

Toward Literature and Language Teaching: Uncovering the Potential of Drama for English Learning

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Abstract

This study explores the uncharted territory of integrating drama into literature and language teaching, aiming to unveil its untapped potential for English language learning. Titled "Toward Literature and Language Teaching: Uncovering the Potential of Drama for English Learning," this research embarks on a systematic examination of the benefits derived from the symbiotic relationship between drama and language acquisition. The investigation delves into existing literature on the subject, acknowledging drama as a powerful pedagogical tool. Drawing inspiration from Budiarto's assertion that "Drama is a powerful teaching tool," the study positions itself within the broader discourse on innovative language teaching methodologies. The primary focus lies in unraveling the multifaceted advantages of incorporating drama in language instruction, emphasizing its relevance in literature-based language learning. The geographical emphasis of the study aligns with the prevalence of current research in Asian countries, primarily those where English is taught as a foreign language. This geographical lens aims to uncover unique challenges and opportunities influenced by socio-cultural backgrounds. Furthermore, the study examines participant diversity, encompassing English education majors, students from various educational levels, and teachers, providing a comprehensive understanding of the varied impacts of drama on different stakeholders. As the study navigates through the benefits accrued by students, teachers, and the broader educational landscape, it contributes to the ongoing discourse on effective language teaching methodologies. The abstract encapsulates the essence of the research, offering a preview of the journey toward unraveling the latent potential of drama for English learning within the context of literature and language teaching.

Keywords: Literature-Based Teaching; ELT; EFL; Potential of Drama

INTRODUCTION

In the pedagogical realm of instructing English, educators encounter the formidable task of crafting instructional methodologies centered on the active engagement of students within the learning process. This imperative has precipitated a surge in the adoption of communicative approaches to language learning in Indonesia, concurrently instigating heightened enthusiasm among teachers to incorporate literary works into language instruction (Maru et al., 2021); (Liando et al., 2018); (Maru et al., 2020). The integration of literary works is perceived as a means to imbue language education with a sense of enjoyment, situating students within a learning milieu closely aligned with their daily

experiences. In a seminal work by (Rorintulus et al., 2024), a compendium of ten literary benefits in the realm of English education is expounded, encompassing cultural enrichment, linguistic modeling, mental acuity, expansion of linguistic competencies, authenticity, mnemonic efficacy, rhythmic resources, motivational resonance, interpretive latitude, and a sense of comfort. These multifaceted advantages underscore the compelling allure of literature in the pedagogical arena, thereby presenting an enthralling prospect for English educators to infuse literary elements into their instructional milieu.

Within the aforementioned pedagogical framework, drama emerges as a potent literary genre with the potential to efficaciously facilitate language instruction. Scholars such as Rorintulus et al., (2024) underscore the pivotal role of drama, affirming its substantial contribution to the qualitative enhancement of language acquisition. Furthermore, Yang, (2022) posits that through engagement in dramatic activities, students can systematically scrutinize and apply language within its appropriate contextual framework. This perspective posits that drama not only serves as a catalyst for captivating language learning but also fosters the contextual development of language proficiency.

Drama, when incorporated into language instruction, positions students at the epicenter of the learning paradigm. Through active participation in dramatic activities, students are afforded the opportunity to acquire and practice all facets of language skills listening, speaking, reading, and writing in a contextualized manner, as articulated by (Park, 2015). Beyond the realm of linguistic acquisition, the practice of drama imparts ancillary benefits by indirectly cultivating essential character competencies such as collaboration, creativity, respect, and leadership, as noted by (Sirisrimangkorn, 2018). Consequently, the manifold potentials inherent in the utilization of drama underscore its pivotal role in language teaching, promising substantial benefits when judiciously integrated into pedagogical strategies.

The ensuing discourse, comprising eight scholarly articles, meticulously delves into the advantages derived from employing drama in language instruction. This systematic review is orchestrated with the aim of distilling insights from the discussed articles, thereby furnishing a comprehensive understanding of the benefits accruing from the incorporation of drama in educational settings. It is envisaged that the findings of this review will serve as a valuable resource for future research endeavors, encapsulating the backdrop, objectives, and methodological contours of the exploration into the intersection of drama and language pedagogy.

REVIEW OF LITERATURE

Literature-Based Teaching

Literature-Based Teaching (LBT) constitutes a pedagogical framework that revolves around the central tenet of utilizing literature as the primary vehicle for instruction across various academic domains (Students et al., 2003). This theoretical concept posits that literature, encompassing a diverse array of genres, forms the cornerstone of an immersive and holistic educational experience, transcending conventional instructional paradigms. LBT stands in stark contrast to traditional methods by anchoring the learning process within the dynamic realms of narrative, character, and thematic exploration, thereby fostering a symbiotic relationship

between literary engagement and cognitive development (McCabe, 2017). At its core, Literature-Based Teaching is grounded in the recognition that literature, whether fiction or non-fiction, serves as a potent catalyst for intellectual, emotional, and socio-cultural growth. The theoretical underpinning of LBT contends that exposure to rich literary content not only enhances linguistic proficiency but also nurtures critical thinking, empathy, and cultural awareness (Budiarto, 2020). The use of literature as an instructional medium is predicated on the premise that narratives provide a fertile ground for the exploration of complex ideas, diverse perspectives, and nuanced moral dilemmas. Through the lens of literature, students are encouraged to grapple with multifaceted issues, fostering the development of analytical skills and an appreciation for the richness of human experiences.

