

REREADING AND DISCUSSING DRAMA TEXT “*TOPEKKONG AGREEMENT*” IN STIMULATE STUDENTS’ ENGLISH PERFORMANCE

Muhammad Syukri¹, Rahma Melati Amir², Fatimah Hidayahni Amin³

¹Universitas Islam Negeri Alauddin Makassar, Gowa, Indonesia

²Universitas Islam Ahmad Dahlan, Sinjai, Indonesia

³Universitas Negeri Makassar, Makassar, Indonesia

Author's correspondence. E-mail: syukri.burhan@gmail.com

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Abstract

The objective of the research is to find out and describe how can rereading and discussing drama text “*Topekkong Agreement*” stimulate the students English performance. The research applied Mixed Method, combines quantitative and qualitative approach by essentially mixing both quantitative and qualitative data in a single study. The purpose of mixed methods research is to build up the synergy and strength exist between quantitative and qualitative research methods in order to fully understand a phenomenon is possibly using either qualitative or quantitative alone. The object of the research was the fifth grade of English and Literature Department that consisted of 28 students whom were divided into six group discussions. The research result indicates that students’ English Performance by using drama text significantly stimulate where it gained a development, the mean score of pretest is 6,63, which is categorized as fairly good and posttest is 7.83 its categorized as good ($8.05 > 6.80$) and the standard deviation was 0.47 pretest and standard deviation of posttest was 0.62. The T score is (-18.90) the probability test is (1,666) so the result of score $-18.90 < 1,666$. H_0 is reject. It means that there is significantly between pretest and posttest by rereading and discussing drama text to stimulate English performance. The questionnaires were used to find out the students interest after being taught through rereading and discussing the local drama text. Based on the result of data analysis, the researcher concluded that rereading and discussing drama text from local history can stimulate the students’ English performance in two aspects they are English performance that consists of speaking accuracy, fluency, and comprehensibility, Furthermore, rereading and discussing activities generate aspects imitative, intensive, responsive, transactional (dialogue), interpersonal, and extensive.

Keywords: drama text; English performance; mixed method; rereading and discussing

Abstrak

Tujuan penelitian ini adalah untuk mengetahui dan mendeskripsikan bagaimana membaca ulang dan mendiskusikan teks drama “*Perjanjian Topekkong*” dapat menstimulasi kemampuan berbahasa Inggris siswa. Penelitian ini menggunakan Metode Campuran, Metode campuran menggabungkan pendekatan kuantitatif dan kualitatif dengan pada dasarnya mencampurkan data kuantitatif dan kualitatif dalam satu studi. Tujuan penelitian metode campuran adalah untuk membangun sinergi dan kekuatan yang ada antara metode penelitian kuantitatif dan kualitatif agar dapat memahami suatu fenomena secara menyeluruh, baik dengan menggunakan metode kualitatif maupun kuantitatif saja. Objek penelitian adalah siswa kelas V Jurusan Sastra Inggris yang berjumlah 28 siswa yang dibagi dalam enam kelompok diskusi. Hasil penelitian menunjukkan bahwa Kinerja Bahasa Inggris siswa dengan menggunakan teks drama secara signifikan merangsang di mana ia memperoleh

perkembangan, skor rata-rata pretest adalah 6,63, yang dikategorikan cukup baik dan posttest adalah 7,83 yang dikategorikan baik ($8,05 > 6,80$) dan deviasi standar adalah 0,47 pretest dan deviasi standar posttest adalah 0,62. Skor T adalah $(-18,90)$ uji probabilitas adalah $(1,666)$ sehingga hasil skor $-18,90 < 1,666$. H_0 ditolak. Itu berarti bahwa ada signifikansi antara pretest dan posttest dengan membaca ulang dan mendiskusikan teks drama untuk merangsang kinerja Bahasa Inggris. Kuesioner digunakan untuk mengetahui minat siswa setelah diajarkan melalui membaca ulang dan mendiskusikan teks drama lokal. Berdasarkan hasil analisis data, peneliti menyimpulkan bahwa membaca ulang dan mendiskusikan teks drama sejarah lokal dapat merangsang kinerja bahasa Inggris siswa dalam dua aspek yaitu kinerja bahasa Inggris yang terdiri dari akurasi berbicara, kelancaran, dan pemahaman. Lebih-lebih lagi, Kegiatan membaca ulang dan berdiskusi menghasilkan aspek imitatif, intensif, responsif, transaksional (dialog), interpersonal, dan ekstensif.

