A Narrative Inquiry on English Language Education Students in the Academic Year 2021 at Jenderal Soedirman University).* Supervisor 1: Dian Adiarti, S.Pd., M.Hum., Supervisor 2: Laxmi Mustika Cakrawati, M.Pd., Chief External Examiner: Novita Pri Andini, S.Pd., M.Pd., External Examiner: Nisa Roiyasa, S.Pd., M.TESOL., Ministry of Higher Education, Science, and Technology, Jenderal Soedirman University, Faculty of Humanities, Department of Language Education, English Education Study Program, Purwokerto.

This study explores students' perceptions of the roles of English drama performance in supporting speaking proficiency among English Language Education students at Jenderal Soedirman University. Speaking proficiency is often considered one of the most challenging skills for EFL learners due to factors such as limited vocabulary, pronunciation difficulties, low confidence, and speaking anxiety. To address these challenges, English drama performance has been implemented as a learning technique, particularly in the English Literature Appreciation and Literature Teaching courses. This research employed a qualitative narrative inquiry design. Data were collected through a preliminary questionnaire distributed to 52 students, followed by in-depth interviews with three purposively selected participants representing positive, neutral, and negative perceptions. The interview data were analyzed using thematic analysis based on Braun and Clarke's six-phase framework. The findings indicate that English drama performance supports students' speaking proficiency by enhancing fluency, pronunciation awareness, vocabulary use, and speaking confidence. Drama activities also promote authentic language use, repeated oral practice, and reduced speaking anxiety through role enactment. However, challenges were identified, including script memorization, performance anxiety, and the need to balance linguistic accuracy with acting demands. Despite these challenges, students generally perceived drama performance as a meaningful and engaging learning experience that contributes to both linguistic and affective development. In conclusion, English drama performance plays a positive role in supporting speaking proficiency by providing experiential learning opportunities and a supportive environment for oral communication. The study suggests that integrating drama-based activities into English language instruction can enhance students' communicative competence and confidence.

**Keywords:** *english drama performance, english language education. narrative inquiry, speaking proficiency, students' perceptions.*

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Penelitian ini bertujuan untuk mengeksplorasi persepsi mahasiswa terhadap peran pementasan drama berbahasa Inggris dalam mendukung kemampuan berbicara mahasiswa Program Studi Pendidikan Bahasa Inggris di Universitas Jenderal Soedirman. Kemampuan berbicara sering dianggap sebagai keterampilan yang paling menantang bagi pembelajar bahasa Inggris sebagai bahasa asing (EFL) karena keterbatasan kosakata, kesulitan pelafalan, rendahnya kepercayaan diri, dan kecemasan berbicara. Sebagai upaya mengatasi permasalahan tersebut, pementasan drama berbahasa Inggris diterapkan sebagai teknik pembelajaran, khususnya pada mata kuliah Literature Appreciation dan Literature Teaching. Penelitian ini menggunakan desain kualitatif dengan pendekatan narrative inquiry. Data dikumpulkan melalui kuesioner pendahuluan yang diberikan kepada 52 mahasiswa, kemudian dilanjutkan dengan wawancara mendalam terhadap tiga partisipan yang dipilih secara purposif untuk mewakili persepsi positif, netral, dan negatif. Data wawancara dianalisis menggunakan analisis tematik berdasarkan enam tahap Braun dan Clarke. Hasil penelitian menunjukkan bahwa pementasan drama berbahasa Inggris berperan dalam meningkatkan kefasihan, kesadaran pelafalan, penggunaan kosakata, dan kepercayaan diri mahasiswa dalam berbicara. Selain itu, drama mendorong penggunaan bahasa secara autentik, latihan berbicara berulang, serta membantu mengurangi kecemasan berbicara melalui peran dan pementasan. Namun, penelitian ini juga menemukan beberapa tantangan, seperti kesulitan menghafal naskah, kecemasan tampil, serta tuntutan menyeimbangkan aspek kebahasaan dan akting. Secara keseluruhan, pementasan drama berbahasa Inggris dipersepsikan sebagai pengalaman belajar yang bermakna dan mendukung perkembangan linguistik serta afektif mahasiswa. Penelitian ini merekomendasikan integrasi drama sebagai pendekatan inovatif dalam pembelajaran berbicara bahasa Inggris.

**Kata kunci:** *narrative inquiry, kemampuan berbicara, pementasan drama bahasa Inggris, pendidikan bahasa Inggris, persepsi mahasiswa.*