HOW CAN DRAMA COACH ENHANCE STUDENTS' ENGLISH SELF-ESTEEM AND SPEAKING PERFORMANCE?

By:

Suramto[1], Episiasi[2], Yentri Anggeraini[3]

Universitas Musi Rawas Lubuklinggau[1], Universitas PGRI Silampari[2], Universitas Baturaja[3]

suramtosragen68@gmail.com[1], episiasiazka@gmail.com[2], anggeraini.yentri@yahoo.com[3]

Abstract: The study aimed to determine if students' self-esteem and speaking proficiency significantly changed after receiving instruction from a drama coach. The 60 general conversation students, who ranged in age from 15 to 17, were the subjects of the study. In this study, a quasi-experimental design was used. A speaking achievement test and a self-esteem questionnaire were distributed to gather data. Three raters conducted interviews to collect data on speaking scores. Based on the findings, students who received drama coach treatment had higher mean scores in speaking achievement (81.46) and self-esteem (80.57). Additionally, the drama coach influenced students' self-esteem (29.7%) and speaking proficiency (58.8%). The remaining 11.5% may be influenced by additional factors not included in the research. The drama coach's role improved the teenagers' ability to speak English.

Keywords: drama coach, self-esteem, speaking skills

INTRODUCTION

Speaking English fluently becomes a crucial quality that students desire. Students with strong communication skills can share their thoughts and opinions with their teacher and fellow students. Unfortunately, teaching speaking skills to conversation class students is not a good idea. When students tried to speak English, they encountered various difficulties. Students confronted some problems when they attempted to speak English. These speaking problems are also faced by Indonesian students (Episiasi et al., 2015; Jaya et al., 2022).

Among the issues that students encounter are a lack of general knowledge, a lack of speaking practice, a fear of making a mistake, a lack of practice using vocabulary and grammar, low motivation, low involvement, shyness, decreased dictionary usage, anxiety, fear of criticism, and difficulty pronouncing unfamiliar words. The main reason students fail to develop their speaking abilities is a need for more practice, both within and outside of speaking lessons (Alghaberi, 2019; Episiasi et al., 2023).

One of the internal factors that can affect students' public speaking ability is their self-esteem. High self-esteem fosters confidence in their English-speaking skills, enabling effective communication, while low self-esteem leads to anxiety and fear of making mistakes,

hindering their progress. According to several researchers who study speaking performance and self-esteem, students who have high self-esteem will also have high speaking achievement (Arifin & Pertiwi, 2017; Tripudiyana et al., 2022; Anggeraini et al., 2024). A strong sense of self-esteem is necessary to build comfort when speaking in front of others. Self-esteem is probably the most influential aspect of human behavior. Brown (2000) states that no meaningful cognitive or affective action can be accomplished without some degree of self-esteem, self-confidence, self-awareness, and belief in their talents. In other words, students who lack self-esteem may find it challenging to accomplish their objectives, such as speaking in their mother tongue or a foreign language.

To counteract poor speaking skills among Indonesian students, an innovative teaching method is needed to increase their speaking skills. Teachers or lecturers must use strategies or techniques and media to teach speaking to the students (Mulyanti et al., 2021; Waloyo, 2022). Using a drama coach is one method. Using a drama coach might help students become less bashful. It also results in language learning performance. Through the usage of characters, students employ simplistic and mechanical language. Students can conceal their feelings of timidity (Phillips, 2002). Building confidence, contextualizing language, fostering empathy for other characters, inspiring and facilitating change, and gaining learning experiences are all facilitated by a drama coach (Miccoli, 2003).

Students' speaking abilities can be improved by using a drama coach. Students are given a greater variety of learner-centered activities using engaging teaching strategies. It is in line with Baykal et al. (2019) state that drama results in actual speaking involving ideas, emotions, feelings appropriateness, and adaptability; in other words, it is an opportunity to use language in operation that is not available in traditional language classes. The impact of poor language use can be implemented through teaching speaking by a drama coach. Phillips (2002) explains that drama is an efficient and effective way to improve students' speaking skills. It also can improve the performance of the language learning process.

Drama coaches allow students to use simple and mechanical language by involving personalities. The students can hide their shyness feeling. Drama coaching is also considered an appropriate technique for enhancing students' speaking skills so that they achieve better achievement. Several researchers (Bessadet, 2022; Zahri & Asilestari, 2022) have conducted studies on using drama coaches in teaching speaking skills.