Kata kunci: teks drama; pertunjukan bahasa Inggris; metode campuran; membaca ulang dan mendiskusikan

1. Introduction

The teaching of foreign language, particularly English, is the one of the primary curriculum in Indonesia. In the formal education, such as at the university level still continuing to develop in the learning process. The development oriented is how to increase the students' achievement, specifically in communicative ability. Related to the statement above, the researcher interested to investigate the fourth grade students at Adab and Humanity Faculty that is Letter and English department. The focus of the investigation is on the teaching speaking achievement. The researcher found that students' speaking achievement at the fourth semester is categorized poor (Aditya, 2022). That is based on the first investigation to the institution, particularly in learning English. It is demonstrated that problems in the speaking performance of the students' of UIN Alauddin Makassar particular Letter and English department are related to their poor vocabulary, pronunciation, and grammar.

Finding an effective model in learning English language especially speaking today, is still an important issue to discuss (Syakur et al., 2020). At least the experts in education, especially in teaching English are working continuously to develop better learning models that can be a reference for the development of effective English learning in Indonesia. One of the fundamental weaknesses of the current English language learners is their ability to speak English (Islam, 2023). This is proven by the low level of achievement in learning the language, an element of skill or proficiency in speaking (Ghafar & Raheem, 2023).

Several factors that cause this condition are:

- 1) Students are still weak in the basic ability to speak specifically in pronunciation, vocabulary and grammar.
- 2) Students have low level of interest in learning and mastering the English language as an international language to develop relation with other nations

However, this is still far from such estimates and our duty as teachers is how to overcome the students' problems particularly in learning English. So, based on the explanation above, the researcher is encouraged to participate to think and find the learning models which are more effective that can make an important contribution to develop and enhance students' achievement in English language proficiency, particularly in higher education. Effort to develop English language learning model that has been pioneered by experts particularly on the power of speech (speaking), is the use of drama. Drama as the aim of education gives opportunity to portray the subjects such as history, literature and social, universal, abstract concepts and to have them meaningful concretely feeling the experiences that are specifically arranged (Enciso & Edmiston, 2020).

2. Method

This research objective is to find out how does the integrating of local History Drama “*Topekkong agreement*” stimulate the students English performance of the students. It will be conducted at the fourth semester Letter and English Department of Adab and Humanity Faculty UIN Alauddin Makassar where the collecting and the analyzing of the data will use Mixed Method. This method combines quantitative and qualitative approach by essentially mixing both quantitative and qualitative data in a single study (Dilekçi & Karatay, 2023). The purpose of mixed methods research is to build up the synergy and strength exist between quantitative and qualitative research methods in order to fully understand a phenomenon is possibly using either qualitative or quantitative alone. Mixed methods can be used to build up the finding of a qualitative study by pursuing a quantitative phase of the research, or vice versa (Boudah, 2011)

When conducting research, data can be collected through questionnaires, interviews, and observations (Mazhar et al., 2021). Questionnaires are useful for gathering standardized, often quantitative data from a large number of respondents. They are typically distributed either online or in person and should be clearly designed to align with research objectives. Interviews provide deeper, qualitative insights and can be structured, semi-structured, or unstructured, depending on the level of flexibility required. They are usually conducted face-to-face, over the phone, or via video calls, and require careful planning, ethical consent, and accurate recording. Observation involves directly watching behaviors or events in their natural setting. It can be either participant or non-participant, and structured or unstructured, offering valuable real-time and contextual data. Each method has its strengths and should be chosen based on the nature and goals of the research.

