

Effectiveness of Using Mini Drama to Enhance Students' Speaking Skills at SMK Prima Bekasi

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ABSTRACT

This study explores how effective minidrama can be as a tool to improve students' speaking skills at SMK PRIMA BEKASI. Speaking in English is often one of the most difficult skill for students to master. Many struggle with pronunciation, vocabulary, and grammar and even more with confidence when speaking in front of others. That's why it's important to find learning methods that are not only educational but also engaging and enjoyable. The research used a quasi-experimental design with two groups of eleven grade students. The experimental group was taught using mini drama, where students worked in groups to perform short drama scenes. Meanwhile, the control group learned speaking through more traditional methods like class discussions and Q and A sessions. Both groups took a pre-test and post-test to track their progress. The results showed that students who participated in mini drama activities showed greater improvement in their speaking skills. They became more confident, used more appropriate vocabulary and grammar, and were more fluent in expressing themselves. Besides that, the learning atmosphere became more fun and dynamic, which made students more enthusiastic and involved during class. In conclusion, mini drama is an effective and enjoyable way to help students develop their English speaking skills. It not only improves their language ability but also boosts their confidence and classroom participation. Teachers, especially in vocational schools like SMK PRIMA BEKASI, are encouraged to integrate this method into their speaking lessons.

Keywords: Minidrama; Speaking Skill; English Learning; Students Engagement

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INTRODUCTION

Speaking is one of the most essential skills in English language learning. Among the four core language skills, listening, speaking, reading, and writing, speaking plays a central role because it involves active and direct communication. It allows learners to express their ideas, thoughts, feelings, and opinions in real-life situations. In today's globalized world, the ability to speak English fluently is no longer a luxury; it is a necessity, particularly for vocational high school students who are expected to be job-ready upon graduation. The ability to communicate effectively in English can open doors to better job opportunities, both locally and internationally.

However, despite its importance, speaking remains a challenging skill for many students, especially at vocational schools. This is evident at SMK PRIMA BEKASI, where initial classroom observation and informal interviews with the English teacher reveal a consistent problem: most students lack confidence and tend to be passive during speaking activities. When given the chance to speak in English, they hesitate, speak very softly, and provide only brief responses, or even remain silent. Many students are afraid of making mistakes, feel embarrassed in front of their peers, or simply believe they are not good enough to speak English.

Several factors contribute to this lack of confidence. First, students are not given enough opportunities to practice speaking during English lessons. Classroom activities often focus on reading texts, answering written questions, or memorizing vocabulary, leaving very little room for authentic speaking practice. As a result, students are not accustomed to expressing themselves in English and miss out on valuable opportunities to build fluency and confidence.

Third, and perhaps most critically, the teaching methods used in many classrooms remain quite traditional and monotonous. English instruction often relies heavily on textbooks, rote memorization of short dialogues, and basic Q and A drills. While these methods have their place, they are not sufficient for developing real communication skills. Teacher-centered lessons, where students mostly listen while the teacher explains, fail to actively involve students in the learning process without engaging, interactive learning activities. Students quickly lose motivation and confidence in their ability to speak English.

This problem is made by the classroom environment that does not always support risk-taking or open expression. Some students feel embarrassed when they speak incorrectly or worry about being mocked by their peers. When students do not feel safe or supported, they are less likely to take the necessary risks to practice speaking and make mistakes, a crucial part of language learning.

Given these challenges, it is clear that English teaching at vocational schools needs to be more creative, engaging, and learner-centered. One promising approach to improve students' speaking skills is the use of mini-drama. A short, simple play performed in small groups, where students act out scenes or characters using English. This method gives students a chance to use English in a meaningful, expressive, and enjoyable way, while also helping them to overcome their fear of speaking.

Mini drama combines several elements that support language learning: verbal communication, emotional expression, movement, and collaboration. By performing a role or acting out a scene, students are encouraged to use vocabulary in context, practice pronunciation, and speak more fluently. The group setting also fosters teamwork and helps students build confidence through mutual support. More importantly, mini drama creates a safe and playful environment in which students can experiment with language without the fear of judgment.

