



# The Use of Drama-Based Pedagogy in Promoting Students' Pronunciation: A Classroom Action Research

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## Abstract

This study aims to improve students' pronunciation through the application of drama-based pedagogy. This study employed a classroom action research design involving 35 ninth-grade students at SMP Negeri 5 Singaraja in the 2024/2025 academic year. The study was conducted in two cycles, and data were collected through pronunciation tests, classroom observations, and interviews with students. The findings revealed a considerable improvement in students' pronunciation skills. The mean score rose from 57.87 on the pretest to 64.30 on post-test 1, and then to 77.21 on post-test 2, indicating consistent improvement in pronunciation aspects such as accuracy, word stress, and intonation. Furthermore, students responded well to the use of drama activities in the classroom, noting that it was enjoyable and encouraging, as well as helping them gain confidence in speaking English. The findings indicate that drama-based pedagogy is an effective and engaging approach to enhance junior high school students' pronunciation skills.

**Keywords:** Drama-Based Pedagogy; Pronunciation; Speaking Skill; Children's Literature

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## 1. Introduction

Speaking is an essential skill for language learners, demonstrating the significance of communicative ability in the twenty-first century (Darmajanti, 2023; Indriyani, 2023). As a global lingua franca, English is not only crucial for international communication but also for academic and professional success (Tomak, 2021). Furthermore, speaking is a complex verbal ability that encompasses multiple elements, including vocabulary, grammar, and pronunciation, with non-linguistic qualities such as confidence and fluency (Burns, 2019; Suwastini & Dewi, 2023; Tomak, 2021). According to Alrajafiet et al. (2022); Brown (2016), speaking is constructing and sharing meaning through verbal and non-verbal cues in various contexts. Among the four core language skills (speaking, listening, reading, and writing), speaking is often considered the most vital, as it directly influences an individual's ability to engage in real-time communication (Fathi et al., 2024). Therefore, speaking is regarded as a productive skill that requires the integration of multiple language components simultaneously. Traditional Indonesian language learning focuses on memorization and grammar; therefore, students do not receive relevant instruction to improve their skills (Firnans et al., 2024).

Pronunciation refers to the correct production of sounds, stress, intonation, and rhythm in speech (Pennington & Rogerson-Revell, 2019). Smith (2015), states that pronunciation involves the accurate articulation of vowels and consonants, as well as the appropriate use of stress and intonation



patterns to convey meaning appropriately. Good pronunciation is crucial for intelligibility, as errors in pronunciation can lead to misunderstandings or misinterpretations of the intended message (Gilakjani, 2016). Poor pronunciation can be confusing and reduce confidence in communicating (Crystal, 2013; Nunan, 2002; Plailek & Essien, 2021). Thus, mastering pronunciation is a vital aspect of developing speaking skills, as it directly influences the clarity and comprehensibility of spoken language.

Based on classroom observations conducted at SMP N 5 Singaraja, several problems hinder students' growth in pronunciation. Many students were less engaged in speaking activities, mainly due to fear of making mistakes and lack of confidence. This leads to low verbal engagement in the classroom. The learning process only uses textbooks and interactive aids such as audio recordings or language labs. In addition, since the time spent in class is mostly spent on writing and reading, students do not have enough opportunities to practice English orally. Students always have pronunciation difficulties, especially in terms of articulation, word stress, and intonation, which often makes their speech unclear and hesitant. The teacher-centered learning approach also limits students' communicative engagement, as there is little interaction and lecturing. A survey of students in class 9C showed that 91% of students had pronunciation difficulties, 66% said that they were not confident in speaking English, and all students said that they wanted to improve their speaking ability. These results suggest that a more interactive and student-centered approach to teaching pronunciation is needed, which will engage students in effective oral communication.

