

# Students' Perceptions on the Use of Radio Drama to Develop Speaking Skills

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## Abstract

Speaking confidently with correct oral communication skills in a target language is not an easy task for any second language learners. One of the ways to develop speaking skills is through radio drama activity. The present study examined students' perceptions of radio drama to develop speaking skills. Besides, the differences between male and female students were also explored. The participants of the study were fifty-five diploma engineering students taking the Integrated Language Skills course. In order to collect the necessary data, a set of questionnaires with two open-ended questions were distributed to the participants through Google Form link to the class WhatsApp groups. Descriptive statistics were conducted to measure the quantitative data and content analysis was used to analyse the qualitative data. The results show that students have positive perceptions regarding the implementation of radio drama activity to develop speaking skills. The students perceived radio drama as fun and effective, improved pronunciation, constructed better sentences, learned new vocabulary, gained confidence, and experienced speaking English with peers. Besides, both genders perceived radio drama developed creativity in speaking skills with female students having a stronger view than their male counterparts. It is suggested teachers consider utilizing radio drama activities in English language lessons.

**Keywords:** Radio Drama, Speaking Skills, Creativity, Students' Perceptions, Role-Play

## Introduction

The teaching of the English language speaking skills in Malaysia is generally based on the communicative language teaching (CLT) approach. The goal of learning the language is to get students communicate and engage in real-life interactions in the English Language (Darmi and Albion, 2013). Students, however, lack the confidence to use English effectively both inside and outside the classroom, despite years of learning English. Their language learning output is limited to doing textbook activities and understanding grammar. Students had difficulties expressing ideas and opinions in real-life communication (Astiandani and Mustofa, 2021).

Speaking is one of the skills that is crucial when determining a learner is successful or unsuccessful in learning a language. Individuals who are able to convey thoughts, ideas, and

feelings verbally when communicating in a target language is considered successful in learning a language. Other English language skills such as listening, reading, and writing, will be learned simultaneously and as individual progresses in the speaking skills (Pardede, 2011). It is undeniable that to effectively engage with other speakers all the four language skills are crucial. It is challenging for learners especially adult learners to be able to communicate effectively and fluently when speaking in the target language. Thus, it is the responsibility of the language teacher to ensure sufficient speaking practices using various strategies are provided to the students.

One of the effective strategies to improve students' speaking skills is the use of radio drama. Radio drama or also known as audio drama, audio play, radio play, radio theatre, or audio theatre is a dramatic and purely uses sense of hearing in the performance (Wikipedia, cited in Pereira, 2020). In this study, radio drama is defined as a medium that encourages students to be actively involved in role-play practising their speaking skills without feeling embarrass as the audience can only listen to words and sounds uttered by the actors with the absence of video. Radio drama fosters genuine discourse by providing a framework for meaningful language production and listening, enabling students to use their own language resources and enhance their linguistic abilities.

There are many activities involved in a single radio drama activity. This includes discussion with team members, presentation of the discussion outcome, rehearsals, and role-playing. Role-play activities improve the quality of students' speaking skills. Speaking skills components such as pronunciation, intonation, fluency, expression, and understanding of the content are determinants to assess students' speaking skills (Ayuningtias and Yana, 2019). Besides, students would be more focused on developing their speaking skills as a result of participating in radio drama because they have to ensure the audience understand the storyline. The audiences will only be listening to the words and sounds of the speakers and will not be able to see the actors. This way, the students' tension and embarrassment are reduced (Toyama and Yamazaki, 2021) as a result of this setting.

Besides, second language acquisition theory supports the idea that drama activities improve communicative competence and thus make language learning easier in general. Drama has been recognised for the development of competence and confidence, notably for its ability to improve speaking skills (Tseng, 2018; Sirisrimangkorn, 2018; Nanda, 2016; Savignon, 1983). Sze (2006) asserted that producing a radio drama can increase students' enthusiasm to improve their language skills. Radio drama activity gives students a genuine reason to communicate and develop a play using the target language. These studies highlighted the many benefits of drama to the students' speaking skills.

