



The Role of English Theater Performing Arts in Improving Children's Language Fluency and Communication Skills at School

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Abstract. This qualitative case study investigates how performing arts, namely English theater, can improve children's language proficiency and communication skills in an educational context. 37 individuals participated in the study as research respondents, using a qualitative technique. The findings show that theater arts significantly improve pupils' linguistic skills. Students gain enhanced language skills and confidence in their ability to express themselves and communicate with others via immersive theatrical activities. This study emphasizes how important it is to incorporate performing arts into school curricula in order to support pupils' overall language development.

Keyword: English Theatre, Performing Arts, Communication Skills, Teaching English

Introduction

Since speaking is the capacity to communicate verbally in a discussion, it is a necessary skill. In order to construct meaning, speaking entails the interactive creation, receiving, and processing of information. Pupils need to be proficient in the English language since speaking the language is frequently considered a sign of language competency and interpersonal communication abilities. Not only must language be taught, but it also has to be practiced regularly. As a result, speaking becomes challenging to learn as it takes constant practice to become proficient. In order for pupils to acquire speaking skills including grammar, vocabulary, pronunciation, fluency, and comprehension—all of which must be generated successfully while speaking English to prevent ambiguity in meaning from speaker to speaker, speaking skills must be prioritized.

The most crucial tool for communication is language. As the globe becomes more interconnected at a rapid pace, the value of teaching foreign languages is growing. Speaking and learning at least one foreign language is required. Foreign languages allow people in different nations to converse with one another. Öz (2017) asserts that language gives people the chance to connect with others in society, express themselves, and exchange ideas. Speaking one's own tongue is insufficient for communication in today's world; instead, one should speak a universal language like English. According to Gürbüz (2018), mastering the English language is crucial as it is widely recognized as a common language between cultures.

The significance of comprehending Indonesian English language instruction in light of its extremely varied linguistic environment. With an estimated 707 to 733 indigenous languages and more than 1,100 dialects, Indonesia is recognized as a superdiverse nation. With Papua New Guinea coming in second, Indonesia is now among the world's most linguistically varied nations because to this variety. The nation consists of five main islands,

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the most significant concentration of indigenous languages being found in heavily inhabited areas such as Sumatra, Java, and Bali. With 40.22% of the people speaking it, Javanese is the most widely spoken language in Indonesia.

Early oral language development is essential for the development of bilingual and monolingual literacy (Roberts & Neal, 2004; Uccelli & Páez, 2007; Snow, Porche, Tabors, & Harris, 2007). Early primary school oral language proficiency in English is essential for a child's future academic achievement and understanding of English reading (August & Shanahan, 2006; Hoff, 2013; Snow & Dickinson, 1991). However, studies reveal that ELs fall behind their monolingual English-speaking classmates in terms of English language proficiency from kindergarten onward (Lee & Burkam, 2002; National Center for Education Statistics, 2012). Furthermore, a risk factor for early English language and vocabulary development is the fact that many ELs originate from low-income homes (Hart & Risley, 1995; Kieffer, 2010).

Even though there are over 700 distinct languages spoken by Indonesia's indigenous population, English is currently one of the most commonly spoken foreign languages there. English was initially introduced to Indonesia in the 17th century by the British East India Company, and since then, it has developed into the most often used foreign language there. On the other hand, scholars, educators, and decision-makers have talked a lot about how English is used in Indonesia. This article examines the historical, social, and political factors that have influenced the growth of the English language in Indonesia in order to provide an analytical understanding of a phenomena known as "English in Indonesia".

Speaking is a skill that is required for oral communication while teaching foreign languages. Verbal communication is used when someone is conversing with others or making a biased speech. It is a talent that people need to possess in order to successfully communicate their emotions and ideas in a foreign language. The process of developing speaking abilities is not easy (Uğurlu, 2018). Speaking is seen to be the most challenging skill for learners and is crucial to both communication and learning a foreign language. Speaking abilities are crucial while teaching second languages. Despite its significance, this ability has not received the attention it deserves and has instead been used for tasks like dialogue memorization (Kayi, 2006). Learners of foreign languages are seldom exposed to speakers of the target language as their mother tongue. For a large portion of these students, there are no English-language channels, movies, or music options available to them. Students should be allowed to interact with peers and take part in various activities while honing their speaking abilities under the supervision of their teachers (Akdeniz, 2018). Instructors should provide group work for speaking exercises, make sure that students can understand and produce the language with ease, select subjects that will pique students' interest, and assist students in speaking the target language (Ur, 1996). Instructors can create speaking practice materials according on the requirements, interests, aptitudes, and levels of their students.