Drama-based pedagogy (DBP) is an innovative teaching approach that integrates theater techniques to foster an engaging, dynamic, and interactive learning environment (Dawson & Lee, 2023). This method leverages dramatization, role-play, improvisation, and theatrical activities to create meaningful speaking experiences for students, thereby enhancing their language skills (Angelianawati, 2019; Barekat & Nazemi, 2020; Djafar & Yunus, 2023; Göktürk et al., 2020; Kauts, 2013; Lee et al., 2020; Man et al., 2021; Nguyen, 2023). By immersing students in simulated real-life situations, DBP reduces speaking anxiety and promotes confidence, which are critical for developing fluency, intonation, and pronunciation accuracy (Djafar & Yunus, 2023). Unlike traditional methods that often emphasize rote memorization, repetition, and drilling, DBP emphasizes active participation and experiential learning. This approach allows students to practice language in a context that mimics real communication, making learning more enjoyable and effective (Angelianawati, 2019; Barekat & Nazemi, 2020; Dawson & Lee, 2023; Nguyen, 2023; Zhang, 2021). The use of drama techniques also encourages students to think creatively and critically, fostering higher-order language skills such as spontaneous speech, emotional expression, and contextual understanding (Angelianawati, 2019b; Dawson & Lee, 2023; Lee et al., 2020).

Roald Dahl (1916-1990) was one of the most influential children's literature authors of the 20th century, known for his imaginative storytelling style, unique characters, and playful use of language (Suljić, 2024; Tanto, 2020). Some of his most popular works include *Charlie and the Chocolate Factory*, *Matilda*, *James and the Giant Peach*, *The BFG*, and *Fantastic Mr. Fox*, which have been adapted into various media such as film and theater. The author chose Dahl's novel "The Giraffe and the Pelly and Me" because it exemplifies his talent for creating whimsical and engaging stories that capture children's imaginations (Chaterin, 2016; EG & A, 2023; Suljić, 2024). With its narrative appeal and expressive language, this work is very suitable for use in English as a Foreign Language (EFL) learning, especially to improve students' speaking and pronunciation skills in a fun and meaningful way (EG & A, 2023; Suljić, 2024; Tanto, 2020).

This study aims to explore the effectiveness of Drama-Based Pedagogy (DBP) in enhancing students' pronunciation skills in the EFL context. Specifically, it seeks to examine improvements in students' pronunciation accuracy through the implementation of DBP techniques. Finally, the research assesses the feasibility and practicality of using DBP as an alternative instructional strategy for teaching pronunciation in Indonesian EFL classrooms, where conventional methods often fail to provide sufficient opportunities for interactive and expressive language use.



## 2. Method

This study adopts a Classroom Action Research (CAR) design following the model developed by Kemmis, McTaggart, and Nixon (2014), which involves a cyclical process of planning, acting, observing, and reflecting. CAR is an approach implemented by educators for enhancing the learning process and outcomes (Susilawati et al., 2022; Mahayanti & Utami, 2017). The research is conducted in a real classroom setting at SMPN 5 Singaraja, focusing on enhancing students' pronunciation skills through Drama-based pedagogy (DBP). The researcher collaborates with English teachers to identify pronunciation-related challenges and implement targeted drama-based interventions. Each cycle involves lesson planning, material preparation, classroom action, observation, and reflection to ensure continuous improvement.

This study was conducted at SMP Negeri 5 Singaraja, located on Jl. Pulau Irian, Penglatan Village, Singaraja, in the 2024/2025 academic year. This school was chosen because it has good accreditation, has implemented the Merdeka Curriculum, which supports creative learning approaches, and provides supporting facilities such as conducive classrooms and access to reading materials and technology that support drama-based learning activities. Based on the results of initial observations and interviews with English teachers, it was found that students' speaking skills were still relatively low. The research participants totalled 35 ninth-grade students who were selected based on the recommendation of the English teacher, with a focus on students who showed difficulty in English pronunciation.

To develop the learning process in drama-based pedagogy (DBP), this study also employs Dawson and Lee's (2023) 5E learning model, which consists of five stages: engage, explore, explain, elaborate, and evaluate. During the engage stage, students participate in interactive activities such as role-playing and character-based warm-ups to generate interest and active participation in pronunciation exercises. During the explore stage, students are encouraged to experiment with diverse sounds, intonation patterns, and word stress through drama-based activities, allowing them to practice pronunciation spontaneously and contextually. The explain stage allows students to receive explicit feedback and specific instructions to solve particular issues with their pronunciation. In the elaborate stage, students employ their newly taught pronunciation skills in more complex drama performances, strengthening learning through repetition and meaningful practice. Finally, the evaluate stage assesses students' progress through self-assessment and teacher feedback, allowing them to reflect on their accomplishments and create goals for future learning.

