

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion drawn from the findings and discussions in the previous chapter, followed by several suggestions addressed to teachers, students, and future researchers.

#### 5.1 Conclusion

This study was conducted to explore students' perceptions of the role of English drama performance in speaking proficiency and to examine how drama performance contributes to the development of students' speaking proficiency. By employing a qualitative narrative approach, the study focused on understanding students' lived experiences of drama-based learning, rather than measuring speaking outcomes quantitatively.

In response to the first research question, the findings indicate that students generally perceive English drama performance as a meaningful and engaging learning activity that supports their development of speaking proficiency. Positive perceptions were closely related to increased confidence, enjoyment, and willingness to speak English. These perceptions were shaped by students' emotional engagement and self-efficacy, supporting Bandura's (2018) view that learners' beliefs about their abilities influence their participation in communicative tasks. However, the study also reveals that students' perceptions were not uniform. Some students

experienced discomfort, pressure, or perceived inequality in participation, which affected how they evaluated the effectiveness of drama performance. This suggests that students' perceptions are influenced not only by the learning method itself but also by how the activity is structured and facilitated.

Regarding the second research question, the findings show that English drama performance contributes to speaking proficiency primarily by promoting fluency-related aspects of speaking, such as pronunciation, confidence in oral expression, and communicative use of language. Drama activities provided opportunities for repeated oral practice and interaction in meaningful contexts, which aligns with Long's (1981) Interaction Hypothesis and the principles of Communicative Language Teaching (Brown & Lee, 2015; Harmer, 2001). However, the study also indicates that drama does not equally support all aspects of speaking proficiency. Improvements in grammatical accuracy and vocabulary development were less evident, particularly for students who experienced high anxiety or limited speaking roles. This finding supports Brown's (2015) argument that fluency and accuracy develop at different rates and require different forms of instructional support.

Overall, the study highlights that English drama performance functions effectively as a supportive and experiential speaking activity when implemented thoughtfully and flexibly. Its unique contribution lies in illustrating how students' perceptions and emotional experiences mediate

the role of drama in speaking development. Rather than positioning drama as a universal solution, this study emphasizes the importance of considering learner differences, affective factors, and classroom implementation when integrating drama into speaking instruction. Despite its contributions, this study has several limitations that should be acknowledged. First, the study involved a small number of participants, which limits the generalizability of the findings. The results reflect in-depth experiences rather than broad trends. Second, the study was conducted within a specific educational context, and students' perceptions may be influenced by contextual factors such as classroom culture, teaching style, and prior learning experiences. Third, the study relied primarily on students' self-reported perceptions, which may not fully represent actual improvements in speaking proficiency. While perceptions provide valuable insight into learners' experiences, they do not replace objective measures of speaking performance.

## **5.2 Suggestions**

Based on the conclusions drawn from this study, several suggestions were proposed to guide teachers, students, and future researchers in optimizing the use of English drama performance as a learning approach.

### **5.2.1 Suggestion for Teachers**

English language teachers are encouraged to integrate drama activities into English language instruction to promote active, reflective, and communicative learning environments. By involving students in role-plays, improvisations, and performances, teachers were able to create

opportunities for authentic language use and build students' confidence in speaking English. Teachers should also provide constructive feedback and guide reflective discussions after performances to help students evaluate and improve their communication skills.

Additionally, the findings suggest that drama performance should be designed with careful attention to role distribution and task difficulty. Unequal speaking opportunities and excessive performance pressure were identified as factors that reduced the effectiveness of drama for some students. Therefore, teachers are encouraged to assign balanced speaking roles and provide sufficient scaffolding to support both confident and anxious learners. Incorporating reflection activities after drama performances may also help students connect their performance experiences to language learning, in line with Kolb's (1984) experiential learning framework.

### **5.2.2 Suggestion for Students**

This study suggests that active participation and openness to collaborative learning are essential for maximizing the benefits of drama-based activities. Students who engaged more actively in rehearsals and interactions tended to perceive greater improvement in their speaking confidence and fluency. Developing self-awareness and managing speaking anxiety may help students benefit more fully from performance-based learning, as suggested by Krashen's (1982) affective filter hypothesis. Therefore, students were encouraged to engage fully in

performance-based learning, take risks in using English spontaneously, and reflect on their learning experiences to identify areas for improvement. Self-reflection and collaboration were essential to transforming performance activities into lasting communicative competence.

### 5.2.3 Suggestion for Future Researchers

Future researchers are suggested to expand this study by involving a larger number of participants or applying mixed-method approaches to provide more comprehensive insights. Longitudinal studies could also be conducted to examine the long-term impact of drama-based learning on students' speaking proficiency and confidence. Moreover, future research could explore the integration of digital or online drama performances, intercultural drama projects, or comparative studies between drama-based learning and other communicative teaching techniques. Such studies would contribute to a deeper understanding of how drama can be adapted to diverse educational contexts and evolving learning environments.

In summary, this study highlights that English drama performance was not only an artistic expression but also an effective educational strategy that bridges cognitive, emotional, and social aspects of learning. By embracing experiential and reflective learning principles, educators and learners alike can transform the English classroom into an active space for authentic communication, confidence building, and meaningful personal growth.