Furthermore, with the outbreak of pandemic Covid-19, the concept of online learning arose, and the incorporation of radio drama instruction into language teaching and learning is timely. Among the benefits of incorporating radio drama include students are able to collaborate in a less-stress environment and encourages speaking with the integration of reading, writing, and listening skills (Maiullo, 2018; Schuchat, 2005; Sze, 2006). Besides, radio drama helps to improve students' speaking, pronunciation, and intonation skills (Maiullo, 2018). Dörnyei (2018) highlighted that students are more motivated by challenging task and group dynamics (e.g., working together in small groups to achieve a common objective),

which can be conducted even in an online setting. Teamwork encourages cooperative learning because students work together to achieve goals and this also increased motivation due to the accountability to the team-members. Besides, a relaxed and happy environment might help students lower their affective filter (Maiullo, 2018).

Within the extensive literature on drama, however, comparatively little research has focused on students' perceptions on the use of radio drama to develop speaking skills in the context of Malaysia. This research attempts to contribute towards the existing knowledge by examining, the following research questions:

RQ 1 : To investigate the students' perceptions on the use of radio drama to develop speaking skills

RQ 2 : To find out if there are any significant differences between male and female students' perception on the use of radio drama to develop speaking skills.

## **Literature Review**

### **i. Radio Drama and Speaking Skills**

Learning becomes more dynamic, interesting, conversational, and contextualised when drama is used in the classroom. Radio drama, refers to all the strategies that go along with a dramatic discourse to aid in better understanding and performance of the text, even without visual component. Maiullo (2018), the first person who applied radio drama in his English class highlighted the steps on how to use radio drama in a lesson. He explained in great length all the essential materials and activities that need to be prepared by a teacher when attempting to implement radio drama in their instruction.

Another study by Sirisrimangkorn (2018) who used a pre-posttest research design also revealed that students have more opportunities to communicate in a target language when participating in radio drama activity. Students will be able to improve self-esteem and motivation. Besides, Sirisrimangkorn highlighted that students were able to work collaboratively while completing radio drama tasks. Similarly, an Indonesian researcher Yuningtias and Yana (2019) discussed the improvement of students in the learning process, students' interest, and students' English speaking quality especially on their pronunciation, intonation, fluency, expression, and comprehension after using role-play drama. Another study by Ananto and Rusmiati (2018a), highlighted the importance and impact of incorporating drama into the language teaching and learning process

Dramatic techniques connect body, mind, and emotions, motivating pupils by allowing them to use their own personalities and experiences as linguistic resources (Maley and Duff, 2009). Radio drama relies on conversation, music, and sound effects to assist the listener characters and story because it lacks a visual component and can be used at any or all levels of the class (as cited in Saygili, 2015). Students and teachers benefit from the inclusion of radio drama activities in language learning. Heathcote (1994), regarded as the "mother" of drama in education, noted that drama is "one of the most effective ways to assist pupils learn," and that teachers "create learning settings for others" (Ranzau, 2016). There are a lot of reasons why drama in the language classroom can be viewed as a powerful tool, namely, (1) drama is an ideal way to encourage learners to communicate for real-world purposes, (2) to make language learning an active motivating experience, (3) to help learners gain the confidence and self-esteem needed to use the language spontaneously, (4) to bring the real world into the classroom, and (5) to make language learning memorable through direct experience

(Reguera-Alvarado et al., 2017). In summary, using theatre or radio drama as a language learning exercise, particularly in speaking, helps students develop both soft and hard skills.

### **ii. Radio Drama Lowers the Anxiety Level in Second Language Acquisition**

In most cases, radio dramas consist of a play or story with no physical action or visual elements. The plot can be exceedingly innovative because of the nature of radio play, and the performers' voice-acting skills and sound effects bring the story to life. Radio dramas not only promote collaboration since it is involved with more than one character, where students must work together to fulfil activities like creating scripts, allocating roles and characters, rehearsing, producing sound effects, and performing the story as a whole. Radio drama lowers their affective filters as working on a radio drama has been shown to help students enhance their motivation and self-confidence while using English in a low-stress atmosphere (Maiullo, 2018; Schuchat, 2005; Sze, 2006).