Central to the theoretical construct of Literature-Based Teaching is the concept of reader-response theory. LBT acknowledges that meaning-making is a collaborative process between the text and the reader (Rorintulus et al., 2024). This perspective advocates for an interactive and dynamic engagement with literature, where students are not passive recipients but active co-creators of meaning. Reader-response theory within the context of LBT emphasizes the significance of personal interpretation, encouraging students to articulate and defend their viewpoints, fostering a sense of autonomy and intellectual agency. Literature-Based Teaching emerges as a theoretical concept that envisions literature not merely as a supplementary tool but as the epicenter of a transformative educational experience (Vandrick, 2018); (Lumentut & Lengkoan, 2021); (Hampp et al., 2021). This pedagogical framework posits that through the judicious incorporation of literature, educators can cultivate a fertile ground for intellectual, emotional, and interdisciplinary growth, thereby nurturing well-rounded individuals poised for active engagement with the complexities of the world.

Drama for English Learning

Drama for English Learning (DEL) represents a theoretical concept that advocates for the strategic integration of dramatic arts as a pivotal tool for language acquisition. Grounded in the principles of experiential learning and communicative language teaching, DEL posits that the dynamic and immersive nature of drama can substantially enhance language proficiency by providing learners with authentic contexts for language use (McCabe, 2017). The theoretical framework of DEL emphasizes the transformative power of theatrical experiences in language learning. The concept contends that drama, through its inherent focus on dialogue, characterization, and situational context, offers a rich terrain for linguistic exploration (Budiarto, 2020). By engaging in dramatic activities, students not only encounter language in authentic, real-life scenarios but also actively participate in its creation and expression. This interactive and participatory nature of drama fosters a natural and memorable acquisition of language skills.

DEL draws inspiration from sociocultural theories of learning, emphasizing the importance of social interaction in language development (Pangaribuan & Sinaga, 2017); (Park, 2015). The concept posits that drama inherently involves collaborative endeavors, requiring students to negotiate meaning, express ideas, and engage in meaningful discourse. Through group activities such as role-playing,

improvisation, and scripted performances, students develop not only linguistic competence but also valuable socio-pragmatic skills essential for effective communication in real-world settings (Supriady, 2019). Drama for English Learning envisions drama as a catalyst for language development, blending linguistic and sociocultural theories into a pedagogical approach that promotes authentic, experiential, and collaborative language acquisition (Budiarto, 2020); (Supriady, 2019). By immersing students in the theatrical realm, DEL seeks to create a vibrant and engaging language-learning environment that goes beyond traditional instructional methods, fostering not only linguistic competency but also a profound appreciation for the expressive and communicative dimensions of language.

METHOD

This present study adopts a systematic review approach. According to Torgerson (2003), systematic review is a research method itself through rigorous examination of relevant studies according to explicit criteria to answer specific questions". It is "a research method for identifying, evaluating, and interpreting all the results of a particular study, a particular topic, or a phenomenon of concern", (Kitchenham, 2004). This review is guided by a qualitative method and involves the following steps:

1. Defining the parameters, questions and choosing key words, inclusion & exclusion criteria, and databases
2. Carrying out the literature search
3. Screening the references
4. Assessing the remaining studies against inclusion and exclusion criteria
5. Assessing the quality
6. Extract the data into a summary table of information
7. Synthesing the studies to answer the research questions
8. Writing up the report

The purpose of this review is to find a correlation among the results of the previous studies about the role of drama in language teaching. The study studied was identified through a popular electronic database, namely, JCER, IJALEL, ALLS, ERIC, Canadian Center of Science and Education, Can Tho University Journal of Science and Edumaspul. By March 2020, the literature search had 12 journals whose titles and abstracts were against the following inclusion and exclusion criteria:

Inclusion criteria:

- research that is focused on using drama in language teaching
- research carried out in using drama context
- research that is focused on language teaching
- research reported in English academic journals whose full text can be accessed on line
- academic publications from 2015 to 2019

Exclusion criteria:

- studies before 2015
- studies with high school students, the English department's students, pre-service teachers and teacher participants

- studies with focus on using drama in language teaching only
- There were 10 articles remaining for full-document examination against the following criteria of quality appraisal:
- the internal methodological coherence of studies based on the study itself
 - the journal or the source where the reports were published
 - the level of English-language-teaching specificity of the studies

This process left 8 studies to be included in the in-depth review. The information of those reports was extracted into a summary table with the following headings: (1) Contexts, (2) Participants, (3) Research questions, (4) Methods, (5) Findings, and (6) Notes. In the in-depth review, the collected information was synthesized to answer the research questions.