Data in this study were collected from multiple sources using a combination of qualitative and quantitative methods. The primary data source is the students of the ninth grade at SMPN 5 Singaraja, particularly those who experience pronunciation difficulties. To gather comprehensive data, several instruments are employed: (1) pronunciation tests (pre-test and post-test) to evaluate students' pronunciation in terms of clarity, stress, intonation, and fluency; (2) classroom observations to monitor the teaching-learning process and student engagement; (3) focus group discussions (FGDs) to explore students' perceptions and collaborative insights on DBP; and (4) interviews to obtain in-depth information about students' experiences and their response to drama activities.

The pre-test and post-test were applied in this research. Before drama-based pedagogy was introduced, the pretest gauged students' initial English pronunciation skills. The post-test was carried out following the end of the educational process to evaluate students' pronunciation changes following the intervention. The test cycle continued until an increase in scores indicated learning targets were met. The test took the form of a classroom dialogue adapted from the story "The Clever Deer and the Hungry Crocodile," in which each student role-played a deer or crocodile character. Assessment includes clarity of pronunciation, intonation, fluency, and expression. Students actively engaged in dialogue with attention to word articulation, sentence stress, and the ability to convey meaning in a natural and fluent conversation expressively.

The data collected is then analyzed using both qualitative and quantitative techniques. Quantitative data from the pronunciation tests are analyzed using descriptive statistics to observe



improvements in students' performance across cycles. Meanwhile, qualitative data from observations and interviews are analyzed through thematic analysis to identify recurring patterns related to students' engagement, motivation, and confidence. Reflections after each cycle guide the refinement of subsequent interventions, and the research continues until the desired outcomes in pronunciation improvement are achieved or until the final cycle is completed.

### 3. Findings

In this study, the test was used at the acting stage in the class action research process to measure students' initial ability in pronunciation. This test was in the form of a simple dialogue adapted from the story entitled "The Clever Deer and the Hungry Crocodile". Students were assessed throughout the dialogue depending on their speaking clarity of pronunciation, intonation, fluency, and expression. This pre-test seeks to ascertain how well students pronounce before the drama-based pedagogy method is used. The pre-test results will be shown in the next part in tabular form.

**Table 1. The Students' Pre-Test Score**

Descriptive	Score
N	35
Min	30.70
Max	80.00
Mean	57.8771
Std. Dev	15.29856

The results of the pre-test of SMP N 5 Singaraja grade IX C students are shown in the following table. A total of 35 students took the exam with scores ranging between 30 and 80 and an average score of 57.88. Most students scored below 60, indicating that their pronunciation skills were lacking. Almost no students scored between 75 and 80. The results show that students still have problems with stress patterns and articulation of vowels and consonants in English. There is quite a significant difference in student performance, with a standard deviation value of 15.30. This data helped determine learning needs and make appropriate interventions for the next action cycle.

In the planning stage, the researcher worked together with the English teacher to develop a learning design that was in line with the research objectives. The initial activities included the preparation of learning tools such as lesson design, lesson plan, attendance list, assessment instruments, and tests to measure pronunciation skills. Before these tools were implemented, the researcher first conducted a pre-test on Monday, March 10, 2025, at 09.00-10.00 Wita, to determine the students' initial ability in English pronunciation. In this pre-test, students were asked to play a simple dialogue from a daily conversation text compiled by the researcher to identify common problems in pronunciation. The data obtained was then analyzed by descriptive statistics to see the distribution of scores and the relative position of each student. These results became the basis for the next stage of action.

The drama-based Learning (DBP) approach was used for two meetings in the action phase, with the researcher acting as facilitator and the teacher acting as observer. The lesson started on the first meeting (Wednesday, March 12, 2025, 10.00-11.00 Wita) with greetings and basic pronunciation exercises, such as saying "Now, Miss/Sir" with proper intonation. The researcher used triggering questions, imitation of animal sounds, and audio recordings to introduce Roald Dahl's story *The Giraffe, the Pelly, and Me*. Students wrote new vocabulary such as giraffe, mansion, and thief, and then used them in sentences.

In a second meeting (Monday, March 17, 2025, 09.00-10.00 Wita), students read and acted out a simplified drama script of the story. They practiced dialogue in small groups, focusing on intonation, word stress, and pronunciation. The researcher provided reinforcement on the concepts of word stress, sentence rhythm, and speech pauses. The exercise continued with worksheets, discussions, and group

drama exercises as a form of further understanding (extend). Before the session was closed, students reflected on the self-evaluation sheet “Role-playing confidence meter”.