Teachers can increase student participation in a positive and safe environment and thus lower their affective filter by incorporating drama education into different subjects (Hui and Lau, 2006). A radio drama programme, according to Sze (2006), can benefit students in a variety of ways. It can help them improve their writing abilities, improve their listening and speaking skills, and improve their ability to collaborate because they must develop and perform the drama as a team (Sze, 2006). Other studies have found that employing radio drama in students' lesson help improve generic skills like verbal communication, critical thinking, teamwork, and creativity (Ball, 1995; Hui & Lau, 2006). By using various role-playing and dramatic activities, teachers can increase student participation in a positive and safe environment and thus lower their anxiousness in speaking English. This is because many of the exercises are based on their own choices and directions which results in an engaging learning experience that helps increase students' sense of ownership and build confidence (Yuningtias and Yana, 2019).

A recent study in Canada found that drama-based activities can help students gain confidence and reduce fear when communicating by creating a safe, peaceful, engaging, and motivating learning environment (Lee et al., 2020). Lee further asserted that L2 confidence, anxiety, and motivation are essential elements in learning. Students will be more motivated and willing to use the language if they find the learning process fun and enjoyable (Dörnyei, 2018). Furthermore, Araki and Raphael (2018) discovered that radio drama boosts university students' confidence and motivation in a safe and pleasant setting. According to Galante's (2018), incorporating radio drama in language classes can help students improve their speaking abilities and lessen their nervousness when using the second language. Duff (2015) looked at the use of radio drama in Japanese university language classrooms and discovered that incorporating drama methods into English classrooms can lower students' difficulties to English usage and lower the affective filter, resulting in improved language proficiency.

### **iii. Student Perceptions of Radio Drama in Developing Speaking Skill**

Perception is the way of regarding, interpreting, and understanding a problem or a case. Moss et al., (2009) stated that the person interpret stimuli into something important to him or her based on their prior experience. Hence, what the individual interprets may be different from the reality. According to Xie et al (2012), there are two important aspects of perception: firstly, different people react to what they perceive to be a reasonable thing to observe in

different ways and secondly, the differences root from their perceptions of the issue. When a person sees, hears, smells, tastes, or feels something, he or she interprets it depending on what they have experienced. Even if they have witnessed the identical incident, each person will perceive it in a different way. According to Osorio et al (2019), every individual will have different interpretation of their experience because two people who had the identical experience would still interpret it differently. The current study also investigated the gender differences in their perceptions of implementing radio drama in their English lessons. Perceptions are flexible and changeable (Gibson and Brown (2009). The role of gender in students' perceptions is investigated to examine the discrepancies in perceptions between male and female students (Alimorad and Tajgozari, 2016; Metruk, 2021).

According to Firdaus (2012), eliciting students' perceptions can provide the following benefits: (1) an equal opportunity for all students to provide general comments on the quality of their learning experience; and (2) students will be able to reflect on their own performance by identifying their strengths and weaknesses (3) a complete data for faculties and schools to identify areas for improvement based on the students' feedback (4) opportunity for faculties and schools to review specific programmes or learning activities. (5) providing students with information about the survey's results and the responses/actions taken at the appropriate level. Students' perceptions of learning were substantially connected with their overall ratings of the efficacy of their teachers (Delaney et al., 2010). This is a wonderful approach to learn about students' impressions about the usage of radio drama in the classroom for the purpose of teaching public speaking abilities to students. For the purposes of this study, student perception is defined as the manner in which students analyse and perceive radio drama in developing speaking skills.