RESULTS AND DISCUSSION

National Context of the Reviewed Studies

Figure 1 shows information about the origin of the studies included in the review. An interesting finding is that research dominates in Indonesia and Thailand, with 25% each in all studies included in the review. Another interesting finding is that, among the research studies reviewed, there is one study conducted in Eurasia (Turkey).

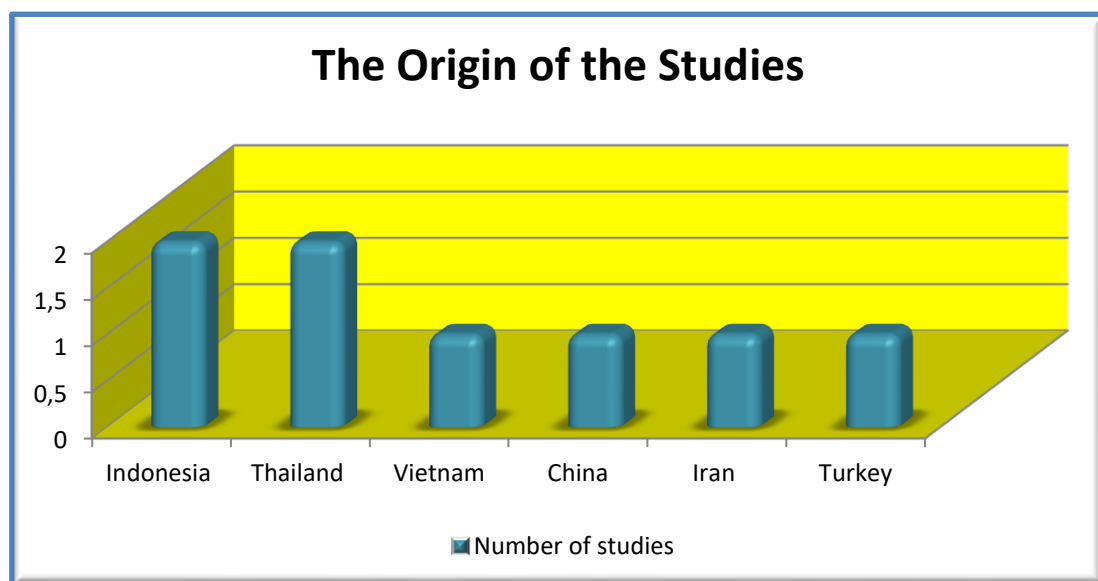


Figure 1. The origin of studies

In Figure 1, details regarding the studies' origins within the review are depicted. A noteworthy discovery is the prevalence of research from Indonesia and Thailand, each contributing 25% to the total studies under consideration. Additionally, an intriguing observation pertains to the presence of a singular research study conducted in Eurasia, specifically in Turkey, among the studies scrutinized in the review. Origins of The Benefits of Using Drama in Language Teaching studies conducted in 2015 to 2019 (N=8).