2.1 Observing

In order to obtain much more objective information the researcher will use type of nonparticipants observation or called external observation, is an observation in which the observer is not directly involved in the situation being observed , in other word, the researcher observes and records behaviors, he/she does not interact or participate in the life of the setting being studied. (Boudah, 2011) and (Uwamusi & Ajisebiyawo, 2023)

2.2 Interviewing

Interviewing is the second data collection techniques. Interviews permit researchers to obtain important data they cannot acquire from observation alone, although pairing observation and interviewing provides a valuable way to gather complementary data. In this method, the researcher will use two kinds of interview process, they are : Structured Interview, it consists of ; pilot questions on a similar group of respondents. The participants’ feedback will quickly confirm, or challenge, the assumptions. Use questions open-ended and closed questions in a structured interview. (Dervishaj, 2012) and (Saglam, 2024)

2.3 Questionnaire

Questionnaires are the responds of questions or statements which they are to react, and give the existing answer. It often used as dependent variable in an experiment. Actually, the Questionnaires is the one way to know the responses of the students what we have treated them, for example the drama activities in order to improve their English Performance in English learning. (Syukri & Bahrn, 2021). This technic will be conducted to know the responses of the students of English and Literature Students’ Faculty of Adab and Humanity UIN Alauddin Makassar about rereading and discussing drama text activities in order to improve their performance in the class with folktales based on the local history in Sinjai. That is, Topekkong Agreement. It is a local history which is related to the creation of Sinjai regency. There are some aspects why the writer chose the questionnaire as a tool to get information or responds of the students about the use of drama approach to improve their performance in learning English. (Census, 1974) and (Heaton, 2004). The aspects we have to consider before setting a questionnaire list to distribute to the respondents.

3. Results and Discussion

3.1 Result

The findings presented in this part consist of the data obtained through the test in order to see the students' performance after the material of rereading and discussing being taught to the fifth grade students of English and Literature Faculty of Adab dan Humanity UIN Alauddin Makassar of academic year 2022/2023 through integrated the local history drama text in the classroom. The writer administered treatment six times to know the students' performance. The discussion section deals with the description and interpretation of the findings of the research. The findings reported in this chapter were based on the analysis of the data collected and the application of the technique explained in the previous chapter.

The implementation of teaching by integrating local history drama text in the classroom in improving students' performance as indicated by the significant difference between the mean score of their pretest and posttest is shown in Table 8.

Table 1 *The students' speaking skill improvement*

Group	Mean Score	Standard Deviation
Pretest	6.63	0.47
Posttest	7.83	0,62

The table above shows that the mean scores of students' speaking skill was different before and after the treatment. The mean score of pretest was 6,63, which is categorized as fairly good and posttest was 7.83 categorized as good, and the standard deviation was 0.47 for pretest and standard deviation of posttest was 0.62.

To know the students' mean score of both tests the researcher applied descriptive analysis by using SPSS version.

Table 2 *The percentage of students' pretest and posttest*

Classification	Score	Pretest		Posttest	
		F	%	F	%
Excellent	9.6 to 10	0	0	2	2.67
Very good	8.6 to 9.5	0	0	18	24
Good	7.6 to 8.5	9	12	51	68
Fairly good	6.6 to 7.5	29	38.67	4	5.33
Fair	5.6 to 6.5	37	49.33	0	0
Poor	3.6 to 5.5	0	0	0	0
Very poor	0.0 to 3.5	0	0	0	0
Total		75	100	75	100

N= 75

Based on the data in Table 2 above, it shows that in pretest, only nine or 12 percent out of thirty whose grades are in good classification. Twenty-nine students or 38.67 percent whose grade are in fairly good and. Thirty seven students or 49.33 percent are in fair classification.

After the treatment, the student showed improvement in which two or 2.67 percent of the students are in excellent category, eighteen or 24 percent are in very good, 51 or 68 percent are in good category, and only four or 5.33 percent are in fairly good category.