As language teachers, we're constantly searching for fresh approaches to enhance our lessons. Because a language is learnt more readily when its components are known, writers attempt to create a stimulating environment in which communication skills are completely developed through exercises or activities that incorporate stimuli. This makes instruction more engaging. Since theater has been studied as a teaching medium for language instruction since the Communicative Approach's inception, it may play this role. In order to facilitate language acquisition, foreign language teachers must carefully select their teaching strategies. In the teaching of languages, it is crucial to concentrate on learning via doing. Creative theater is one of them. One method of using drama in the classroom is creative theater. In educational theater, any subject may be acted out via the use of improvisation and role-playing techniques. Individuals behave according to their experiences and background (Adigüzel, 2006). One of the most powerful and unrestricted means of self-expression is through creative theater, which is regarded as an essential component of education (Aytaş, 2008).

As a subject, creative theater seeks to develop responsible students who are sensitive, aware, and in harmony with the environment. As a technique, it seeks to improve

learning processes and teach via the senses (Karaosmanoğlu, 2015). Ömeroğlu (2002) describes processes that occur in creative theater, including the discovery of new concepts, their growth, the creation of new connections between them, and the manifestation of these thoughts and feelings. Since theater is enjoyable and interesting, it helps motivate students to study. It was first used in classrooms to improve a variety of abilities, including acting, improvisation, natural expressivity, language refining, and confidence building. Due to the fact that it evokes emotions, it can offer a wide range of chances for linguistic expression and give participants a rich linguistic experience (Fleming, 2006, p.1). Furthermore, because theater is a teaching and learning approach that can be modified in the classroom to meet the requirements of the students, it presents a plethora of opportunities for instruction. Its potential value in the English classroom should thus not be undervalued.

Seeking the solution to the question, "How can students speaking skills enhanced by Theater performing arts?" is the major goal of this study. Study finished as part of an action research project led by the first author, an English teacher. A review of related literature is done first. At the conclusion of the review, it is concluded that engaging in theater activities can help with speaking, that using English theater in the classroom is a useful way to help kids become more confident communicators, and that research has been done on the effect of using English theater on kids' confidence in speaking.

It has long been known that drama-based methods are a good way to strengthen speaking and communication skills. Drama, as a kind of performance art, offers people a singular, immersive experience that lets them discover and express who they are in a creatively safe setting. Drama mostly enhances speaking abilities by encouraging self-expression and confidence. One of the productive language skills that need input and training to develop is speaking ability. Due to its critical role in academic activities including as presentations, tests, fieldwork, and guidance conversations with professors, students rely heavily on this speaking skill (Chi et al., 2021).

Drama-based methods provide people the chance to practice good communication techniques including vocal projection, clarity, and articulation. These abilities are immediately applicable to real-world scenarios including presentations, interviews, and social encounters where effective and clear communication is essential. Among all literary genres, drama may provide the instructor with the fastest path to accomplishing the goal of developing students' receptive and productive abilities, especially communication skills (Bessadet, 2022).

The author of this study uses a theoretical framework that is influenced by multiple intelligence theory, constructivist theory, and collaborative learning theory in the setting of performing arts education. According to constructivist theory, students actively create their own knowledge via engagement with firsthand experience, reflection, and interaction. According to the authors, children may participate in student-centered learning and explore language and expression on a personal level by taking part in performing arts activities like theater or drama. Conversely, collaborative learning theory places a strong emphasis on how crucial student cooperation is to reaching shared learning objectives.

Within the realm of entertainment arts, student cooperation in the creation of a drama or theatrical production may enhance their social and interpersonal communication abilities. We also incorporate the many intelligences idea, which highlights the variability of human intelligence. According to the author, we may promote inclusive and engaging learning for all kids by fostering many forms of intelligence, such as verbal-linguistic, visual-spatial, and kinesthetic intelligence, through a variety of performing arts activities. Our research intends to investigate how students' language development, communication skills, and intellect might be influenced by performing arts experiences in an educational context, in a collaborative learning environment that takes individual variety into account. We will do this by summarizing these notions.

Theoretical Review

The integration of English theater performing arts in educational settings has garnered significant attention for its potential to enhance children's language fluency and

communication skills. This theoretical review explores the foundational theories and educational principles that support the efficacy of theater arts in language development.