Participants in the Study Learned

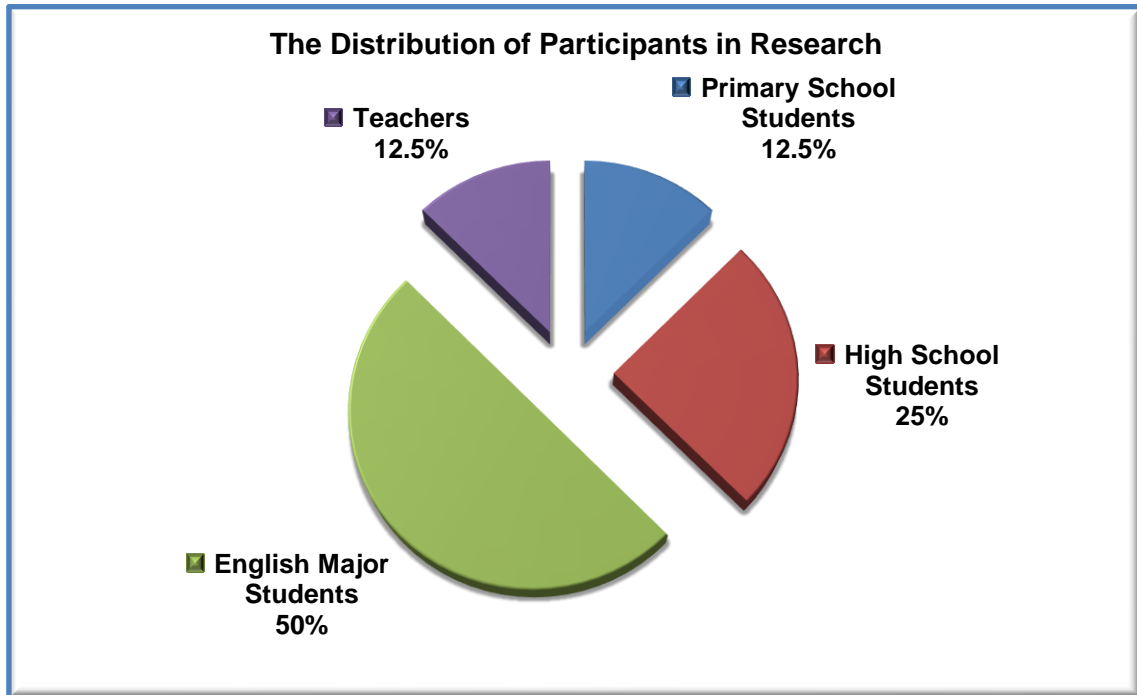


Figure 2. Participants in the Study Learned

Figure 2 presents the distribution of participants in research on the benefits of using drama in teaching English. Interesting results are from 8 studies, 4 studies with a percentage of 50% involving students majoring in English education and the rest are 1 research involving students from primary school (12.5%), 2 studies involving high school students (25%) and 1 research involving teachers (12.5%). Involving teachers as participants in language teaching research is interesting because teachers are the main actors in designing learning activities in the classroom.

Main Aims of the Reviewed Studies

Aims of the reviewed studies conducted in 2015 to 2019:

Table 1. Aims of the reviewed studies

The Study by	Focus of the Study	Aims of the Study
Chen Yuanyuan, 2019	Examining how the drama course is carried out and how the students' English competency is enhanced through the drama course.	To revealed How are English dramas taught in primary schools in China and how is students' English competency enhanced through learning drama

The Study by	Focus of the Study	Aims of the Study
Saman Moghaddam, 2018	Using drama to teach English conversation to English as a foreign language learners.	To examine the ways in which drama and drama techniques and practices, as implemented in the English language classes and combined with pedagogical practices to teach and learn English conversation, can create the appropriate conditions that promote learning environments conducive for learning English conversations.
Wiyaka, Siti Lestari, and Dian Andris Susanto, 2017	Incorporating character values in English classroom	To find out a model of incorporating character values in English classroom of elementary schools.
Nazh Baykal, Idil Sayin, and Gulin Zeybek, 2019	The contributions of drama and its integration into foreign language teaching curriculum and the pre-service teachers' views on ELT.	To find out the perceptions of junior ELT PSTs on using drama in English Language Teaching and on their practices in a drama course. The study included twenty-eight junior ELT PSTs studying at a state school in Turkey.
Lawarn Sirisrimangkorn, 2018	Applying project-based learning that focus on drama to develop speaking skills of EFL	To probe how the use of project-based learning that focuses on drama is worthwhile for students' speaking skills.
Do Thi Ngoc Nhi & Nguyen Buu Huan, 2017	Applying drama-based role play activities to influence students' speaking performance	To investigate the influence of drama-based role playing activities on three domains of speaking performance (specific purposes) accuracy, pronunciation, and interactive communication.
Abdul Rahman R, 2019	Applying drama technique in developing speaking Skills.	To prove whether the application of drama techniques is able to develop students' speaking skills

The Study by	Focus of the Study	Aims of the Study
Prisana Iamsaard & Sakon Kerdpol, 2015	Studying the impact of dramatic activities on rectifying English Communicative speaking skill	To study the impacts of dramatic activities on rectifying English communication skills

Table 1 presents an overview of various studies focusing on the integration of drama into English language teaching, shedding light on their specific areas of investigation and intended objectives. These studies collectively contribute to the broader understanding of how drama can be employed as an effective pedagogical tool to enhance English language competencies. Chen Yuanyuan's study (2019) concentrates on unraveling the methodologies employed in teaching English dramas in Chinese primary schools and how these approaches contribute to enhancing students' English proficiency. The aim is to offer insights into the dynamics of English language instruction through drama in the Chinese educational context.

Saman Masoumi-Moghaddam (2018) explores the application of drama techniques in teaching English conversation to foreign language learners. The study aims to investigate how drama, when integrated with pedagogical practices, creates conducive learning environments for English conversation skills. This underscores the potential of drama as a catalyst for fostering communicative competence. Wiyaka, Siti Lestari, and Dian Andris Susanto's research (2017) delves into the incorporation of character values within English classrooms in elementary schools. The study seeks to identify a model for infusing character values into English language instruction, emphasizing the broader educational objectives beyond language acquisition.

Nazh Baykal, Idil Sayin, and Gulin Zeybek's study (2019) explores the perceptions of junior English Language Teaching pre-service teachers regarding the integration of drama into the curriculum. The investigation aims to provide insights into pre-service teachers' views on using drama and its contributions to English language teaching. Lawarn Sirisrimangkorn (2018) focuses on the application of project-based learning with a drama emphasis to enhance students' speaking skills in an English as a Foreign Language (EFL) context. The study investigates the effectiveness of project-based learning, with drama as a focal point, in developing students' oral communication abilities.

