

ABSTRACT

Fauziah, Bunga Fairuz (2024) Exploring EFL Students' Perceptions of Using Drama as a Learning Project to Promote Speaking Skills.

This research investigates into the perceptions of English as a Foreign Language (EFL) students using drama as a learning project to enhance their speaking skills, while also identifying the challenges they face throughout the process. A qualitative case study was conducted with fourth-semester students from the English Education Department at State Islamic University Sunan Gunung Djati Bandung. Data were primarily collected through questionnaires and interviews, focusing on the benefits of drama projects in improving students' speaking skills, particularly in terms of vocabulary, pronunciation, and fluency, as well as the linguistic and non-linguistic factors they encountered. Linguistic factors included difficulties with unfamiliar vocabulary, pronunciation uncertainties, and maintaining consistent fluency. Non-linguistic factors encompassed anxiety, shyness, fear of making mistakes, low confidence, and lack of motivation.

The findings indicate that drama projects play an essential role in enhancing students' speaking skills, particularly in vocabulary acquisition, pronunciation accuracy, and fluency. However, students also encountered considerable challenges, such as unfamiliar vocabulary, pronunciation difficulties, inconsistent fluency, anxiety, shyness, fear of making mistakes, low confidence, and lack of motivation. Despite these obstacles, the overall perception from students shows that drama is a valuable project for improving speaking skills. With persistent effort, peer support, and adequate preparation, students can gradually overcome these difficulties. The collaborative and interactive nature of drama projects not only enhances students' technical speaking skills but also fosters greater confidence and motivation to learn English. Thus, while students may face challenges during drama, the benefits clearly outweigh the difficulties, making it a beneficial project in English language education.

Based on these findings, it is recommended that the English Education Department integrate drama as a learning project. With careful planning and execution, drama projects can serve as a beneficial strategy for students in the English Education Department.

Keywords: *Perceptions, Drama Project, Speaking Skills, and Challenges.*