Research has shown that incorporating drama into language learning can lead to increased student engagement and improved speaking performance. For example, studies have reported that students who

participate in drama-based activities become more confident, more motivated to speak, and show better fluency and vocabulary usage. However, most of these studies have been conducted in junior high schools or general senior high schools. There is still limited research focusing specifically on vocational school students, whose needs and challenges may differ from those in general education settings.

Vocational students often learn English with a specific goal in mind—to prepare for the workplace. Therefore, they benefit from learning methods that are practical, contextual, and directly related to real-life communication. Mini drama fits this need well, as it allows students to practice English in realistic scenarios, such as job interviews, customer service, workplace conflicts, and more. These role-playing activities not only build language skills but also help students develop soft skills that are essential in professional environments, such as collaboration, adaptability, and self-expression.

This study aims to explore how effective mini-drama is as a method for enhancing speaking skills, particularly in boosting students' confidence and engagement during English lessons. The study also seeks to understand how this method can be implemented in a vocational school context and whether it can offer a viable solution to the current issues faced by English teachers and learners.

METHODS OF RESEARCH

This study adopts a quantitative experimental approach to investigate the impact of the role-play method on enhancing students' English speaking skills. By employing an experimental design, the researcher deliberately manipulates the independent variable, namely the instructional method (role play versus conventional teaching), to observe its effect on the dependent variable, which is students' speaking proficiency.

In this research design, students are divided into two groups: an experimental group that engages in role-play activities and a control group that receives traditional instruction. Both groups are given a pre-test and a post-test to measure improvements in their speaking abilities. This allows for a clear comparison between the two teaching methods, aiming to determine whether role play provides a significant advantage in developing students' speaking skills.

The use of role play as a teaching method is supported by previous studies, which indicate that it can effectively improve learners' conversational English by providing realistic and engaging practice scenarios. Such findings align with communicative language teaching principles, as role play encourages active participation and authentic language use in classroom settings.

The study focuses on XI grade students at SMK PRIMA Bekasi during the 2024/2025 academic year. This cohort is chosen because the students are actively engaged in English language learning, making them suitable participants for testing the effectiveness of different teaching approaches. Their academic stage and English proficiency levels are also relatively comparable, providing a balanced basis for analysis.

A purposive sampling technique is employed to select participants. This nonprobability method involves intentionally choosing individuals who meet specific research criteria. Two classes with similar backgrounds are selected, one serving as the experimental group that receives instruction through role play, and the other as the control group experiencing conventional teaching. This ensures that the comparison is fair and meaningful for evaluating the potential benefits of role play.

The research applies a quasi-experimental design, specifically the non-equivalent control group design. The experimental group receives English speaking instruction through role-play activities, while the control group continues with conventional methods. Both groups undertake a pre-test to measure initial

abilities and a post-test to assess any progress after the instructional period. This setup provides a systematic means to compare outcomes between the two groups.

Speaking skills in this study are conceptualized as the ability to articulate ideas and emotions effectively through spoken language. Operationally, they are measured through structured oral tasks assessed on aspects such as fluency, pronunciation, vocabulary, grammar, and comprehension. A rubric is employed to evaluate these dimensions, with scores ranging from “needs improvement” to “excellent,” ensuring systematic and objective assessment of student performance.

To ensure validity and reliability, the assessment instrument undergoes expert review, internal consistency testing with Cronbach’s Alpha, and interrater reliability checks. These measures confirm that the instrument accurately captures the intended constructs of speaking proficiency and provides dependable results across different evaluators and contexts. Thus, the findings generated from this instrument can be considered both valid and reliable.

The independent variable, mini drama as a role-play technique, is operationally defined as structured classroom activities where students prepare and perform short dramatic scenes. Its implementation involves preparation, group rehearsal, performance, language use, and reflection. An observation checklist is used to evaluate whether these elements are applied effectively in class. Validity and reliability tests of the checklist confirm its adequacy for assessing the role-play method’s implementation.