## **Methodology**

### **Research Design**

This research employs a descriptive quantitative research design as it intends to describe the current status of an identified variable. A descriptive quantitative analysis has been chosen for it would allow thorough investigation of the students' perceptions on the use of radio drama to develop students' speaking skills. In addition, descriptive quantitative research allows comparison of different demographics respond to variables. The current study involved fifty-five Semester 1/2021 diploma engineering students in UiTM Cawangan Johor, Pasir Gudang campus, a public university at the southern region of Malaysia in a five-week radio drama activity. At the end of week 5, perceptions of the students in relation to participating in the radio drama activity to develop their speaking skills were collected using a questionnaire consisting likert-scale and open-ended questions.

### **Participants**

The students were fifty-five Semester 1/2021 diploma engineering students in UiTM Cawangan Johor, Pasir Gudang campus. The students were selected by simple random cluster sampling as they have been pre-assigned to respective clusters called sections by the university administration. The study randomly selected three sections for the purpose of conducting this research. The students registered ELC 121- Integrated Language Skills course, a compulsory course for all the diploma majors in the university.

### **Research Procedure**

The whole study took 5 five weeks to complete. Students were introduced to radio drama by the course lecturer in week one of the study. All the three groups had the same course lecturer to ensure standardisation of teaching methods and research procedures. In groups of three, students have to produce a 7-minute radio drama. The study was divided into 4 phases; Phase 1 is selection of group members and discussion of topic. The selected theme is 'hope and dream'. The rationale for choosing the theme is to allow broader view of life since students will have hopes and dreams for their future. Phase 2 is involved with the development of scripts, Phase 3 is recording the session and finally Phase 4 is involved with editing and submission. A set of questionnaire comprising 26 Likert-scale questions with two open-ended questions was distributed to the students at the end of week five with the aim to get response on their perceptions of radio drama in relation to the development of oral skills.

### **Instrumentation**

The main source for data collection was a set of questionnaire eliciting students' perceptions of using radio drama to develop speaking skills. Besides, the differences between the male and female students' view were also analysed. There were 15 close-ended questions and two open-ended questions. The questionnaire was adapted from (Hanifah, 2020; Osorio et al., 2019). The two open-ended questions were included to allow students to freely voice their experiences and perceptions of using radio drama in developing speaking skills. The internal consistency of the items was calculated and a Cronbach alpha value of 0.78 was achieved which indicates an acceptable consistency of the items in the questionnaire (Taber, 2018). The questionnaire was distributed in the form of Google Form link to the students by the course lecturers using class WhatsApp groups.

### **Data Analysis**

All fifty-five responses were downloaded and analysed descriptively using Statistical Package for Social Science (SPSS) Version 28. Data was tabulated in the form of scores and percentages followed by explanation. A total of seventy-five excerpts from students' written perceptions were also downloaded. The two open-ended questions were thematically arranged to support the findings from the questionnaire. To do this, the six steps proposed by Creswell (2012, pp. 236-238) were followed: Prepare and organize the data for analysis; read through the data and code them; build general interpretations; represent findings through narratives and visuals; make a personal interpretation of the results; and validate the accuracy of the findings.

### **Findings and Discussion**

As aforementioned in the literature review, radio drama among others improves students' competence in the language, boosts confidence and motivation, lessens anxiety and encourages collaboration among students (Sirisrimangkorn, 2018). This study investigated the engineering students' perceptions of using radio drama to develop speaking skills. Besides, the perceptions of both male and female regarding the issue were also explored. This section presents first, the demographic data of the study, followed by the students' perceptions of using radio drama in developing speaking skills and finally the difference between both genders on the same issue.

### a. Demographic Data

Demographic data refers to the number of males and females in the study. Table 1 below highlights the demographic of the study.

Table 1

*Demographic of the study*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	30	54.5	54.5	54.5
Female	25	45.5	45.5	100.0
Total	55	100.0	100.0	

Based on Table 1, there are more males than females in the study with a difference of 9 percent. Male students recorded 54.5 percent and female with 45.5 percent.

