

Enhancing Speaking Skills through Dialogue Card Media in Drama-Based Language Learning

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Article History

Received : 26 Juni 2025;

Revised : 8 July 2025;

Accepted : 22 July 2025.

Keywords

Dialogue Card Media;

Ability to speak;

Constructivism;

Active Participation;

Scaffolding.



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Abstract

This study investigates the effectiveness of dialogue card media in enhancing students' speaking skills through drama-based language learning among eleventh-grade students at PGRI 2 Pasuruan Vocational High School. Preliminary observations revealed limited opportunities for role-play and dialogue presentation, resulting in low levels of speaking competence. The lack of engaging media further hindered student interaction and motivation. To address this issue, the study was grounded in a constructivist pedagogical approach that emphasizes active participation and scaffolding as essential to language skill development. A descriptive qualitative design was employed, with data collected through classroom observations, student questionnaires, and documentation. Data analysis involved reduction, display, and conclusion drawing. The results demonstrated that the use of dialogue card media significantly improved students' speaking performance. Learners showed active engagement during all stages of learning listening, discussing, and enacting dialogues and the majority achieved speaking scores between 80 and 90. These findings suggest that dialogue card media can serve as an effective and interactive instructional tool, particularly in vocational education settings, by promoting communication skills through dynamic, drama-based learning experiences. The study offers practical implications for language teachers seeking innovative strategies to foster communicative competence. Future research may expand on these findings by applying dialogue card media in diverse educational contexts and subject areas.

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How to Cite : Salsabina, S., Suwadi, S., & Rosidah, I. (2025). Enhancing Speaking Skills through Dialogue Card Media in Drama-Based Language Learning. *Didactica : Jurnal Kajian Pendidikan Dan Pembelajaran*, 5(1), 9–21. <https://doi.org/10.56393/didactica.v5i1.3426>



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Introduction

Indonesian language education encompasses four fundamental language skills: listening, speaking, reading, and writing. Among these, speaking plays a crucial role in cultivating active and creative learners (Widyari & Ganing, 2018). At the vocational high school level, speaking skills are taught progressively from grades X to XII, with an emphasis on continuous development. Mastery of spoken language facilitates students' ability to communicate effectively and articulate their thoughts (Susetri & Atmazaki, 2020). Speaking, defined as the verbal expression of ideas and opinions, is essential for the development of critical thinking, literacy, and communication abilities (Riris Nurkholidah Rambe et al., 2023). Consequently, effective speaking instruction must include ample opportunities for students to engage in communicative interactions, particularly through public speaking exercises.

One critical component of speaking proficiency is the ability to perform dialogues in drama learning. Drama, as a performative art form, represents life through scripted dialogue and stagecraft (Fatimah et al., 2021). Proficiency in delivering dramatic dialogue not only fosters fluency but also enhances students' comprehension of dramatic elements, expression, and intonation.

Based on the results of initial observations at PGRI 2 Pasuruan Vocational High School, drama learning in grade XI has not run optimally. So far, students have never been directly involved in drama activities or presenting dialogues in depth. This has an impact on students' low experience in expressing roles, understanding the storyline as a whole, and limited speaking skills and group cooperation. Speaking skills are very important for learners because it can help them convey ideas well and boost their confidence (Marwah, 2022). The use of conventional methods such as alternating reading texts without the support of interactive media is often less effective in improving students' interest and speaking skills.

The limitation of interesting learning media is also an obstacle in this learning. In the context of modern learning, the use of innovative and interactive learning media can increase student engagement (Firmansyah, 2024). Learning media is able to increase students' understanding of learning materials. Thus, the use of learning media is very important for the learning process so that learning goals can be achieved (Widya Utami, 2024) and learning will attract more students' attention so as to foster motivation to learn (Suparlan, 2020). This is in line with the theory of constructivism learning that emphasizes on students' active involvement in the learning process and their independence in building knowledge (Casfian et al., 2024). Research by Magdalena et al. (2021), Carpenter and Dale stated how important learning media is in the learning process of students.