Do Thi Ngoc Nhi and Nguyen Buu Huan (2017) examine the impact of drama-based role-playing activities on students' speaking performance. The study investigates the influence of such activities on specific aspects of speaking performance, including accuracy, pronunciation, and interactive communication. Abdul Rahman R's study (2019) scrutinizes the application of drama techniques in developing students' speaking skills. The research aims to provide evidence regarding the efficacy of incorporating drama techniques as a pedagogical strategy for enhancing oral proficiency. Prisana Iamsaard and Sakon Kerdpol's research (2015) investigates the impact of dramatic activities on rectifying English

communicative speaking skills. The study aims to explore how engaging in dramatic activities contributes to refining students' abilities in English communication.

In summary, Table 1 encapsulates a diverse array of studies, each contributing uniquely to the understanding of how drama can be leveraged in English language teaching. These investigations collectively underscore the multifaceted benefits of incorporating drama as a dynamic and engaging pedagogical tool for fostering various language skills and broader educational objectives. Judging from the general description of the objectives and outline of the focus of the study, it can be concluded that this study aims to uncover the benefits of using drama in teaching English.

Research Methods Used in the Study Learned

Methods of the reviewed studies conducted in 2015 to 2019:

Table 2. Methods of the reviewed studies

Research Approach	Data Collection Instruments	Examples
Quantitative (n = 1)	pre-test, post test	<ul style="list-style-type: none"> Abdul Rahman R (2019)
Qualitative (n = 4)	Observations, interviews, students' journal, open-ended questionnaires	<ul style="list-style-type: none"> Chen Yuanyuan (2019); Nazh Baykal, Idil Sayin, and Gulin Zeybek (2019); Saman Masoumi-Moghaddam (2018); and Wiyaka, Siti Lestari, and Dian Andris Susanto (2017).
Mixed methods (n = 3)	pre-test, post test interviews, questionnaires	<ul style="list-style-type: none"> Lawarn Sirisrimangkorn (2018); Do Thi Ngoc Nhi & Nguyen Buu Huan (2017); and Prisana Iamsaard & Sakon Kerdpol (2015).

The findings of the recent studies underscore a prevalent inclination toward the utilization of qualitative research methods within the academic landscape. The investigation reveals a pronounced dominance of qualitative approaches in data collection, with a synthesis of diverse methodologies such as interviews, observations, questionnaires, and student journals. All four studies Chen Yuanyuan (2019), Saman Masoumi-Moghaddam (2018), Nazh Baykal, Idil Sayin, and Gulin Zeybek (2019), and Wiyaka, Siti Lestari, and Dian Andris Susanto (2017) employ

interviews as a primary means of gathering data. Additionally, three out of the four studies Chen Yuanyuan (2019), Saman Masoumi-Moghaddam (2018), and Nazh Baykal, Idil Sayin, and Gulin Zeybek (2019), and Wiyaka, Siti Lestari, and Dian Andris Susanto (2017) incorporate observations, with one study distinguishing between direct and indirect observation methods. Furthermore, the collection of insights from students is facilitated through student journals in one instance (Chen Yuanyuan, 2019) and questionnaires in another (Nazh Baykal, Idil Sayin, and Gulin Zeybek, 2019).

The analytic dimension of these studies sees two out of the four adopting the Grounded Theory strategy, as employed by Nazh Baykal, Idil Sayin, and Gulin Zeybek (2019) and Chen Yuanyuan (2019). Grounded Theory, as elucidated by Creswell et al. (2007), is characterized by its focus on deriving a general and abstract theory from participant perspectives, grounding the process in the participants' views to interpretatively understand the phenomenon under scrutiny. On the contrary, the quantitative methodology is singularly represented by Abdul Rahman R (2019), who employs an experimental research design with participants categorized into experimental and control groups. This approach reflects a departure from the predominant qualitative trend and introduces an empirical dimension to the research landscape.

A hybrid approach, encompassing both qualitative and quantitative methods, is embraced by three studies Lawarn Sirisrimangkorn (2018), Do Thi Ngoc Nhi & Nguyen Buu Huan (2017), and Prisana Iamsaard & Sakon Kerdpol (2015). In these instances, researchers seamlessly integrate pre-tests, post-tests, interviews, and questionnaires, demonstrating a nuanced and comprehensive approach to data collection. This amalgamation of methodologies allows for a more robust exploration of the research questions, capturing both the depth offered by qualitative insights and the statistical rigor associated with quantitative analyses. In conclusion, the prevailing trend in these studies underscores a predilection for qualitative research methodologies, with nuances introduced by the diversity in data collection techniques and analytical frameworks. The inclusion of a singular quantitative study and the incorporation of mixed-method approaches emphasize the dynamic and evolving nature of research methodologies within the sphere of language learning through drama.