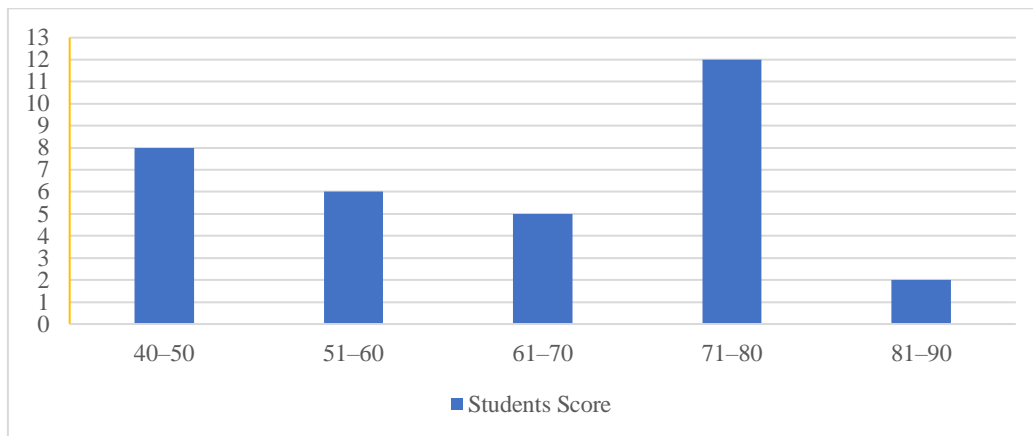
During the observation phase, the researcher observed how the students responded to the DBP method, how involved they were, and how well the method worked to improve their pronunciation. The researcher recorded a range of learning activities, such as how the students responded to the teacher's greetings, how actively they followed directions, and how they participated in basic conversations and pronunciation drills. The purpose of these observations was to increase students' confidence in speaking English and to establish a contextualized communicative learning environment. A post-test was administered at the end of the first cycle to gauge how well the activity had improved the students' pronunciation.

**Table 2. The Students' Post-Test 1 Score**

Descriptive	Score
N	35
Min	40.00
Max	90.00
Mean	64.3086
Std. Dev	14.12610

Based on the results of the post-test I, it was found that students' English pronunciation skills were still quite varied. The lowest score obtained by students was 40, while the highest score reached 90, with a class average of 64. The standard deviation of 14.126 indicates a fairly wide spread of values from the average, which indicates that student achievement has not been evenly distributed.

**Figure 1. Frequency Distribution of Post-Test 1 Student Scores**



Furthermore, researchers calculated the percentage of student learning completeness based on the number of students who reached the minimum score of 75. Twelve students (34.2%) achieved a score of  $\geq 75$ . This percentage indicates that although some students showed improvement after the implementation of the first learning cycle, in general, students' pronunciation skills still did not fully meet the expected target of classical completeness. The discussion between the researcher and teacher highlighted several key issues: students' confidence significantly affects performance, distractions may reduce both focus and comprehension, and several students were still having difficulties with the pronunciation of vowels, consonants, and word stress.

To overcome the obstacles found in the first cycle, some corrective actions were designed to be implemented in the second cycle. Firstly, students will be encouraged to dare to answer questions even if the answers are not yet correct by giving praise and positive reinforcement to build their confidence



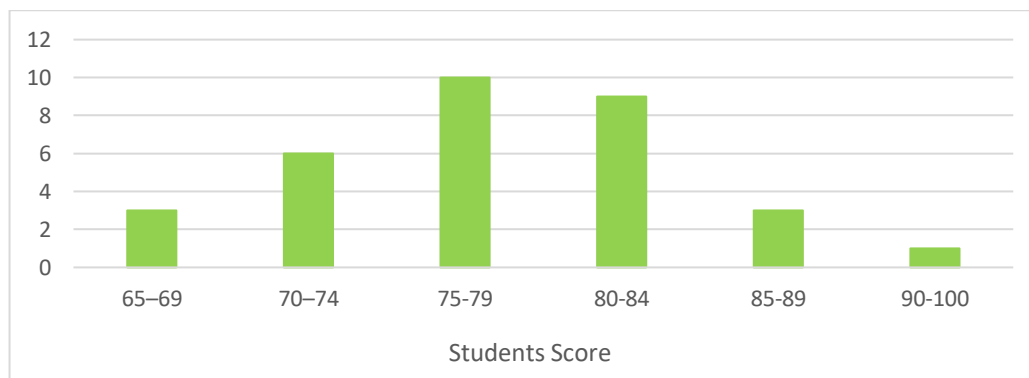
in speaking. Second, class rules will be reinforced more clearly to reduce distractions during the learning process, including rearranging seating locations as needed. Finally, repetition through drilling techniques will be stressed as part of the strategy for familiarizing pupils with the pronunciation of English words, given that their everyday habits are more prevalent in Indonesian and Balinese. These procedures are intended to foster a more friendly and structured learning environment while also encouraging students to actively participate in drama activities and pronunciation drills.