The data analysis involves applying quantitative tests to determine the effectiveness of role play. Normality of data distribution is tested using the Shapiro-Wilk test, and homogeneity of variance is verified through Levene’s test. Hypothesis testing is then conducted using paired samples t-tests to compare pre-test and post-test results within groups and independent samples t-tests to compare differences between the experimental and control groups. The null hypothesis states that there is no significant difference in speaking skill scores between students taught with role play and those taught with conventional methods, while the alternative hypothesis suggests otherwise.

RESULT AND DISCUSSION

This research was conducted to examine the effect of the mini drama method on students’ speaking skills. The participants of the study were XI grade students of SMK PRIMA Bekasi during the 2024/2025 academic year. Two groups were involved, namely class XI A as the control group with 28 students taught through traditional methods such as lectures and textbook-based drills, and class XI B as the experimental group with 30 students who participated in speaking activities using the mini drama method. The data were analyzed descriptively using measures such as frequency distribution, mean, median, mode, standard deviation, and variance to provide a comprehensive picture of student performance in both groups.

The descriptive analysis revealed that students in the experimental group achieved higher speaking scores compared to the control group. Most students in the experimental group reached the upper score range, while students in the control group tended to be concentrated in the lower and middle ranges. This indicates that the mini drama method created more opportunities for students to practice authentic communication and demonstrate higher levels of performance in speaking tasks.

Measures of central tendency further supported this finding. The mean, median, and mode of the experimental group were all substantially higher than those of the control group, reflecting stronger speaking proficiency overall. Students in the experimental group not only performed better on average but

also displayed greater consistency in their results, as indicated by lower standard deviation and variance compared to the control group.

The results show that the use of mini drama not only improved the average level of speaking skills but also produced more stable outcomes. Students were able to enhance fluency, pronunciation, vocabulary, and grammar through role enactment in meaningful contexts. The results of the descriptive statistics confirm that the experimental group consistently outperformed the control group across all measures, providing strong evidence for the effectiveness of mini drama in improving speaking skills.

Before proceeding with hypothesis testing, assumption testing was conducted to ensure the suitability of parametric statistical analysis. Both the normality test and the homogeneity of variance test confirmed that the data met the required conditions. The normality test indicated that the speaking scores of both groups followed a normal distribution, while the homogeneity test showed no significant difference in variances between the groups. With these assumptions fulfilled, the independent sample t-test could be confidently applied.

The pre-test and post-test results provided additional insight into the students' progress. Both groups began with nearly identical mean scores, reflecting similar levels of speaking ability before the treatment. However, while the control group showed only modest gains after conventional instruction, the experimental group exhibited a much larger improvement. Students taught with mini drama improved their mean scores by more than 13 points, compared to less than 5 points in the control group. This clearly demonstrates the stronger impact of the experimental method.

The independent sample t-test confirmed that the difference in post-test scores between the control and experimental groups was statistically significant. The significance value obtained was far below the 0.05 threshold, leading to the rejection of the null hypothesis and acceptance of the alternative hypothesis. This finding confirms that the mini drama method has a meaningful and measurable effect on improving students' speaking performance, beyond what could be expected from conventional teaching methods alone.

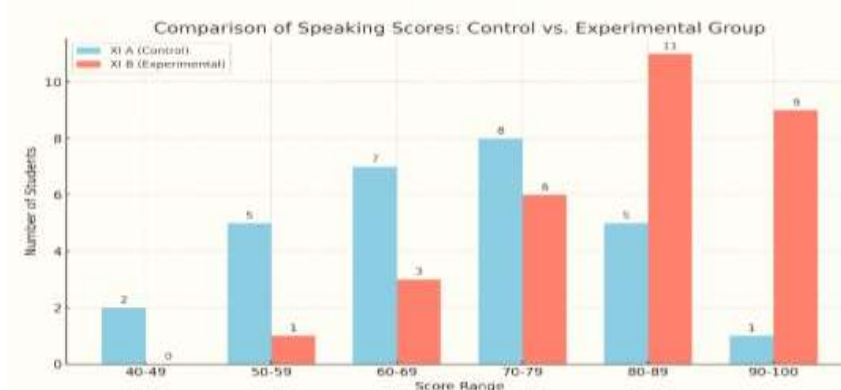


Figure 1. Control vs Experimental group

Overall, the results of this study highlight the effectiveness of mini drama in creating an engaging and interactive learning environment. By encouraging active participation, collaboration, and role enactment, the method helps students build fluency, pronunciation, vocabulary, grammar, and confidence in speaking English. These outcomes strongly support the integration of mini drama as an alternative

instructional strategy for developing speaking skills in the classroom, especially in contexts where communicative competence is prioritized.