Main Outcomes of the Reviewed Studies

This section presents an overview of the main study results reviewed, which are grouped according to the main objectives of the study (see table 1). First the study by Nazh Baykal, Idil Sayin, and Gulin Zeybek (2019). In this study the researchers presented the results of their research in 2 main categories and 6 sub categories. The first category, namely the Views on using drama in teaching English is divided into 4 sub categories such as Feelings during drama activities, Views on language learning, Classroom atmosphere, and Shortcomings of using drama activities. And the second main category is Views on ELT PSTs' practices in a drama course which is divided into two; Views on Micro-teaching and Views on using drama activities in micro-teaching. In the sub category Feelings during drama activities, found 241 codes that represent the feelings of the participants; with 233 codes representing positive feelings and 8 codes representing negative feelings. In

other words when learning by using drama, pleasant feelings emerge dominantly in almost all participants. In the Views on language learning sub-category, drama has a positive effect on language learning. Based on the results of this study drama is an activity with a lot of skills that can be obtained. One of the most dominant skills that emerged in the results of this study was language skills. The next sub-category is the atmosphere of the classroom, in this category it is found that drama activities develop relationships among peers, teachers and allow for participation, interaction and collaboration. And most often found is the relationship between peers. In the last sub-category of the first category Shortcomings of using drama activities, it was found that although in the first sub category found positive feelings, drama also has some shortcomings such as causing classroom management problems, not suitable for some types of learners, time consuming, requires preparation long and may require smaller class sizes. The next sub-category is the view of micro teaching. According to data analysis, it was mostly found that micro teaching is a useful way to prepare for the profession. In the next sub-category, Views on using drama activities in micro-teaching, it was found that using teacher's drama activities was helped to improve their teaching skills. Finally, the general result of this study is that participants who are pre-service teachers mostly have a positive view of the use of drama in language teaching.

Subsequent studies by Chen Yuanyuan (2019). Chen divided the results of this study into two main categories and 2 sub categories. In the first category about Teaching Practice of English Drama Course in the School in this category it was found that through drama the interest and confidence in learning and appearing developed. In the second category, Chen divides 2 sub-categories, namely increased language skills and increased cultural awareness and acting capacity. In this category Chen revealed that drama is a new form of learning English which promotes students 'comprehensive competency which at the same time also raises students' potentials and talents and invisible fosters cultural awareness and student acting skills. In a study by Saman Masoumi-Moghaddam (2018), two main points were found about the benefits of using drama in learning. First, students will get awareness of the context of the use of language and culture in learning to use drama. And secondly, drama helps students to be actively involved in teaching and learning activities.

In the study of Wiyaka, Siti Lestari, and Dian Andris Susanto (2017) the results of the study were divided into two main categories namely, The Practice of English Language Teaching at Schools and Character Values Incorporated in Minidrama. In the category of The Practice of English Language Teaching at Schools found several problems related to the use of drama in teaching English. Teachers encounter problems with class management because they have to deal with students who are passive and have low motivation. And when they also try to include the development of character values through drama they have difficulty, because they do not understand the concept and lack of infrastructure. In the Character Values Incorporated in Minidrama category, it was found that when character values are incorporated into learning through drama, it helps students collaborate with friends, show feelings of empathy, foster creativity, actively explore problems and even help them build good relationships with all class members.

The next four studies are articles that specifically address the role of drama more specifically, namely in improving students' speaking skills. In a study by Abdul

Rahman R in 2019 found a positive correlation between drama techniques and the development of students' speaking skills. This can be seen from the active participation of students in class, a pleasant learning atmosphere, and students talk more. Based on the results of speaking that are tested between pre-test and post-test, it can be proven that there is a development of students' speaking skills. After conducting the experiment, the student's score after the experiment is higher than the student's score before the experiment. (M pre-test = 69.95 and M post-test = 80.1) This means that speaking teaching skills through the application of drama techniques are very effective for developing students' speaking skills.

Subsequent studies by Prisana Iamsaard & Sakon Kerdpol (2015). In this study it was found that the communicative ability of English language skills in the sample group using drama activities after attending the course was higher than before attending. Eleventh grade student satisfaction with English classes for communication by using drama activities as a whole in every aspect is at the highest level. In the study by Lawarn Sirisrimangkorn (2018), it was discovered that drama using drama that focuses on drama is an effective method because it provides an opportunity for students to obtain effective speaking learning in a fun way.

In a recent study by Do Thi Ngoc Nhi & Nguyen Buu Huan (2017) it was found that although students from the two research groups (control & experimental groups) started the program with the same level of speaking performance, but after the trials were conducted, the students' speaking ability in the experimental group higher than in the control group ($t = -2.69$, $df = 14$, $p = .02$) In this study also found that the level of interactive communication of students after research was much higher than before the study and students in the experimental group had a positive attitude towards the use of drama-based role playing activities in the speaking class they attend.