**Table 3. The Students' Post-Test 2 Score**

Descriptive	Score
N	35
Min	68.00
Max	90.00
Mean	77.2171
Std. Dev	5.93873

The results showed that the post-test 2 score had increased compared to the post-test 1 results. Based on the results of post-test 1 conducted to measure students' pronunciation skills, the average score was 64.30, with a minimum score of 40 and a maximum of 90. Meanwhile, in post-test 2, the average score increased to 77.21, with the lowest score of 68 and the highest remaining 90. This average increase reflects the development of students' abilities in English pronunciation after the implementation of the second cycle. In addition, the distribution of scores was also slightly more even, indicated by a decrease in standard deviation from 14.13 in post-test 1 to 5.93 in post-test 2. This shows that the improvement in students' performance in pronunciation mastery occurred more consistently among students from the first cycle to the second cycle.

**Figure 2. Frequency Distribution of Post-Test 2 Student Scores**



According to the data, the lowest score received by students in post-test 2 was 68, with the highest score reaching 90. Most students met or above the Minimum Completion Criteria (KKM) of 75. This means that 68% of learners met the expected pronunciation standard in English study.

Field reports from the second cycle supported these quantitative findings. Students made substantial progress in their ability to pronounce English words appropriately. Overall, the learning process went well. Students were able to memorize and pronounce words more accurately, and they began to apply them in appropriate situations. Furthermore, students appeared more enthusiastic and motivated during their part in the drama-based learning activity. Quantitatively, the average score increased from post-test 1 to post-test 2, rising from 64.30 to 77.21. The minimum score rose from 40 in post-test 1 to 68 in post-test 2. These results demonstrate a consistent and well-distributed improvement in students' pronunciation skills. Based on these indicators, it can be concluded that the drama-based learning approach applied in the second cycle has significantly succeeded in enhancing

the pronunciation skills of students in class IX C. Based on the data, there were 24 students out of a total of 35 who managed to achieve a score of  $\geq 75$ , as shown below:

$$P = \frac{f}{n} \times 100\%$$

Where:

P = The class percentage

F = The number of students who have passed the KKM ( $\geq 75$ )

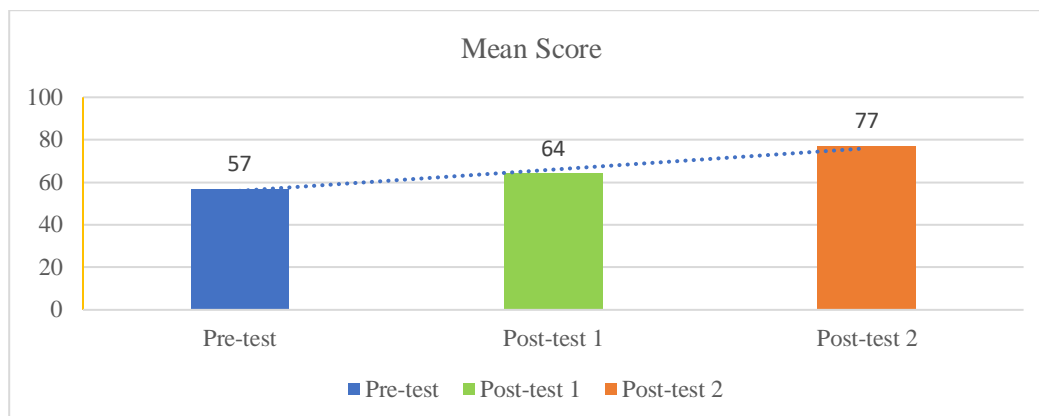
N = The number of students

$$P = \frac{24}{35} \times 100\%$$

$$P = 68.5\%$$

This analysis provides an overview of the proportion of students who improved their pronunciation after the second learning cycle. The purpose of calculating the mean score is to assess the students' improvement in pronunciation skills. If there is an improvement in the score, the success criteria are considered to be met, and the research can be concluded. Additionally, class-wide achievement is deemed successful if more than 65% of the students meet the required proficiency level. In this context, the class percentage shows that about 68.5% of the students achieved a score that reflects significant improvement in their English pronunciation.