### b. Student Perceptions of Using Radio Drama to Develop Speaking Skills

The main objective of the study was to investigate the students' perception of using radio drama to improve speaking skills. To achieve this, five main questions were asked in the questionnaire. Table 2 highlight students opinion of using radio drama in language classes.

Table 2

*Students' opinion of using radio drama*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not Interesting	1	1.8	1.8	1.8
Not sure	9	16.4	16.4	18.2
Somewhat Interesting	23	41.8	41.8	60.0
Very Interesting	22	40.0	40.0	100.0
Total	55	100.0	100.0	

Table 2 presents the students' opinion of using radio drama in language classes. It was noted that 40 percent of the students perceived using radio drama in language classes as very interesting and another 41.8 percent found it as somewhat interesting. There is 16.4 percent of the students who were unsure of their opinions towards the use of radio drama in developing speaking skills. However, 1.8 percent (n=1) who perceived radio drama as not interesting. This indicates that the majority of the students perceived positively the notion of incorporating radio drama in English lessons to develop their speaking skills

In addition, students were asked about radio drama as a tool to enhance creativity in speaking skills. Table 3 below presents the findings.

Table 3

*Radio Drama as a Tool to Enhance Creativity in Speaking Skills*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	3.6	3.6	3.6
	Neutral	4	7.3	7.3	10.9
	Agree	25	45.5	45.5	56.4
	Strongly Agree	24	43.6	43.6	100.0
	Total	55	100.0	100.0	
N		Valid	55		
		Missing	0		
Mean			4.29		
Percentiles		100	5.00		

Table 3 shows the perceptions of the students in using radio drama as a tool to enhance creativity in speaking skills. It was noted that 43.6 percent (n=24) and 45.5 percent (n= 25) strongly agreed and agreed respectively and only 3.6 percent (n= 2) disagreed and another 4 students (7.3 percent) viewed as neutral. In addition, the total mean is 4.29 which indicates the overall perceptions of the students were positive with 89.1 percent of the participants agreed that radio drama is a tool to enhance creativity in speaking skills.

Next, Figure 1 highlights the findings on whether radio drama has or has not improved their speaking skills.

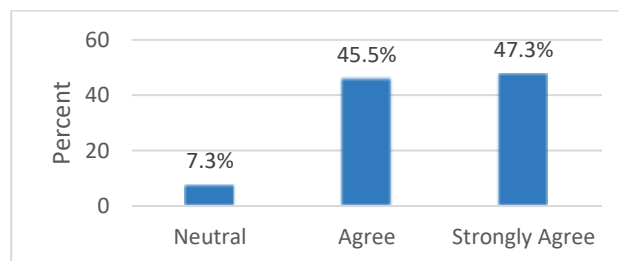


Figure 1: Radio Drama helps improve my Speaking Skills

As shown in Figure 1, 45.5 percent(n=25) and 41.8 percent (n=26) of the students agreed and strongly agreed respectively that radio drama improved their speaking skills. However, 7.3 percent (n=4) perceived radio drama usage as neutral and unable to decide. None reported disagreement which indicates that radio drama improves the participants’ speaking skills.

Next, Table 4 depicts the students view on their confidence level and Table 5 explored whether the students felt anxious in using English creatively while speaking.



Table 4

*Confident to use English creatively after participating in the Radio Drama activity*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.8	1.8	1.8
	Neutral	14	25.5	25.5	27.3
	Agree	19	34.5	34.5	61.8
	Strongly Agree	21	38.2	38.2	100.0
	Total	55	100.0	100.0	

Table 4 presents that 72.7 percent (n=40) perceived gaining confidence after participating in radio drama activity. However, only one student (1.8 percent) perceived that confidence in speaking skills was not gained even after participating in the radio drama activity. What is noteworthy here is 40 students (72.7 percent) perceived positively that radio drama activity instilled confidence in themselves in speaking English. This shows that more than half of the students perceived radio drama activity built their confidence in speaking English.