Furthermore, based on the statistical analysis shown that $T < t$ table of (0.05.) which is (-18.90) with the probability test was (-1,666). So the result of T score which is $-18.90 < -1,666$ which means H_0 was rejected. This means that there was significant difference between pretest and posttest gained through the integration of local history drama to improve the students' speaking achievement.

3.2 Discussion

In this discussion section the researcher presents the interpretation of both pretest and posttest results. After that, the researcher presented the description of data gained from the questionnaire based on students' interest in English speaking skill.

After using integrating local history drama technique in the classroom for six times, the students could gain a significant progress in improving their speaking achievement. It can be seen in the result of their test. The students' pretest result was fairly good category and the students' posttest result was very good category. Based on the data, it can be concluded that after given treatment by using local history drama technique, the students were in very good category. It means that the use of local history drama text approach gives better effect on the fifth grade students of English and Literature Department Adab and Humanity faculty UIN Alauddin Makassar for academic year 2022-2023. The result of pretest and posttest show significant improvement from fairly good category to very good category.

The findings were supported by a theory whereas there are some principles for designing speaking technique as follows:

1. Technique should cover the spectrum of learner needs, from language based focus on accuracy to message-based focus an interaction, meaning and fluency;
2. Techniques should encourage the use of authentic language in meaningful contexts;
3. Provide appropriate feedback and correction;
4. Capitalize on the natural units between speaking and listening;
5. Give students opportunity to intimate oral communication;
6. Encourage the development of speaking strategies (García & Medranda, 2022) and (Tubón & Rodríguez, 2023).

Drama centers around language improvement, personal awareness, group co-operation, sensory awareness, and imaginative growth. (Taylor, 2004a). In the previous finding on speaking skill. Furthermore, using small group discussion in the speaking class could enhance the students' speaking classroom interaction and they have positive attitude toward the small group discussion because they have opportunity to speak, they have self-confidence to speak. Nafa (2023), Fleming (2011) and Taylor (2004) emphasizes that the importance of the role of the teacher in drama in the classroom. "The most importance single factor in the use of drama as a genuine part of education is the teacher.....a really full, generous, and compassionate interest in children, irrespective of academic ability or gift, is the first requisite, a knowledge of why to use drama is another, the freedom to approach the matter from where he or she feels happiest and most confident is another.

Underlined above, performing in role can help students to explore different feelings, points of view, courses of action, and decision making processes. They can also explore language in use as they express understanding of the person they have adopted. Role play can help students explore social and personal issues, including gender, culture, and equity, in the process gaining knowledge and understanding of another culture's traditions, oratory, storytelling, movement, song, and dance (Brown, 1994; Vygotsky, 2017)

In referring, the results show that almost all of the students felt confident in their performance, whether rereading and discussing the dialogue of drama or dramatizing local history in the classroom. The researcher assumed that treatment and communication in class encouraged the students to attend class with more interest, mainly due to the students having been very pleased with

the material or topic related to the real world; authentic, and concerning their daily lives or past events related to their nation, community, or to their own personality.

Likewise, in the result of his study, (Gorjian et al., 2010) points out that when the students are involved in a play by being assigned character roles, they have to present the play in traditional form, yielding to their active performance. Being engaged in active drama, language learners can imagine themselves living in the world of the play and this could increase their motivation. In a situation like this where learners have to rehearse the lines before performing on stage, each student in a group takes charge of one role and memorizes the lines of his or her own turn while other students in the group are responsible for other roles. This type of practice, though presumably more time-consuming, might appear traditional and less meaningful. However, it is different from the outlandish dress-rehearsal that is reminiscent of traditional approaches. One argument to support this practice is that language learners should practice in the presence of the group members, and so it is not an individual practice, but a group enterprise, neither is it choral memorization of the lines. It is unique in as much as they practice the lines individually while other members rehearse other lines, and then they join to dramatize the play. (Knight, 2010) Teacher and students in these classrooms are aware that the world is a complex place in which multiple perspectives exist and truth is often a matter of interpretation, and they acknowledge that learning and the process of assessing are intricate and require interaction from students and teacher as well as time, documentation, and analyses by both teacher and students. The statement above implies that learning a language has involved many aspects, not only on the linguistic aspect but also nonlinguistic aspect. (Lickona, 2009), (Lalonde, n.d.), and (Vagele-Kricina, 2021). In this research, the linguistic aspects that would be analyzed based on the research are:

a) Fluency and Accuracy

Both aspects in the speaking activates are related to each other. Since the students involved in the dialogue, presentation, or discussion, in the class, indirectly, they have trained their fluency and accuracy. In much engagement of speech, the students were encouraged to be more active. It is influenced by not only a good material which is brought by the teacher to class but also students' motivation or interest in learning English. Actually, the students are always aware of their mistakes when they say something or express a dialogue in the class, and that time they also try to repair their mistakes more accurately. On the other hand, parts of the fluency and accuracy are pronunciation, vocabulary and grammar the showing that significant improvement from fairly good to very good category after treatment in the classroom. (Brown, 1994) and (Nafa, 2023). The data, transcription shows that the students still difficult to pronounce some morphemes or word fluency. For instance, see the data below:

Morpheme	Transcription
/cried/	[craied]
/mention/	['menʃn]
/happy/	['hæpi]
/liar/	['laɪə]
/believe/	[br'li:v]

/attend/	[ə'tend]
/nearby/	['niəbaɪ]
/reseat/	[,ri:'si:t]
/trouble/	['trʌbl̩]
/suddenly/	[sʌnddenli]
/fix/	[fiks]
/over/	['əʊvə]
/claim/	[kleɪm]
/determine/	[dɪ'tɜ:mɪn]
/think/	['θɪŋk]
/attitude/	'[ætɪtju:d]
/wanted/	['wɒntɪd]
/feeling/	['fi:lɪŋ]
/danger/	['deɪndʒə]
/shut/	[ʃʌt]

Based on the data above, the students' difficulties in pronounce accurately and fluency are on the words as follows:

/cried/	<i>voiced</i> > [cried]
/liar/	<i>voiced</i> > ['laɪər]
/claim/	<i>voiced</i> > [klam]
/wanted/	<i>voiced</i> > ['wɒntəd]
/shut/	<i>voiced</i> > [ʃu:t]

b) Comprehensibility

Referring to the result of the research, listening comprehension also becomes difficult aspect particularly in speaking activities. In the first section or initial treatment, students were very difficult to catch the meaning and understand what the speaker said. In this case, they should listen intensively to each expression heard in the class (Flood et al., 2005). After treatment the researcher found significant improvement from fair to good category. The data shows that when the teacher gives some questions to discuss in their group to start understand the meaning for examples:

The teacher question: could you mention some messages in the dialogue?

Students' answers : - Don't like to lie
- * Do not always to say that is not true

Or the other question:

The teacher question : Mention some funniest thing in the dialogue?

Students' answer : Draco tripped and rolled to the side of a hill

On the above aspect, the students easily understand the question and catch what the purpose of the question. The students comprehensibility is helped by their vocabulary proficiency and listening comprehension. (Syukri, 2019) and (Rodgers, 1999).

Students always express their idea in which the listener can understand and then give feedback or response. In this case, the most important things to be considered are both the speaker and the listener communicate the meaning to each other. Imitative process is an opportunity for each student to always make clear of themselves. And in the research activities, the teacher gives motivation and encourages the students to train their speaking ability when they find difficulties. In this situation, students always use all occasion to improve their ability particularly pronunciation, vocabulary, and grammar. (Syukri, 2018) and (Enciso & Edmiston, 2020b). Besides that, good and interesting materials also affect the students' interest and become more active and involve in the classroom.