Figure 3. Frequency Distribution of all Student Scores



The mean pre-test score of 57.87 shows that students' pronunciation skills still need to be improved. Although some students have reached the minimum completion criteria (KKM) of 75, there are still some students who have not been able to pass it. After the implementation of post-test 1, there was an increase in the average score to 64.30, which showed an increase of approximately 11.1%. This indicates that most students have progressed in their pronunciation skills and that the learning actions taken in the first cycle are in the right direction. However, since there were still students who had not reached the KKM, the learning cycle was continued to the next stage.

In the second cycle, the students' average score improved again to 77.21, reflecting an improvement of about 20.1% from post-test 1. In addition, 68% of students managed to exceed the KKM limit, indicating that the improvement in pronunciation skills was consistent and evenly distributed. This indicates that the continuous use of the drama-based pedagogy approach can create significant progress in students' pronunciation mastery.

Furthermore, students' response to learning in the second cycle was very positive. The interactive drama activities made students feel more interested, less bored, and better able to understand and remember the pronunciation of English words. Thus, the classroom action research that has been conducted can be declared successful in achieving the expected learning objectives.



Based on the results of interviews with 35 students after the implementation of cycle II, qualitative data were obtained regarding students' responses to the application of drama-based pedagogy in learning English pronunciation. The following is a summary of the findings from some key questions:

- **Creating a Good Atmosphere in The Classroom**

**Interview Question:** *Does learning English using drama-based pedagogy create a good atmosphere in the classroom?*

Most students stated that learning through drama created a fun, active, and lively classroom atmosphere. About 27 out of 35 students said they felt more comfortable and less afraid to participate as the classroom atmosphere became more open and collaborative. Some students even added that this method made them more enthusiastic and less pressured in the learning process.

- **Learning Interest**

**Interview Question:** *Did learning English using drama-based pedagogy increase your interest in learning?*

A total of 30 students revealed that their interest in learning English, especially pronunciation, increased significantly. They feel that learning is no longer boring because it is packaged in an interesting way through role-playing activities. Some students who were previously less active began to show greater interest and enthusiasm in following the lesson.

- **Motivation in Learning**

**Interview Question:** *Does learning English using drama-based pedagogy motivate you to learn English?*

The majority of students (about 28 students) reported that they felt more motivated to learn English. They become more confident to speak because they often practice the dialogue in the drama. In addition, students feel more challenged to improve their abilities in order to perform better in every role practice.

- **Drama-based pedagogy on Pronunciation Learning**

**Interview Question:** *Was learning English using drama-based pedagogy useful for your English pronunciation learning?*

Almost all students (33 out of 35) felt that learning through drama helped them understand and practice correct pronunciation. Through repeated practice and the use of dialogues, students became more accustomed to pronouncing English words correctly. They also mentioned that feedback from the teacher during the practice process helped them correct their pronunciation mistakes.

- **Pronunciation Achievement**

**Interview Question:** *Did learning English using drama-based pedagogy improve your pronunciation achievement?*

A total of 30 students felt that their achievement in pronunciation improved. They were able to read and pronounce English sentences more clearly and confidently. Although some students (about 5 students) admitted that they still need to practice more, they still felt that there was an improvement compared to before this method was implemented. The interview results also emphasized the need to consider students' viewpoints while enhancing pronunciation learning using a drama-based pedagogical method. Some students reported that external variables such as family support and the availability of practice time at home impacted their ability to learn English pronunciation. In addition, students mentioned that they feel more helpful when teachers provide access to learning media, such as videos or recorded dialogues, which they can listen to again outside of class hours. The use of technology, although limited, is also considered beneficial when directed to learning purposes, such as pronunciation practice through mobile devices. This shows that the effectiveness of drama-based learning is also influenced by students' readiness, the supporting environment, and the availability of interactive and accessible learning media. In other words, the successful implementation of drama-





based pedagogy depends not only on in-class methods but also on ongoing support outside the classroom.

#### **4. Discussions**

This study aims to determine if drama-based pedagogy improves pronunciation skills when learning English as a foreign language. Based on findings from classroom observations, pronunciation tests, and student interviews, this method was found to be effective and engaging. It significantly improved students' pronunciation skills through two cycles of classroom action.