Furthermore, Famularsih (2020) states that the success of the drama performance helped students resolve their speaking skill issues. Students' speaking performance increased due to their participation and interaction during learning. The students can confidently employ new language, create utterances, and communicate orally. Students'

speaking abilities can be enhanced by employing the drama coach during class activities and casual conversations; students can exchange ideas by posing and answering questions.

In the modern world, everyone, but especially students, is pressured to speak a foreign language fluently in the current world. It is not only about following the crowd but also about surviving. A drama coach is used and modified for student-centered practice and instruction. In addition, this study is innovative compared to earlier studies. Thus, it is essential to investigate how drama coach might be used to improve Indonesian students' speaking performance.

The purpose of this study was to characterize how the drama coach impacted students' speaking

performance. The following research questions were attempted to be addressed by this study:

First, do students taught through the drama couch achieve better speaking performance than students taught by conventional language teaching strategy? Second, does a drama coach help improve students' self-esteem and speaking performance?

METHODOLOGY

A quasi-experimental design (non-equivalent group pre-test-post-test design) was used for this investigation. In Lubuklinggau city (South Sumatera Province, Indonesia, his study was carried out. Using a purposive selection technique, 60 students from the Global Prestasi English Center's general conversation class were chosen for the study sample.

Students' speaking performance was the dependent variable, whereas the independent variable was the drama coach. A speaking test and self-esteem questionnaires were employed as research instruments. Speaking assessment can be conducted through interviews. The interview is parameters such as accuracy in pronunciation, vocabulary use, fluency, and grammar (Brown, 2004).

Three statistical analyses were conducted: one for the experimental group, one for the control group, and one for the difference between the two groups. The data were analyzed using a t-test, namely a pair sample t-test and an independent sample t-test.

RESULTS AND DISCUSSION

The students' mean scores in the speaking skill category were 68.93, 76.44, and 84.75 for the competent but limited speaker, proficient speaker, and adept speaker categories, respectively. Additionally, the students' average speaking competence score was 76.71. The students' average speaking skill score fell into the category of competent speakers or sound at a level. Based on the speaking skill test results, there were 20 students (33.34%) who were proficient speakers, 26 students (43.33%) who were proficient speakers, and 14 students (23.33%) who were proficient but limited speakers in terms of frequency and percentage of speaking achievement. 46 students (76.67%) fell into the categories of competent and proficient speakers. The student performed well, with a speaking achievement percentage above 75%. The experimental group's mean speaking skill difference was 11.300. The df, t-, and sig.2-tailed values were 29, 3.045 (>t table), and 0.00 (<0.05), respectively. There was a significant difference in the experimental group's speaking achievement on the pre-test and post-test, as indicated by the values of t-obtained > t-table and sig.2-tailed< 0.05. Using a drama coach to teach speaking in the experimental group was successful. The mean difference in speaking achievement was 2.667. The degree of freedom (df=29), t-obtained(2.524)and sig.2-tailed value was 0.017, respectively. It indicated that teaching speaking without using a drama coach was also successful. However, in the experimental group,

students' speaking scores improved after being taught using a drama coach. The t-value of the difference in speaking proficiency between the experimental and control groups was 10.521. The t-obtained was 6.018 (>2.021), the degree of freedom (df) was 58, and the sig.2-tailed value was 000. This indicates that the sig.2-tailed value was less than 0.05 and that the calculated t-value was more significant than the t-table. Drama approaches significantly improve students' speaking abilities. After discovering the importance of the dramatic technique to speaking ability, the researcher also discovered the contribution.

Multiple regression analysis determined the 61.8% contribution to students' speaking achievement. The drama coach's mean scores for the students' speaking skills were as follows: identifying words meaning (0,75); expressing ideas (0.73); responding satisfied and unsatisfied (0.96); expressing feelings (0.96); identifying requests (0.91); responding to agreement (0.90); identifying advice (0.81); identifying topics (0.90); identifying the goal of function text (0.83); identifying the main idea (0.67); and identifying the cases (0.43). Based on these scores, a drama coach contributed significantly to the student's ability to express feelings and responses. The experimental group's mean difference in self-esteem between the pre-test and post-test post-test was 10.867, according to the results of the paired sample t-test. The computed t-value was 7.448 ($>$t-table), the sig.2-tailed value was 000 (<0.05), and the df value was 29. There was a significant difference in

the experimental group's self-esteem, as indicated by the t-obtained value being higher than the t-table and the sig.2-tailed value being less than 0.05. According to the findings, the difference in the mean speaking achievement of the experimental group was 11.300.