Sociocultural Theory of Language Development

Lev Vygotsky's Sociocultural Theory (1978) posits that social interaction is crucial for cognitive and language development. Children learn language through engaging with peers and adults in meaningful activities. Theater activities provide a rich context for such interactions, allowing students to practice language in socially dynamic settings. Through collaborative dialogue and role-playing, students are exposed to new vocabulary and language structures, facilitating language acquisition.

Communicative Language Teaching (CLT)

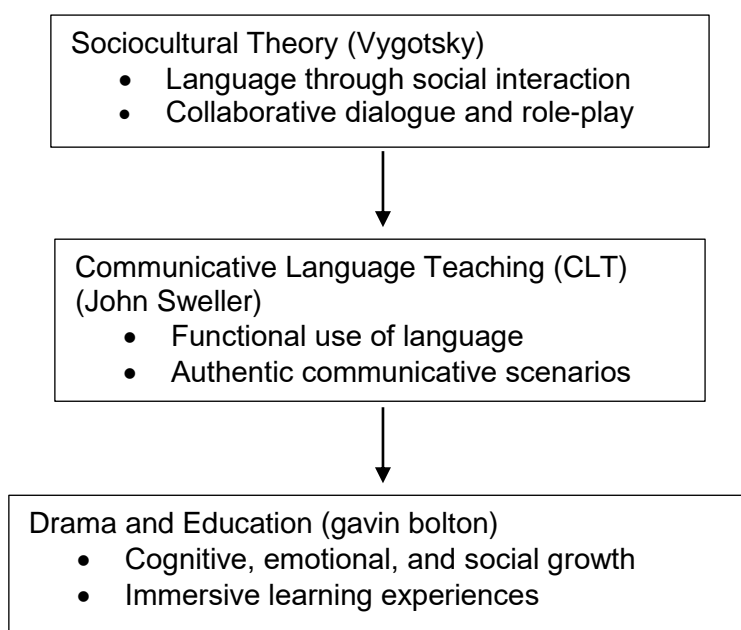
Communicative Language Teaching emphasizes the importance of using language in real-life communication. The approach focuses on the functional use of language rather than mere rote memorization of rules. Theater arts align with CLT principles by involving students in authentic communicative scenarios, where they must use language creatively and contextually. This practice enhances their ability to convey meaning and improves overall communicative competence. (Sweller,2011)

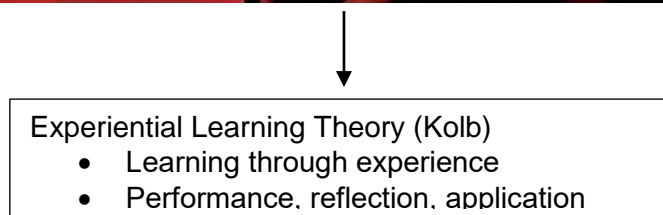
Drama and Education

Educational theorists like Dorothy Heathcote and Gavin Bolton (1984) advocate for the use of drama in education, arguing that it promotes cognitive, emotional, and social growth. Drama activities create immersive learning experiences that make language learning more engaging and memorable. Techniques such as Mantle of the Expert and process drama involve students in complex problem-solving and narrative construction, which require active use of language and critical thinking.

Experiential Learning Theory

David Kolb's Experiential Learning Theory (1984) suggests that learning is a process where knowledge is generated through the transformation of experience. Theater arts involve a cycle of concrete experiences (performing), reflective observation (critiquing performances), abstract conceptualization (understanding language principles), and active experimentation (applying language skills in new contexts). This experiential approach deepens understanding and retention of language concepts.



**Figure 1**

Process where knowledge is generated through the transformation of experience

Materials and Method

The choice of subject for this study was deliberate, aiming to assess the impact of English theater performances on students' speaking abilities (Hodgetts & Stolte, 2012). The study was conducted at a contemporary Islamic boarding school in Medan, specifically targeting grade 12 students. This choice of subject ensured a focused investigation into the potential benefits of theater arts in enhancing language fluency and communication skills among adolescents.

For data collection, a combination of interviewing and observational methods was employed (Tanzeh, 2011). The instruments used included direct observation to witness the implementation of theater arts in the classroom setting, supplemented by supporting tools such as laptops, smartphones, and Google Forms for data collection through interviews and observations (Hodgetts & Stolte, 2003). These instruments were selected to provide a comprehensive understanding of how theater performances contribute to improving students' speaking abilities.

