

ABSTRACT

ERVINAWATI, RESTI. 2019. *Playing Drama to Reduce Speaking Anxiety in EFL Class*. A Paper. English Education Department, Faculty of Teacher Training, Sunan Gunung Djati Islamic State University.

Anxiety is negative feeling that must be avoided in the speaking classroom. It will give bad impact if students do not want to avoid it. There are a lot of techniques to reduce speaking anxiety, one of them with playing drama. This study has found that there are several factors of anxiety in EFL learners' experience. Also, there are effects of playing drama to reduce speaking anxiety. This study aims to find out several factors of anxiety and effect of playing drama to reduce speaking anxiety. While trying to find out if drama helps students' oral skills development, drama itself has become a teaching technique which encourages students to learn a new language in a creative and effective way.

This qualitative case study was conducted at 4th Semester of English Education Department. The data are obtained from observation, questionnaire and interview. These techniques were used to answer first research questions and second research question. To gain information from of sample, the observation has done at the final exam of this course. And a questionnaire is adapted from Horwitz (1986), it is used to answer the first question of this study that was used to understand speaking anxiety. The questionnaire consists of 10 items related to speaking anxiety and the other one 10 items for drama technique.

The result of the study found several problems related to the factors that cause language anxiety in English classroom drama performance of 4th semester of English Education Department. The most frequent anxiety factor reveals from the participant is Competitiveness. As a counted 66.6% participant keep thinking that the other students are better at languages than they are. And the lowest anxiety factors reveals from the participant is In-Class Activity. As a counted 22.2% participant find their self is thinking about things that have nothing to do with the course, during English class. Through the observation and questionnaire, this study found that playing drama implicitly affected to the speaking anxiety of EFL learners. More than 88.8% of the respondents felt motivated to explore various expressions in English through drama.

This research came to the conclusion that drama keeps students active in the learning situations. Students' self-confidence and motivation rise. Drama can teach the students how to achieve interpersonal relationships. In this research, the researcher only got to do observation, questionnaire and interview. Thus, it would be better in the next research to take more instruments such as student diary to make the explanation more explicit.