One of the media that will be applied in this study is the dialogue card media. The dialogue card is The cards contain dialogue excerpts from the play script played by the students. In drama learning, students are not only required to understand the content and structure of the play, but must also be able to convey dialogue with proper pronunciation, intonation, and expression. Dialogue card media helps students understand the content of conversations, practice intonation and expression, and improve interaction in learning (Harahap, 2017). The use of dialogue card media is expected to help students be more confident in presenting drama dialogues, because the cards contain dialogue text that makes it easier for students to remember

and understand the storyline and dialogue they have to convey. With clear guidelines, students can focus more on expressing the characters they are playing (Mamahit et al., 2021).

When compared to Other media Like learning videos, PowerPoint slides, or interactive digital applications, dialogue card media has a number of advantages. Visual media such as PowerPoint can indeed make it easier to present material and clarify the structure of the play, but it does not directly train students' speaking skills. The learning videos provide a good overview of practice, but they are one-way and do not require active student participation (Muhammad Faturohman et al., 2025). Meanwhile, game-based or simulation-based digital applications (gamification) tend to emphasize the entertainment aspect rather than the oral language production aspect. In contrast, the medium of dialogue cards puts students directly in speaking situations, demanding cooperation, understanding of content, and improvisation which is the essence of speaking competence in drama.

Although a number of studies have shown that interactive learning media, including card-based media, can improve students' speaking skills (Harahap, 2017; Suparlan, 2020), these findings tend to be descriptive and have not in-depth dissected media implementation strategies in dramatic contexts that demand simultaneous verbal and nonverbal expression. For example, research by Harahap (2017) focuses more on the use of cards as a pronunciation tool in learning foreign languages at the elementary school level, without examining the dynamics of communication or dramatic expression. Meanwhile, research by Mamahit et al. (2021) emphasizes the role of card media in improving understanding of reading texts, but has not yet integrated the essential performative aspects of drama text learning. An analysis of the more recent literature shows that most of the research was conducted at the primary and junior secondary education levels, with a primary focus on reading and writing skills (Rambe et al., 2023; Magdalena et al., 2021). The aspect of speaking skills, especially in the context of drama learning at the Vocational High School level, is still rarely touched comprehensively. Research by Firmansyah (2024), through his systematic literature review, confirms that of the many media-based learning studies, only a small number raise speaking skills in the context of drama, and even more limited that explicitly use dialogue card media as the main approach. In addition, most previous studies focused more on achieving final learning outcomes without reviewing in detail the process of media implementation and the dynamics of interactions that occur in the classroom. Thus, there is a significant research gap, namely the lack of empirical studies that systematically describe the process of using dialogue card media in drama learning in vocational schools, as well as evaluating its effectiveness in improving students' speaking skills as a whole, both in terms of intonation, expression, and the courage to speak in public.

This study aims to describe the process of applying dialogue card media in drama learning and explore its effectiveness on students' speaking skills, so that it can make a real contribution to the development of more creative and effective Indonesian learning methods. This research makes a theoretical contribution in strengthening the understanding of the importance of media use in learning speaking skills. Practically, these findings are useful for teachers as a guide in designing more engaging learning and actively engaging students. For students, learning media such as dialogue cards can help them be more confident and fluent in speaking. The results of this research can also be a reference for other vocational schools to develop curricula that are more in line with the needs of 21st century communication. Therefore,

media-based language learning innovations are very important to answer educational challenges in today's global era.

Method

This study adopted a qualitative descriptive approach to investigate the effectiveness of dialogue card media in drama learning, particularly in improving students' dialogue presentation skills. Conducted in May 2025 at PGRI 2 Pasuruan Vocational High School, the research targeted eleventh-grade students engaged in drama instruction using dialogue cards. Participants were selected through purposive sampling, focusing on students who demonstrated basic understanding of drama elements and speaking skills to ensure data relevance and depth. The research involved 29 students and employed three main data collection techniques: observation, questionnaires, and documentation. Observations captured real-time classroom dynamics and learning interactions; questionnaires gathered feedback from both students and teachers regarding media implementation and its impact; and documentation encompassed visual evidence and assessment records of student performance. Data analysis followed the interactive model by Miles and Huberman, comprising data reduction, data display, and conclusion drawing. Although this study did not utilize a pretest-posttest control group design, effectiveness was assessed qualitatively by examining behavioral changes, student enthusiasm, participation in discussions, and overall speaking performance throughout the learning process.