The comparison between the control group taught through traditional methods and the experimental group taught through mini-drama activities shows a clear difference in outcomes. Most students in the experimental group achieved scores in the higher range, particularly between 80–100, while students in the control group were largely concentrated between 60–79. This indicates that the use of mini drama created a more engaging and supportive classroom environment that encouraged students to participate actively, build confidence, and improve their speaking skills more effectively than conventional approaches.

Based on the descriptive data, results of statistical testing, and the observed improvements, it can be concluded that the mini drama method is significantly effective in enhancing students' speaking performance. The findings confirm the research hypothesis that there is a meaningful difference between students taught through mini drama and those taught without it. Therefore, integrating drama-based strategies into English language instruction is strongly recommended to strengthen learners' oral communication skills and foster greater confidence in real-life communication contexts.

Discussion

The results of this study provide valuable insight into the effectiveness of mini drama as a method to enhance students' English-speaking skills. The analysis of pre-test and post-test scores clearly demonstrated that students exposed to mini drama activities performed better than those who were taught using conventional methods. The improvement was not only evident in their test results but also in their level of enthusiasm, confidence, and active participation during classroom activities.

The independent sample t-test reinforced these findings by showing a statistically significant difference between the post-test scores of the experimental and control groups. Students in the experimental group consistently outperformed their peers, indicating that mini drama created a more interactive and motivating environment. This environment allowed students to engage in meaningful communication, which is essential for improving speaking proficiency.

These findings are consistent with established theories and prior research. Vygotsky's Sociocultural Theory highlights that language development occurs through social interaction, a principle strongly reflected in mini drama practices. By working collaboratively in real-life scenarios, students gained opportunities to practice fluency and expression naturally. Maley and Duff (2005) also support this approach, suggesting that drama activities promote fluency, pronunciation, and communication skills through authentic and contextual learning experiences.

The broader hypothesis of the study proposed that mini drama would enhance all five aspects of speaking: fluency, pronunciation, vocabulary, grammar, and comprehension. However, this could not be fully confirmed due to certain limitations. The speaking test applied in this research provided only a general score and did not break performance into sub-components. Furthermore, the duration of the intervention was relatively short, potentially insufficient to observe notable changes in complex elements such as grammar and vocabulary.

Other limitations included the reliance on a single evaluator, which may have influenced the objectivity and reliability of the assessment, and the presence of stage anxiety among some students, which might have suppressed their actual abilities during performance. Despite these constraints, the overall evidence strongly suggests that mini drama is a valuable and engaging teaching strategy, particularly effective in enhancing students' general speaking proficiency.

Looking ahead, further research is recommended to use analytic rubrics that evaluate each aspect of speaking separately, involve multiple evaluators to ensure greater objectivity, and extend the study over a longer period of time. Testing the approach in various school contexts would also help determine its broader applicability. In conclusion, this study affirms that mini drama has a significant positive influence on students' speaking skills and underscores the importance of integrating performance-based, interactive strategies into language learning classrooms.

CONCLUSION

This study was conducted to determine the effectiveness of using mini drama in improving the speaking skills of eleventh-grade students at SMK Prima Bekasi. Based on both descriptive and inferential statistical analysis, as well as a review of relevant theories and empirical data collected through pre-tests and post-tests, it can be concluded that mini drama is an effective teaching method that positively impacts students' speaking abilities. Empirical evidence clearly showed that students who were taught using mini drama (the experimental group) achieved significantly higher post-test scores than those taught through conventional methods (the control group). An independent sample t-test revealed a significance value of 0.000 ($p < 0.05$), confirming that the difference between the two groups was statistically meaningful. In other words, mini drama contributed in a real and measurable way to students' improvement in speaking English.

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