Data analysis was conducted systematically, starting with the collection of information on how theatrical activities impact students' language fluency and communication skills. The researcher observed the students' participation in English theater performances and conducted interviews to gather insights into their experiences and perceptions (Hodgetts & Stolte, 2003). The collected data were then analyzed qualitatively, focusing on identifying patterns, themes, and variations in students' speaking abilities before and after exposure to theater arts.

By examining the data collected through observations and interviews, the researcher sought to determine the extent to which theater performances influenced students' speaking abilities (Tanzeh, 2011). This analysis involved interpreting the qualitative data to identify correlations between participation in theater activities and improvements in language fluency and communication skills. The findings were then synthesized and presented in accordance with the research objectives, ultimately answering the question of how theater performances can enhance students' speaking abilities. In summary, the study carefully selected its subject, utilized appropriate instruments for data collection, and conducted thorough qualitative analysis to investigate the impact of English theater performances on students' speaking abilities.

Results and Discussion

Results

English Theatrical Performances as a Teaching Strategy

The study revealed that utilizing English theatrical performances as a teaching strategy significantly enhances students' language skills. Participation in English theater activities leads to improvements in students' general verbal and nonverbal communication skills, as well as their ability to speak and comprehend English. Observations of rehearsal and performance processes, along with interviews with teachers and students, demonstrate increased confidence, vocabulary growth, and deeper comprehension of language structure among students. Additionally, students show enhanced peer collaboration and listening comprehension abilities through dramatization and improvisation. The high level of student engagement, with 75% of fifth-graders expressing anticipation for drama art performances,

underscores the effectiveness and appeal of English theater activities in improving language proficiency and communication abilities.

Table 1.

In response, the pupils said that they were eagerly anticipating the art theatre

Statements	Respondents	Percentages (%)
Strongly agree	24	75%
agree	6	18,8%
netral	1	3,1%
disagree	-	-
Strongly disagree	1	3,1%

Improvement in Speaking Skills

English theatrical arts effectively enhance students' speaking abilities, as evidenced by 46.9% of students believing that English language teachers can improve their speaking skills. Interview responses indicate that students benefit from learning pronunciation, vocabulary, and grammar through drama-based methods, aligning with existing literature emphasizing the enhancement of communication techniques such as vocal projection and articulation through drama.

Table 2.

Responses from English theatre students can enhance communication abilities.

Statements	Respondents	Percentages (%)
Strongly agree	15	46,9%
agree	15	46,9%
netral	2	6,3%
disagree	-	-
Strongly disagree	-	-

Enhancing English Vocabulary

English theater activities contribute to vocabulary learning, with 46.9% of students acknowledging that dramatizations aid in learning new vocabulary. The importance of vocabulary acquisition in language development is emphasized, as language proficiency is closely linked to vocabulary comprehension.

Development of Fluency and Pronunciation

Engagement in English theater improves fluency, pronunciation, and non-segmental features of speech, addressing challenges in stress, rhythm, and intonation. Responses from students highlight the benefits of drama in enhancing pronunciation and memorization of new vocabulary.

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Strengthening Improvisation and Innovative Thinking

English theater activities foster creativity, improvisation, and innovative thinking among students, with 56.3% strongly agreeing and 34.4% agreeing that theater performances contribute to inventive phrase construction and improvisation.

Table 3.
Responses from English theatre students can improve the vocabulary

Statements	Respondents	Percentages (%)
Strongly agree	13	40,6%
agree	15	46,9%
netral	4	12,5%
disagree	-	-
Strongly disagree	-	-

Development of Fluency and Pronunciation

Engagement in English theater improves fluency, pronunciation, and non-segmental features of speech, addressing challenges in stress, rhythm, and intonation. Responses from students highlight the benefits of drama in enhancing pronunciation and memorization of new vocabulary.

Table 4.
Responses from theater in English students can help with pronunciation

Statements	Respondents	Percentages (%)
Strongly agree	8	25%
agree	18	56,3%
netral	5	15,6%
disagree	1	3,1%
Strongly disagree	-	-

Strengthening Improvisation and Innovative Thinking

English theater activities foster creativity, improvisation, and innovative thinking among students, with 56.3% strongly agreeing and 34.4% agreeing that theater performances contribute to inventive phrase construction and improvisation.