Results and Discussion

Results

The results of this research were obtained through three data collection techniques, namely observation, questionnaire, and documentation. These three techniques were used to obtain comprehensive data on the application of dialogue card media in drama learning in accordance with the research instruments that have been prepared (Sugiyono, 2022).

Learning observation will be carried out on May 8, 2025 at 08.20–10.40 WIB for 3 JP with complete student attendance, so that teaching and learning activities take place optimally. The learning process follows the flow of the teaching tool, which includes the stages of classroom conditioning, material delivery, and reflective closing activities. Observations were carried out by focusing on five main themes developed from the observation indicators: (1) learning readiness, (2) student involvement, (3) media effectiveness, (4) speaking performance, and (5) student reflection and response.

Table 1. Observation Results

Observation Theme	Findings
Learning Readiness	All students attended on time, dressed neatly, answered greetings, and followed prayers together. The initial attitude indicates a high readiness to learn.
Student Engagement	Students listen to the teacher's explanations, take notes of the material, actively answer questions, and participate in group discussions.

Media Effectiveness	Dialogue card media engages students, helps to understand the structure of the play's text, and facilitates interaction in groups.
Speaking Performance	Students appear confident when role-playing, showing good articulation and intonation although they still need reinforcement in emotional expression.
Reflection and Student Response	Most of the students conveyed positive impressions, felt happy and more confident. A small number find it difficult but remain motivated.

Based on Table 1, the observation results show that learning with dialogue card media has a positive impact on various aspects of the student learning process. In terms of learning readiness, all students are present on time, dressed neatly, and show an orderly and enthusiastic attitude from the beginning of learning. Student involvement also appears to be high, characterized by activeness in taking notes, answering questions, and participating in group discussions. The effectiveness of the media is reflected in the students' interest in dialogue cards that help them understand the structure of the text of the play while encouraging interaction in the group. In terms of speaking performance, students look confident when role-playing, with fairly good articulation and intonation, although some still need reinforcement of emotional expression. In the aspect of reflection and response, most students conveyed a positive impression and felt more confident, although there were a small number who experienced obstacles, but still showed high motivation.

The researcher distributed the questionnaire to two groups of respondents, namely students and teachers. Questionnaires are given to students at the end of learning activities as a means of reflection to evaluate their learning process and experience after participating in drama learning using dialogue card media.

Table 2. Student Questionnaire

Statement	Findings
I feel happy to take part in the drama text learning using dialogue card media.	Students showed a positive response in the form of a sense of pleasure and satisfaction to the drama learning process using dialogue card media.
Dialogue card media helped me understand the content and structure of the text of the play more easily.	This media plays a big role in facilitating students' understanding of the elements in the drama text, such as plot, structure, and character roles.
Role-playing activities with dialogue card media make learning more fun.	Role-playing activities combined with dialogue cards make the learning atmosphere more interesting and prevent students from being bored.
I am more excited to participate in learning when using the media of dialogue cards.	The existence of dialogue card media also increases student motivation, which is reflected in their enthusiasm during the learning process.
I feel more confident when I perform in front of the class using dialogue cards.	Students' confidence levels in performing in front of the class have increased because they feel helped by the guidance available on the dialogue cards. .
Role-playing activities with dialogue cards made it easier for me to understand the characters in the play.	Through roles played with the help of cards, students can understand the character of the drama characters.

I had difficulty using the dialogue card media in learning.	Although the majority of students are able to adjust to the use of this medium, some students still encounter obstacles in the early stages of its implementation.
Overall, I was satisfied with learning drama using dialogue card media.	In general, students expressed satisfaction with learning drama based on dialogue card media because it was considered fun, effective, and easy to apply.

Based on table 2, it shows that the dialogue card media received a very positive response from students, both emotionally, cognitively, and performatively. Students feel happy, motivated, and more confident when learning drama, because this medium makes it easier to understand the structure and character of the characters and creates a fun learning atmosphere. Role-playing activities also strengthen student involvement. Although a small percentage of students experienced initial difficulties, they were overall satisfied because this medium was considered effective, practical, and interesting in learning drama.

