

## ABSTRACT

### **Millah, Rahmah Izzatul. 1152040090. Students' Experience in Playing Drama: A Focus on Speaking Skills.**

Many times teaching English falls short of fulfilling its goals. Even after years, learners do not gain confidence in using the language both in and outside the class. Real communication involves ideas, emotions, feelings, appropriateness, and adaptability. The conventional English class hardly gives the learners an opportunity to use language in this manner and develop fluency in it. Therefore, the improvement of learning technique may help students to enhance their speaking skill through creative technique. In this paper, the authors tried to reveal students' experience in playing drama to enhance their speaking skills.

The purposes of this research are: 1) to find out the students' experience while doing drama, and 2) to reveal the students' speaking skills while doing drama.

The research used a qualitative method, particularly a case study. The researcher used this case study because it focuses on analyzing data in the process of playing drama and it needs to be explored in every phase. The use of this method was concerned to explore the students' experience of playing drama and their speaking skills, while the data came from the observation, questionnaire, and interview. The participants of this research were six students of twelfth-grade, which the sample was selected by the purposeful sampling in MA Asshiddiqiyah 3 Karawang.

Based on the result of data analysis, it can be concluded in two essential points. First, playing drama brought diverse experience for students. Five of six students said that playing drama was fun and it can train their speaking skill but one again did not really want to play drama because she did not like to play a role. Through drama, the students could experience portray someone else's character, the students enjoy watching the play and can make the students speak in front of the class. Playing drama is motivating and fun and can help to develop attitudes towards their foreign language, culture, and language learning. Second, the students' experience of playing drama can increase their speaking skill. It can be concluded that most of the students have positive responses to students' playing drama. The student said that their activities could help their speaking skills, mostly in expression skill and fluency. Also, playing drama built more confidence to speak in the crowds. In other words, this technique could be used to enhance students' speaking skills although they are as a foreign language.

To follow up on the findings of the research, some recommendations are offered to another researcher. The recommendation addressed to the other researcher that playing drama technique can be used to teach not only in speaking skill but also other skills.