The df (29), t-obtained (3.045), and sig.2-tailed value was 0.000. It showed that the t-obtained (3.045) was higher than the t-table at p<0.05. There was a significant difference between the experimental group's speaking achievement on the pre-test and post-test if the t-value was more significant than the t-table and the sig.2-tailed value was less than 0.05. In the experimental group, using a drama coach to instruct was successful.

The mean difference between the student's self-esteem pre-test and

post-test was 2.533, according to the results of the paired sample t-test. The t-obtained (1.547) was higher than the t-table, the degree of freedom (df) was 29, and the sig.2-tailed value was 0.00 (<0.05). It indicated that the control group's pre-test and post-test results differed significantly. Although there was an improvement in the control group's students' self-esteem, it was not as much as in the experimental group. Additionally, the mean difference in speaking achievement was 2.667. The degree of freedom (df-29), t-obtained(2.524), and sig.2-tailed value was 0.017. It indicated that the drama coach was still beneficial even if students' speaking scores did not improve as much as those in the experimental group.

The t-value of gain between the experimental and control groups was

4.101, as were the students' self-esteem terms. The df (58), t-obtained (9.736), and sig.2-tailed value was 0.000, respectively. Since the t-obtained value was more than the t-table value (9.736 >2.021) and the sig.2-tailed value was less than 0.05, Ho was rejected, and Ha was approved, indicating that teaching speaking through drama was more successful.

The t-value of the difference in speaking proficiency between the experimental and control groups was 10.521. The obtained t-value was 6.018 (>2.021), the degree of freedom (df) was 58, and the sig.2-tailed value was 000. This indicated that the sig.2-tailed value was less than 0.05 and that the t-obtained value was more significant than that of the t-table. A drama coach raises the student's speaking proficiency.

After discovering the importance of a drama coach on students' self-esteem and speaking proficiency, the researchers also discovered the contribution.

Multiple regression analysis was employed to determine how much a drama coach contributed to students' self-esteem and speaking proficiency. It can be concluded that the drama coach only contributed 31.9% to the students'students' self-esteem. Rsquare is 0.319. In the meantime, a drama coach may contribute to students ' attainment of 61.8% in self-esteem. The results indicated that the R-squared value was 0.618. The proportion indicated that students' self-esteem was not as crucial to speaking achievement as the drama coach was.

The drama coach who taught the students of the general

conversation class at Global Prestasi English Center was effective and improved students' speaking performance. The findings demonstrated that the acting coach improved the students' speaking proficiency. The mean scores between the pre-test and post-test (70.16-81.46) could be displayed. The result of this study aligned with th research that highlighted the effectiveness of theatre techniques and drama coaching in enhancing students' speaking skills and engagement during the learning process. Diniarty et al. (2018) demonstrated that theatre-based methods not only improved speaking skills but also fostered tremendous enthusiasm and confidence among students. Drama activities allowed students to express themselves creatively through gestures, facial

expressions, mimicry, and imitation, leveraging their innate capacities for self-expression (Maley & Duff, 2005).

Drama further contributes to language learning by fostering self-esteem, contextualizing language use, promoting empathy, and engaging students in problem-solving (Miccoli, 2003). Nguyen (2023) emphasized the motivational impact of drama, highlighting its role in creating an interactive and welcoming classroom environment where students develop fluency, grammar, pronunciation, and vocabulary skills. Teachers can utilize drama coaches to implement these techniques effectively, thereby boosting both engagement and learning outcomes.

Empirical research supports these claims with quantitative

improvements. Repina et al. (2019) recorded significant gains in speaking abilities across three learning cycles, with mean scores rising from 64.1 to 78.3. Similarly, Siregar (2017) observed that interactive drama techniques, particularly group assignments, encouraged active participation and significantly improved students' speaking abilities.

In summary, drama-based teaching methods, guided by drama coaches, effectively enhance students' speaking skills, confidence, and motivation, making them a valuable tool for language learning.

CONCLUSION

A drama coach greatly enhances their students' speaking abilities. Following the treatment, the experimental group's students' scores demonstrated that the post-test results were superior to the pre-test results (81.46>70.16). It was discovered that the experimental group's mean difference (73.38<81.46) was greater than the control group's significant mean difference. In the experimental group, the students' mean speaking achievement score (81.46) had already surpassed the institution's standard score, but the control group did not (73.38). Additionally, it demonstrated that the experimental group's and the control group's speaking achievement differed significantly on average (10.233). In the experimental group, 26 students, or 86%, fell into competent and adept speakers. To sum up, the drama coach effectively improves students' English-speaking abilities.