Table 3. Teacher Questionnaire

Statement	Findings
Dialogue card media is easy to understand and apply in the learning process.	Dialogue cards as a learning medium are proven to be easy for students to understand and can be directly implemented in the drama learning process.
Students seemed enthusiastic about participating in drama learning using dialogue card media.	During the learning activities, students show high enthusiasm and active involvement, especially when using the medium of dialogue cards in role-playing.
Dialogue card media helps students in memorizing and conveying dialogue smoothly.	Media helps students memorize and convey dialogue more smoothly.
Students show higher liveliness during drama learning with dialogue cards.	This medium is effective in helping students memorize parts of their dialogue and convey them more fluently.
Dialogue card media makes it easier for students to play characters expressively.	With the help of dialogue cards, students are able to animate the characters they play in a more expressive and communicative way.
Students look more confident when appearing in front of the class using the medium of dialogue cards.	Students look confident especially when they appear in front of the class by utilizing the clues contained in the dialogue cards.
Students still have difficulty when using the dialogue card media.	Although most students feel helped, there are still some students who experience obstacles in understanding or using this medium
The use of dialogue cards makes the classroom atmosphere more lively and interactive.	The learning atmosphere becomes more dynamic, fun, and full of interaction.
The dialogue card media encourages students to work together and discuss in groups.	The use of dialogue cards also fosters a cooperative attitude, where students are actively involved in group discussions to compose and play out the prepared dialogues.

Based on the data in Table 3, it shows that teachers consider dialogue card media to be an effective tool, easy to implement, and able to improve the quality of drama learning. This media encourages students' enthusiasm, activeness, and confidence, as well as assisting them in memorizing and delivering dialogue smoothly and expressively. In addition, dialogue cards create a more lively and interactive classroom atmosphere, as well as foster cooperation between students in group activities. Although there are slight obstacles for some students, in general, teachers see this media as very supportive of the achievement of drama learning goals.

In addition to distributing questionnaires to teachers and students, the researcher also conducted documentation. This documentation is in the form of student learning outcomes and documentation in the form of photos of learning activities taking place. Student learning outcomes are in the form of teacher assessments of students' speaking competence when playing drama in front of the class. Assessment indicators include pronunciation, intonation, fluency, and expression (Padmawati et al., 2019).