Table 5.
Responses from theatre in English students can improve their ability to improvisation and innovative thinking

Statements	Respondents	Percentages (%)
Strongly agree	18	56,3%
agree	11	34,4%%
netral	2	6,3%
disagree	1	3,1%
Strongly disagree	-	-

English theater arts serve as an effective teaching technique to enhance students' language proficiency, communication abilities, vocabulary acquisition, fluency, pronunciation, and improvisational skills. The immersive and engaging nature of theater activities significantly impacts students' enthusiasm for learning English and their confidence in using the language. Utilizing drama-based methods in English language instruction fosters a dynamic learning environment that promotes student participation and motivation, ultimately leading to improved language skills and effective communication.

Discussion

The results of the study provide compelling evidence for the effectiveness of using English theatrical performances as a teaching strategy to enhance students' language skills. Through active participation in English theater activities, students demonstrated improvements in various aspects of language proficiency, including verbal and nonverbal communication skills, speaking and comprehension abilities, vocabulary growth, and peer collaboration. These findings align with previous research suggesting that drama-based methods can significantly contribute to language development and communication skills enhancement (Neeland, 1996; Bessadet, 2022).

The high level of student engagement and anticipation for English theater activities underscores its potential as a captivating teaching technique. This enthusiasm indicates not only the value of English theater as a pedagogical tool but also its ability to stimulate deeper engagement with the language among students. The majority of students expressing excitement towards English theater suggests that the immersive nature of theatrical experiences resonates well with them, potentially leading to more profound language learning experiences.

Furthermore, the study highlights the importance of employing diverse and engaging teaching strategies, including theater arts, to foster language proficiency and communication abilities among students. This aligns with the idea that effective language learning involves experiential and interactive methods that go beyond traditional classroom instruction (Aldavero, 2008).

The findings related to speaking skills indicate that theater activities provide a practical platform for students to practice and improve their speaking abilities. Respondents reported benefits such as learning pronunciation, acquiring new vocabulary, and enhancing grammar skills through participation in drama. These outcomes are consistent with the notion that drama-based methods offer opportunities for students to practice effective communication techniques in real-life contexts (Bessadet, 2022).

Moreover, the study highlights the role of English theater in enhancing vocabulary comprehension. Learning vocabulary is essential for meaningful language acquisition, and the study findings suggest that dramatizations of English dialogue facilitate vocabulary acquisition among students. This finding underscores the importance of integrating theater arts into language learning curricula to support students in developing their communication abilities (Alqahtani, 2015).

The improvement in fluency skills and pronunciation observed among students participating in English theater activities further demonstrates the efficacy of drama-based methods in language learning. By engaging in theater performances, students can develop their communicative competence, including stress, rhythm, and intonation, which are vital components of oral proficiency (Ayodele, 1983; Omolewa, 1975).

Moreover, theater performances contribute to enhancing students' improvisation and innovative thinking abilities. Engaging in drama allows students to explore different characters and situations, fostering creativity and confidence in expressing themselves. The collaborative nature of theater encourages students to take risks and experiment with new ideas, ultimately leading to improved communication skills (Aldavero, 2008).

The study findings suggest that theater arts play a significant role in English language learning by increasing students' interest and providing opportunities for self-expression and exploration. By integrating drama into language learning curricula, educators can create

dynamic and engaging learning environments that promote students' language proficiency and communication skills.

Conclusion

This article leads us to the conclusion that dramatization in the English language significantly enhances children's language proficiency and communication abilities in the classroom. The results of the study show that students' language competency may be improved if teachers and students agree to use this strategy in the classroom. They are unaware that the replies from the respondents have favorable outcomes. As a group activity requiring a group of like-minded individuals, drama fosters peer support, teamwork, coordination, and teamwork while using the new language. If a person is unwilling to learn language on their own, peer pressure may motivate them. Furthermore, the main focus of drama is on dialogues and interactions that might motivate participants to try their hardest at using the target language. In addition to encouraging individual involvement, the use of drama-based activities in language classrooms fosters individual creativity and independent thought in the target language.

As a result, participants in the intervention program began to communicate with one another and progressively gained a sense of teamwork. Eventually, they were able to speak English successfully on their own. Thus, the use of drama-based language learning activities has a significant potential to improve language learning in classrooms by emphasizing the role of the learners while the teachers facilitate and oversee the tasks. The participants' favorable answers showed a considerable improvement, indicating that using drama in language classes might encourage students to speak more fluently.

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