REFERENCES

Alghaberi, J. (2019). Methods for teaching speaking skill at Thamar schools and their impacts on learners' oral competency. *English Review: Journal of English Education*, *7*(2), 39–46. https://doi.org/10.25134/erjee.v7i2.1732

Anggeraini, Y., Episiasi, E., & Nandaini, S. P. (2024). The Relationship between Study Habits and Academic Achievement in English Education Study Program at Baturaja University. *ELT-Lectura*, *11*(2), 102-109.https://doi.org/10.31849/elt-lectura.v11i2.20172

Arifin, S., & Pertiwi, L. (2017). The influence of self-esteem in speaking skill at the second grade students of MAN 2 Madiun. *English Teaching Journal*, *5*(2), 43–49. https://doi.org/10.25273/etj.v5i2.5444

Baykal, N., Zaym, I., & Zeybek, G. (2019). The views of ELT pre-service teachers on using drama in teaching English and on their practices involved in drama courses.*International Journal of Contemporary Educational Research*, *6*(2), 366–380. https://doi.org/10.33200/ijcer.596406

Bessadet, L. (2022). Drama-based approach in English language teaching. *Arab World English Journal (AWEJ*, *13*(1), 525–533. https://doi.org/10.24093/awej/vol13no1.34 5

Brown, H. D. (2000). *Principles of language learning and teaching,*(4th ed.). Longman.

Brown, H. D. (2004). *Language assessment principles and classroom practices*. Longman.

Diniarty, F., Sutapa, Y. G., & Bunau, E. (2018). Improving students'speaking by using drama technique. *Jurnal Pendidikan dan Pembelajaran*, *7*(5), 1–8. https://doi.org/10.26418/jppk.v7i5.25702

Episiasi, E., Ardayati, A., & Novianti, S. (2015). The effectiveness of using pictures to improve students' speaking skill. *Smart Journal*, *1*(2), 93–101. http://ejournal.stkipmpringsewu-lpg.ac.id/index.php/smart

Episiasi, E., Mujiyanto, J., Suwandi, & Hartono, R. (2023). Exploring the effects of metacognitive strategy on EFL students' listening performance in Indonesia. *New Educational Review*, *72*(2023), 176–187. https://doi.org/10.15804/tner.23.72.2.13

Famularsih, S. (2020). The implementation of classical puppet drama performance to improve English speaking skill for international class program

students. *IJORER International Journal of Recent Educational Education*, *1*(2), 116–123. https://doi.org/10.46245/ijorer.v 1i2.41

Jaya, H. P., Petrus, I., & Pitaloka, N. L. (2022). Speaking performance and problems faced by English major students at a university in South Sumatera. *Indonesian EFL Journal (IEFLJ)*, *8*(1), 105–112. https://doi.org/https://doi.org/10 .25134/ieflj.v8il.v8il.5603

Maley, A., & Duff, A. (2005). *Drama techniques, a resource book of communication activities for language teacher*. Cambridge University Press.

Miccoli, L. (2003). English through drama for oral skills development. *ELT Journal*, *57*(2), 122–129. https://doi.org/10.1093/elt/57.2. 122

Mulyanti, S., Nadrun, N., & Waris, A. (2021). Teachers' strategies in teaching speaking at high school. *Journal of Foreign Language and Educational Research*, *4*(2), 1–11. https://doi.org/10.31934/jofler.v 4i2.1673

Nguyen, C. T. (2023). Effects of applying drama-based activities in speaking classes on EFL students' speaking performance. *International Journal of Instruction*, *16*(3), 991–1012. https://doi.org/10.29333/iji.2023 .16353a

Phillips, S. (2002). *Drama with children*. Oxford University Press.

Repina, R., Setyorini, Y., & Subroto, I. (2019). Improving students' speaking skills through drama technique. *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara*, 1–7.

Siregar, R. S. (2017). Interactive drama technique to improve students' speaking skills. *English Education*, *5*(2), 67–78. https://doi.org/10.24952/ee.v5i2 .1181

Tripudiyana, T., Sartika, D., & Nery, R. (2022). A correlation between students' self-esteem and speaking skills. *Journal of English Language Teaching and Learning (JETLE)*, *3*(2), 49–57. https://doi.org/10.18860/jetle.v3 i2.15610

Waloyo, E. (2022). Exploring the use of media in teaching speaking. *Language and Education Journal*, *7*(2), 75–86. https://doi.org/10.52237/lej.v7i2 .381

Zahri, I. J., & Asilestari, P. (2022). The effect of using drama technique towards students' speaking skill. *Jurnal Edupedia Universitas Muhammadiyah Ponorogo*, *6*(2), 86–94.