

ABSTRACT

Ade Siti Khodijah, Students' Fostering EFL Learners' Speaking Ability and Learning Interest Through Drama Lessons (A Case Study at the Second Grade of SMAN 1 MAJALAYA BANDUNG)

Speaking is an essential language-learning ability that enables language learners to communicate with others. Its purpose is not simply to convey emotion and perspective, but also to provide answers. The ability of language learners to process information during conversation is connected to their proficiency in productive speaking. This study identifies pupils with difficulty speaking English due to limited opportunities to utilize and practice the language outside of the classroom. To help learners overcome these challenges, speaking abilities can be enhanced in a number of ways, including by boosting interaction between students and speaking practice. This research aims to: (1) Find the implementation of drama lessons in order to foster EFL learners' English speaking ability. (2) Find the learning interest of EFL students during the drama lessons. (3) Find the improvement of the speaking performance among EFL students in the drama lessons.

This study employed a case study research design and a qualitative methodology. The participants of this research consisted of learners of the twelfth Grade of SMAN 1 Majalaya there are 35 participants. In this study, a purposive sample was used because it simply includes criteria that lack interest in English, particularly speaking. This study involved one group of learners who received drama lesson instruction. The data was collected through observation, questionnaires, a speech assessment, and an interview.

The result of this study indicated three things based on the analysis of data gathering. The participants in this study is 35 participants. The method of learners constructing the drama as a speaking lesson consisted of six steps: preparation, designing a project plan, creating a schedule, conducting the project, analyzing the outcome, and reviewing. Second, the range of outcomes for students' speaking ability based on speaking features is between 3 and 5. Two learners receive a score of 5 with excellent criteria, two students receive a score of 2 with very good criteria, and two students receive a score of 3 with good criteria. Learners feel comfortable with the dramas they create because they employ fairytale dramas that are presented in an engaging manner. They also believe that drama lesson can improve their English ability.

In conclusion, the speaking capacity of EFL drama learners can be utilized to investigate chances for language practice outside the classroom. Drama practice influences the speaking-acquisition process of learners. This study advises that teachers increase students' speaking ability through drama lessons. In addition, it is suggested that future researchers produce play multiple times to present EFL learners with more opportunity to speak English with more fluency and accuracy.

Keywords : *Drama, EFL Learners, Speaking*