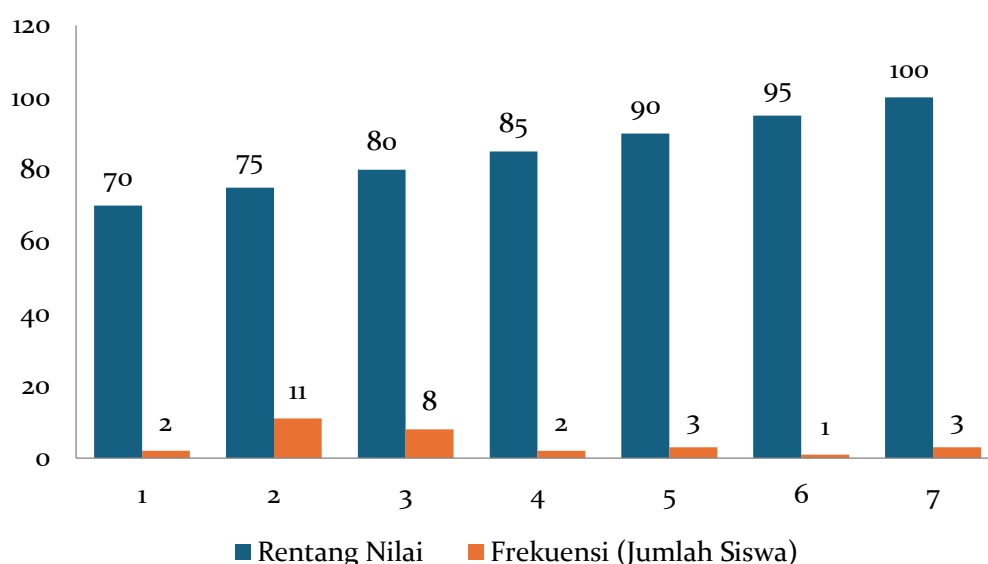


Figure 1. Histogram of Student Learning Outcomes

Based on the histogram above, the distribution of student scores is in the range of 70 to 100, with the highest concentration at scores of 75 (11 students) and 80 (8 students). Most students fall into the "good" category (75–85), while five students fall into the "excellent" category (90–100), and two students fall into the "adequate" category (70). This distribution reflects a tendency for grades to be concentrated at the middle to upper level, indicating relatively good learning outcomes in general. However, further analysis showed a correlation between grade achievement and the level of student involvement in role-playing. The three students with the highest scores are known to play a major or important role, which demands a higher frequency of performance as well as more mastery of dialogue. This has a positive impact on the aspects of pronunciation, intonation, clarity, and speech expression. In contrast, the two students with the lowest scores played supporting characters with a limited portion of dialogue, which seemed to have an effect on low confidence and mastery of speaking skills, especially in terms of expression and intonation.



Figure 2. Delivery of Materials

Based on the image above, it can be seen that the teacher is explaining the material to students in class regarding the techniques and important steps that must be understood before performing a drama. This material covers various essential aspects of drama performance, such as clear pronunciation, the use of appropriate voice intonation according to the emotions and situations in the dialogue, facial expressions, and body gestures that support the character of the character being played. The teacher also emphasizes the importance of fluency in delivering dialogue as a form of mastery of the text and readiness to perform in public. In addition to providing theoretical explanations, the teacher also practices examples of expressions and movements so that students have a concrete picture of the application of these techniques.



Figure 3. Students Receive and Understand Dialogue Card Media

Based on the image above, students receive dialogue card media given by the teacher as part of the learning activity. The teacher first gives an explanation in front of the class while showing the learning media to be used. This explanation includes an introduction to the content

of the material, technical instructions for using cards, and rules in role-playing activities, while showing the learning media directly so that students gain a concrete understanding. After that, students begin to read and understand the contents of the dialogue cards with their groups, as well as learn the respective roles they will play. Thus, the use of dialogue card media encourages the creation of active student-centered learning and increases participation and emotional involvement in the learning process.



Figure 4. Students Performing Drama

Based on the picture above, each group of students is performing a drama in front of the class as part of a learning activity. This activity is designed to train students' speaking competence and understanding of drama texts through hands-on practice. Before performing, each student has received a dialogue card containing roles, dialogues, and character clues that they must role.

Discussion

The discussion section in this study aims to interpret the results of the research and relate it to relevant theories and findings from previous research. One of the key findings in this study is the increase in active student participation during the learning process. Based on the results of observations, all students showed high readiness from the beginning of learning, starting from answering the teacher's greetings, following prayers together, to paying attention to learning objectives in an orderly manner. This involvement continues at the core stage of learning, where students are enthusiastic in listening to videos, discussing, composing, and acting out dialogues in groups. The student questionnaire data reinforced these findings, with the majority of students agreeing to strongly agree that learning using dialogue cards makes them more actively involved. This is in line with Thorndike's opinion (in Faiz et al., 2024), said that readiness is a prerequisite for learning to the next stage. In the learning process, each individual needs to be in a state of readiness. This means that a person who is learning must be in good condition and ready, so that the learning undergone can achieve success. Therefore, a person is required to have both physical and psychological readiness. In addition, research by Pramesta et al. (2024), It was found that the use of interactive media can significantly increase student participation in drama learning.

The use of dialogue card media has been shown to contribute significantly to increasing students' confidence, especially in classroom speaking skills. Based on the questionnaire data, students find it helpful in understanding the content of the roles and dialogues that must be played, which in turn increases readiness and courage when performing. These findings are reinforced by direct observation results that show an improvement in the quality of students' verbal expressions, ranging from clearer articulation, controlled intonation, to more lively and loose facial expressions. The effectiveness of this media does not stand alone, but rather interacts closely with the social dynamics of the classroom, including the collaborative atmosphere and students' enthusiasm for learning innovation. This context is relevant to the concept scaffolding deep Zone of Proximal Development (ZPD) developed by Vygotsky (Afkarina & Hazawawi, 2025), which emphasizes the importance of social support in learning. This support is not only provided by teachers, but can also arise through interaction between students in the form of Peer Tutoring. However, it is important to distinguish that scaffolding is systematic and structured by the teacher, while the help between friends is spontaneous and situational. Therefore, the increase in student confidence is the result of the synergy between the appropriate use of media, supportive instructional strategies, and social relationships built during the learning process.