Some concepts about micro skill of oral communication, ei:

- 1) Produce English stress patterns, words in stressed and unstressed position, rhythmic structure, and intonation contours
- 2) Produce reduce forms world and phrases.
- 3) Produce fluent speech at different rates of delivery.
- 4) Monitor own oral production and use various strategies: devices-pauses, fillers, self –correction, backtracking-to enhance and clarity of the message.
- 5) Use grammatical word classes (nouns, verbs, system, tense, agreement, polarization, word order, patterns, rules, and elliptical forms.
- 6) Convey link and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification (Boyd, 2013).

Students always try to repeat what t they have spoken in the class or to listen to what is said in order to be clearer. The aspect that would be stressed here is how intensive speaking can be self-initiated or can even form part of some pair work activity, where learners are “going over” certain forms of language. The treatment which have been done in the class shows that through dialogue and discussion among students and the teacher as facilitator significantly improve the students ability, specifically their pronunciation, vocabulary and grammar. Actually, most students' problem of accuracy is the pronunciation. This is proven by their poor and fair level of achievement. And, after the treatment their accuracy were under the category of fairly good and even good (Amin et al., 2024; Syukri & Bahrn, 2021)

The students' response or comment to the speaker as a sign to get information and meaning from the ongoing activity in the class is shown in the dialogue below:

Student A : What the meaning of "your daughter more beautiful than the sun?"

Response : that is romantic things in the dialogue.

In the short dialogue above, students' response depends on the topic that the teacher brings up to class for discussion and to initiate dialogue activities. Generally, the students would give quick response if the contents of the dialogue concern about the real or the past event which sources of their culture. We can see dialogue below:

Arung Bulu-Bulu : *Benar kata Gella Samataring. Ketiga kerajaan ini ibarat mata hitam dan mata putih yang takkan terpisahkan. Namun yang terpenting bagiku adalah mempersatukan ketiga kerajaan ini. Seperti orang-orang tua mengatakan : "Seddi Ata Seddi Puang" Satu Rakyat Tiga Arung.*

(The King of Bulu-Bulu) : I agree what the Gella Samataring said. The three of the Kingdoms as well as black and white which is not separated each other. But, for me, the most important of all is unity the three of kingdoms. Such as the old man said that "The one people is in the one King".

Gell Saukang : *Apa yang Puatta ucapkan Saukang pasti mendukungnya Puang.*

(Gella of Saukang) : The Gella of Saukang would support whatever the majesty said.

The expressions of "*Ketiga kerajaan ini ibarat mata hitam dan mata putih yang takkan terpisahkan* (The three of Kingdoms as well as black and white which is not separated each other), they had deep meaning that a unity of the kingdoms is painted as eye symbol. The words in black and white had a highest values in the kingdoms as an inherent symbol of the culture. So, each expression that invites the students' response is very determined by the contents of the dialogue. (Rodgers, 1999) and (Edmiston et al., 1987).

4. Conclusion

Rereading and discussing drama text from local history can stimulate the students' English performance in two aspects they are English performance that consists of speaking accuracy, fluency, and comprehensibility, Furthermore, rereading and discussing activities generate aspects imitative, intensive, responsive, transactional (dialogue), interpersonal, and extensive. Students' English Performance by using drama text significantly stimulate where it gained a development, the mean score of pretest is 6,63, which is categorized as fairly good and posttest is 7.83 its categorized as good (8.05 > 6.80) and the standard deviation was 0.47 pretest and standard deviation of posttest was 0.62. The T score is (-18.90) the probability test is (1,666) so the result of score $-18.90 < 1,666$. H_0 is rejecting. It means that there is significantly between pretest and posttest by rereading and discussing drama text to stimulate English performance. The questionnaires were used to find out the students interest after being taught through rereading and discussing the local drama text. Suggestion for this research are the treatment using drama text which have been done in the class shows that through dialogue and discussion among students and the teacher as facilitator significantly improve the students ability, specifically their pronunciation, vocabulary and grammar. It can be one of the best alternative study methods to develop reading and speaking skill especially for student in the future.

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