Discussion and Implications for Future Research

This systematic review has provided a descriptive description of the benefits of using drama in teaching English. The results of this review are consistent with what Budiarto, (2020) revealed that "Drama is a powerful teaching tool." Based on the above findings, problems and directions for future research in the field will be discussed in this discussion.

Almost all of this research was conducted in countries in Asia. The interesting thing here is that most of this research was conducted in countries where English was taught as a foreign language and not as a second language. This raises the assumption that the possibility in countries where English is taught as a foreign language, there is a problem that researchers are trying to solve, such as the teachers in that country mostly encounter obstacles in teaching English to their students because of the socio-cultural background in the country. In Turkey (Nazh Baykal, Idil Sayin, dan Gulin Zeybek, 2019) for example, where one of the studies in this review was held. In terms of geography, Turkey is located on two continents, Europe and Asia (Eurasia). Mixing culture between Europe and Asia might be one of the factors that influence language teaching and learning there. This idea, then leads us to another idea, namely if there are difficulties in teaching language due to the factors mentioned above, the most likely thing to do is review the learning techniques or methods used in class. Well, in this case drama is one of the learning

techniques that can be used for teaching English. The use of drama in teaching English is interesting considering that drama offers various potential benefits for teaching itself, however difficult the teaching is and whatever the obstacles are. From this presentation, it can be seen that there is a critical need for researchers in the future to examine the correlation between research sites (setting), participants in research and the choice to use drama in teaching.

It is also interesting to find it complicated to see a review of the variation of participants in this study. Although dominated by students who was majoring in English education, high school students and elementary school students, this study also involved teachers as participants in the study (Wiyaka, Siti Lestari, and Dian Andris Susanto, 2017). The teacher's contribution is important to be taken by the teacher representing people who are directly involved in teaching and learning process. Actually it was the teacher who designed the plan of learning activities in the classroom. Involving students with English education majors is also a good thing, because it is helpful for their teaching skills and prepare them for the profession.

From the results of the study studies discussed in the Main Outcomes of the Reviewed Studies section before, the benefits of drama in teaching English in the classroom can be categorized into three namely benefits for students, benefits for teachers and the benefits for education itself. For students it was found that drama has the benefit of increasing students' language skills. This is in line with was revealed by Heathcote (1984) that "drama have an effect on language skills of students". This was discovered in studies including Nazh Baykal, Idil Sayin, and Gulin Zeybek (2019), Chen Yuanyuan (2019), Saman Masoumi-Moghaddam (2018), Abdul Rahman R in 2019, Prisana Iamsaard & Sakon Kerdpol (2015), Lawarn Sirisrimangkorn (2018), Do Thi Ngoc Nhi & Nguyen Buu Huan (2017). Mastery of language skills is important in learning English. The success of teaching English in class is also supported by the achievement of this element. This is what makes it important and may be the main goal in teaching English. In terms of linguistic competence, drama fosters students' awareness of the correct use of language in context. Compared to conventional methods that focus on textbooks, where students sometimes translate new words they encounter literally without adjusting them to the context, in this case drama offers context-aware learning. Through drama also students will automatically learn to use correct grammar in context. Besides this drama activities can also enrich the vocabulary of students. The new words they encounter in drama conversation scripts can add to their vocabulary collection. In communicative benefits, drama also offers good pronunciation and pronunciation exercises. In this case aspects of listening and speaking skills appear. When students begin to learn to pronounce dialogue individually in drama, they will also begin to learn to recite using the correct sounds and intonations. At the same time, when they carry out communication or conversation in the drama, they will automatically learn to listen well. Furthermore, the skills to understand the reading will also appear when students are given a drama script, because in the drama understanding of the drama script is very closely related to the acting capacity and success of the drama. So in this case students' reading skills will also be touched through drama.

The benefit of drama for students then is to make them more confident in using English, (Nazh Baykal, Idil Sayin, and Gulin Zeybek, 2019); (Chen Yuanyuan,

2019). As a foreign language in a language learning environment, language learning is often constrained by the pessimistic attitude of students to use it in daily conversation. This can be the reason why foreign language learners often cannot use English actively in their conversations despite having studied English in formal classes for years. Students often feel ashamed and not confident in using English. So that they do not have the desire to learn English. Even in English classes it is not uncommon to find that students prefer silence and not involve themselves in participation in English classes so that students' creativity does not emerge. By using drama in teaching English, student confidence will increase, along with motivation and creativity, (Wiyaka, Siti Lestari, and Dian Andris Susanto, 2017). In addition, the desire to participate and actively involve in learning can also arise, (Saman Masoumi-Moghaddam, 2018). This is in line with what was revealed by Stern (1983); Saglamel & Kayaoglu (2013); and Schewe & Scott (2003) that drama decreases anxiety levels of students and makes them feel more confident and motivated.