Teachers as facilitators give a positive assessment of the use of dialogue card media. Based on the questionnaire, teachers stated that this medium is easy to use, triggers student enthusiasm, and helps build a more lively classroom atmosphere. From the student side, the majority stated that this media helped them understand the structure of the text, memorize dialogues, and practice characters in a more fun way. This is in line with the opinion of Hamalik (in Putri et al., 2021), who said that the use of learning media in the teaching and learning process can arouse new desires and interests, arouse motivation and stimulation of learning activities and even bring psychological influence on students.

Performative assessments of student presentations show satisfactory achievements. Of the 29 students, most obtained scores in the range of 75–85, which placed them in the "good" category. Three students achieved a perfect score (100), demonstrating complete mastery of pronunciation, intonation, clarity, and expression. Only two students obtained scores below the AKM, due to a lack of articulation and facial expressions that did not support the role. These results prove that the dialogue card media supports the achievement of speaking competence in a concrete way. This is in line with the theory of constructivism developed by Vygotsky, according to Vygotsky (in Ixfina, 2024), said that social interaction is important in the learning process, interaction between students and teachers, and interaction between students, helps in the formation of better understanding of concepts and problem solving.

During the learning process, students demonstrate high collaborative abilities. In group activities, they share roles, help memorize dialogues, and improve each other's intonation. This reflects the social function of learning, where students learn not only from teachers, but also from their peers. This is in line with the theory constructivism developed by Vygotsky, Vygotsky (in Ehrick & Takwim, 2024), emphasizing the important role of collaborative learning in the learning process.

Based on the discussion above, it can be concluded that the use of dialogue card media has proven to be effective in drama learning. This media not only increases active participation

and student confidence, but also supports the achievement of learning outcomes in the speaking aspect. In addition, this media encourages constructive social interaction and creates a communicative classroom atmosphere. The results of this study strengthen Vygotsky's constructivist learning theory and the findings of previous studies, as well as provide an empirical contribution to the development of interactive media in Indonesian language learning.

However, it is necessary to be aware of the limitations in this study that have the potential to affect the generalization of the findings. First, the possibility of assessment bias from teachers cannot be ignored, considering that the involvement of teachers as facilitators as well as evaluators can give rise to subjectivity, especially in assessing students' enthusiasm and performance. Second, the increase in student participation and motivation can be influenced by the novelty effect, which is the enthusiasm that arises due to new and unfamiliar media or methods. This means that it is not necessarily that these positive effects will last in the long term. Third, the relatively short duration of the research is another limitation. Learning is carried out in only a few meetings, so it is not yet possible to observe the long-term impact on speaking skills or the transfer of learning to other contexts. Therefore, further research with a longer timeframe and stricter control of variables is needed to ensure the continuous effectiveness of dialogue card media.

Conclusion

Based on the results of the research, it can be concluded that dialogue card media is effective in improving students' speaking skills in drama learning in class XI of PGRI 2 Pasuruan Vocational High School. This effectiveness is demonstrated through increased student active participation and the achievement of satisfactory speaking competency scores. Teachers stated that this media is easy to use and supports interactive learning. In addition, students feel helped in understanding roles and being able to work together in groups. These findings suggest that the medium of dialogue cards has the potential to be further developed not only in drama material, but can also be developed for other speaking skills such as negotiation, debate, or argumentative presentation. Therefore, further research is recommended to explore variations in the use of dialogue-based media in different contexts and subjects. The results of this study provide implications for teachers to more actively utilize media that encourages students' verbal interaction in learning. For curriculum developers, these findings can be the basis for designing a more communicative and contextual teaching tool in strengthening the speaking competence of Vocational High School students in the 21st century.

Acknowledgments

The author expresses his deep gratitude and gratitude to all parties who have provided support during this research process. The author would like to express his special gratitude to the Principal of PGRI 2 Pasuruan Vocational High School and Indonesian subject teachers, as well as all grade XI students who have been willing to be actively involved in the implementation of learning and make valuable contributions during the data collection. The support and cooperation from the school has allowed the research process to run smoothly and according to plan.

Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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