Based on the quantitative data, there was a noticeable improvement in students' pronunciation. The mean score rose from 57.87 on the pretest to 64.30 on post-test 1 and then to 77.21 on post-test 2, demonstrating that drama-based activities, such as role-plays, dialogue performances, and character-based pronunciation drills, effectively helped students recognize and reproduce English sounds more accurately. These results support the hypothesis that drama-based pedagogy improves pronunciation skills. These results align with those of Dawson & Lee (2023), who emphasized that drama-based instruction creates opportunities for meaningful language use and oral practice, both of which are crucial for developing pronunciation. These results are also consistent with previous research by (Barakat, 2023; Barekat & Nazemi, 2020; Bessadet, 2022; Lee et al., 2020; Nguyen, 2023; Suljić, 2024; Tanto, 2020), who discovered that incorporating drama into English instruction enhanced learners' intonation, stress patterns, and fluency.

The interview results show that students give very positive responses to drama-based learning. Most students stated that learning becomes fun, not boring, and makes them easier to remember and understand the correct pronunciation of words. They also feel more confident to speak because the classroom atmosphere became more lively, relaxed, and interactive. These students' statements reinforce findings that a fun and emotional learning atmosphere, as presented through drama, is very important in developing language skills, especially in young students (Angelianawati, 2019; Barakat, 2023; Barekat & Nazemi, 2020; Lee et al., 2020; Nguyen, 2023).

Some factors that are likely to contribute to the success of this approach include; The contextual and repetitive nature of drama naturally supports pronunciation practice; The collaborative learning that occurs in drama creates support among students and encourages active participation; The role of the teacher is to provide pronunciation modeling and feedback that guides students toward correct pronunciation.

There are several limitations to this study. First, the study was conducted in only one class within a limited period of time, so the results cannot be generalized to a broader context. Second, the study focused only on pronunciation skills without measuring other aspects of speaking, such as fluency, accuracy, and vocabulary acquisition. In addition, external factors such as home support, personal motivation, and prior experience may also influence the results. The findings of this study suggest that drama-based learning can be an effective and creative technique for teaching pronunciation. English teachers, particularly those at the junior high school level, are urged to use strategies such as role-playing, script reading, or mini-dramas to create a learning atmosphere that encourages pronunciation. This strategy is especially appropriate for schools with limited media technology because drama does not necessitate complicated instruments.

#### **5. Conclusion and Suggestions**

This research can be concluded to be successful in improving students' pronunciation skills. The implementation of drama-based learning for grade 9 students at SMP Negeri 5 Singaraja in the 2024/2025 academic year showed significant results in improving students' pronunciation skills, as evidenced by the following aspects: Firstly, an improvement in students' performance in class was demonstrated, as evidenced by their higher scores in the post-meeting assessments in cycles 1 and 2. Through the implementation of drama activities, including role-playing, dialogue reading, and intonation practice, students exhibited an enhancement in their confidence in the pronunciation of



English words and sentences. The results of the increase in students' scores from pre-test to post-test 1, and from post-test 1 to post-test 2, demonstrated that the majority of students exhibited progress in the domains of pronunciation, word stress, and speaking intonation. Second, the results of interviews conducted with students gave positive responses. Students' opinions on the use of drama-based learning techniques showed that they felt more motivated, more active, and felt the learning atmosphere became more enjoyable. Students felt that this approach helped them in understanding word pronunciation more naturally and practically. Students also showed high levels of enthusiasm in participating in learning activities that are non-monotonous and highly interactive.

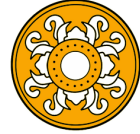
Based on the results obtained from this study, the researcher provides the following suggestions: For students, it is expected that they can continue to practice using correct pronunciation by imitating the dialogues that have been learned in class. Students are also encouraged to develop the habit of listening and imitating pronunciation through other media, such as drama videos, audiobooks, or language learning applications. For teachers, the use of drama as a learning approach can be used as an alternative in learning English, especially in improving speaking and pronunciation skills. Teachers are advised to vary the form of drama activities to make it more interesting and in accordance with the students' characters. For future researchers, it is suggested to expand the scope of research with a larger sample and a longer time. Future researchers are encouraged to explore the integration of drama-based pedagogy with digital tools to further enhance pronunciation learning in EFL contexts.

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