A further benefit of the drama found in this research is to develop social relationships with others (friends and teachers), (Wiyaka, Siti Lestari, and Dian Andris Susanto, 2017) and (Nazh Baykal, Idil Sayin, and Gulin Zeybek, 2019). In its use drama also offers social competence for students. Through drama students can foster good relationships with others through interactions that are created in the teaching and learning process in the classroom. In Drama promoted communicative values, cooperation, mutual respect and understanding of the culture of others who all have a close relationship with the development of social skills. This is also in line with what was expressed by Gonen and Galkilic (1998), that "drama contributes to the development of social skills by enabling communication and work, because it is considered a social process".

In addition to providing benefits to students, drama also benefits teachers as facilitators in supporting language. In the study held by Nazh Baykal, Idil Sayin, and Gulin Zeybek (2019) discussed how the teacher benefits but also challenges in the use of drama in his class. On the one hand drama helps the teacher to create a pleasant and good classroom atmosphere. When the creation is created, the opportunities for achievement and learning indicators become greater. Through the opportunity to use drama as well, teachers will be encouraged to be more innovative and creative in designing their learning, so that their teaching skills will also improve. This means that it is a positive thing in the development of teacher professionalism. However, on the other hand, at the same time drama provides a challenge for teachers by providing some difficulties, such as classroom management problems. Teachers who do not have enough experience with active classes can help problems in their class. In addition, class sizes can also be easy because it is not easy to be given classes in large sizes. In addition, using effective drama in the classroom also requires the teacher to have what is needed and also to discuss about this much-needed time. For example, the teacher must consider the suitability of the script or drama script with students' uncomplicated abilities. Drama scripts that are too complex can bring bad thinking into learning. Based on this, in the view of the teacher also needs to be given the opportunity to develop their competencies, teacher training, collaboration with other teachers, and even discussions related to the use of drama. And although in this systematic review does

not discuss widely about the shortcomings of drama, but maybe in future research this can be an important issue to be raised in research.

Last but not least, the benefits for education itself. By introducing drama in learning the quality of education can also be improved (Nazh Baykal, Idil Sayin, and Gulin Zeybek (2019). As a medium for teaching and learning (Wessel, 1987), drama is an activity that can encourage mastery of students' language skills which will also encourage the achievement of indicators or learning objectives, so drama automatically has a positive impact on education itself. In relation to teaching in Indonesia, drama has been known for a long time in teaching English, although indeed not much research on drama can be found. With so many obstacles encountered in teaching English in Indonesia drama is assumed to be able to open a little way to overcome those few problems by possibly getting rid of traditional methods that trap teachers and students in rigid, passive and boring learning and replace them with other different methods but bring students to a pleasant learning atmosphere which then leads to natural language experiences that can enhance a variety of existing skills in themselves.

CONCLUSION

In conclusion, this systematic review has presented a comprehensive exploration of the benefits of incorporating drama into English language teaching. The findings align with Budiarto's assertion that "Drama is a powerful teaching tool," reaffirming the pedagogical significance of this approach. Notably, the majority of the reviewed studies were conducted in Asian countries where English is taught as a foreign language, suggesting a unique set of challenges influenced by socio-cultural backgrounds. The geographic diversity, exemplified by Turkey, underscores the potential impact of cultural fusion on language teaching and learning dynamics. The research landscape reveals a critical need for future investigations to delve into the correlation between research sites, participant demographics, and the decision to integrate drama into teaching. This consideration is pivotal in understanding the contextual nuances that influence the efficacy of drama as a pedagogical tool in diverse settings.

The study's focus on a variety of participants, including English education majors, high school students, elementary school students, and teachers, adds depth to the discourse. Engaging teachers in research is particularly noteworthy as they play a pivotal role in shaping learning activities. The variation in participant profiles enriches the overall understanding of the impact of drama across different educational contexts. The benefits of drama for students are multifaceted, encompassing improvements in language skills, increased confidence in using English, and the development of social relationships. Drama not only enhances linguistic competence but also fosters a positive learning environment, decreasing anxiety levels and encouraging active participation. The findings highlight drama's potential to address challenges related to language apprehension and reluctance among foreign language learners.

For teachers, the use of drama presents an opportunity to create a positive classroom atmosphere and enhance professional skills. However, it also poses challenges, such as classroom management issues, necessitating teacher training and collaborative efforts to overcome obstacles. Future research may delve deeper

into addressing these challenges and providing a more comprehensive understanding of the drawbacks associated with the implementation of drama in the classroom. Importantly, the benefits extend to the broader educational landscape. Drama has the potential to improve the quality of education by serving as a medium that encourages language skill mastery and aligns with learning objectives. In the Indonesian context, where teaching English faces various obstacles, drama emerges as a promising avenue for breaking free from traditional, rigid methods and creating an engaging learning atmosphere.

In summary, the synthesis of findings from the reviewed studies underscores the transformative potential of drama in English language teaching, offering a nuanced understanding of its impact on students, teachers, and the overall educational experience. Future research endeavors should continue to explore the complexities associated with the integration of drama, addressing challenges while maximizing its pedagogical benefits.

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