Table 5

*Less anxious level in speaking English after participating in the radio drama activity.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.8	1.8	1.8
	Neutral	9	16.4	16.4	18.2
	Agree	27	49.1	49.1	67.3
	Strongly Agree	18	32.7	32.7	100.0
	Total	55	100.0	100.0	

Table 5 highlights students' anxious level in speaking English after participating in the radio drama activity. Students agreed (49.1 percent) and strongly agreed (32.7 percent) that their anxious level is less after participating in the radio drama activity. Only 1.8 percent reported disagreement which shows students experience less anxiety level speaking English creatively after participating in the radio drama activity. Another 16.4 percent had neutral perception.

Furthermore, in order for a person to speak English creatively, this study believes it is important to have good pronunciation and vocabulary skills. Thus, Figure 2 and Table 6 below indicate student views whether these two skills are improved after participating in radio drama activity.

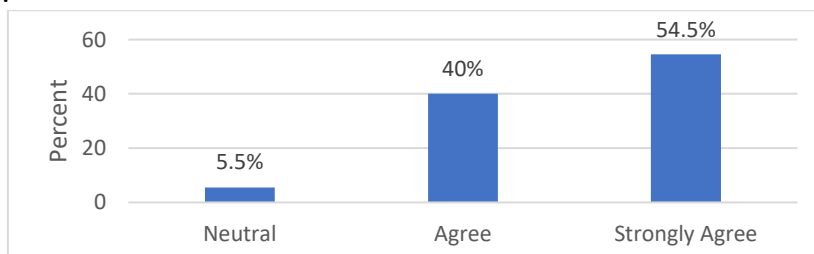


Figure 2: Radio Drama helps improve pronunciation skills.

Figure 2 indicates the pronunciation skills of the students improved after participating in the radio drama activity from the students' perceptions. It was noted that 40 percent (n= 22) and

54.5 percent (n=30) students agreed and strongly agreed respectively that their pronunciation skills improved after participating in the radio drama activity. This proves that 94.5 percent have positive view of radio drama as tool to improve pronunciation skills. This is noteworthy because nearly all the students improved in their pronunciation after participating in radio drama activity.

Table 6

*Radio drama helps improve vocabulary skills*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	7	12.7	12.7	12.7
	Agree	26	47.3	47.3	60.0
	Strongly Agree	22	40.0	40.0	100.0
	Total	55	100.0	100.0	

Table 6 shows students' perceptions of radio drama improving vocabulary skills. It was recorded that a total 87.3 percent of the students have positive perceptions of radio drama in improving students' vocabulary skills. From this 47.3 percent (n=26) agreed and 40 percent (n=22) strongly agreed that radio drama helps improve vocabulary skills.

Overall from the quantitative data, it was indicated that radio drama activity helps to develop speaking skills. In addition, from the two open-ended questions, students also perceived positively regarding radio drama as a platform to develop speaking skills. From the seventy-five excerpts from students' written perceptions, six main themes were identified. Table 7 below highlights the main themes identified from the data set.

Table 7

*Themes and sub-themes derived from students' viewpoint*

No	Theme	Sub-themes
1	Develop creativity	Creativity in thinking skills Creativity in developing story line
2	Improve language skills	Pronunciation skills Vocabulary skills Grammar skills Speaking skills English skills Language related to technical skills
3	Gain confidence	Interacting with people Using English
4	Gain experience	Acting out Casting a drama
5	Good during ODL	Teaching method ODL lessons
6	Fun and interesting	Better than role play Interesting Stress-free Fun learning method (crafting scripts, acting out)

Table 7 presents the six themes identified from the analysis of the two open-ended questions in the questionnaire distributed to the participants. It was noted, students perceived radio drama activity has developed their creativity, improved language skills and boosted confidence. Besides, they also viewed the activity as fun and interesting and a good method for teaching in online distance learning (ODL) mode besides acknowledging the experience gained through the radio drama activity.

### c. Male and Female Perceptions of Using Radio Drama to Develop Speaking Skills

The study also explored the differences between the perceptions of both genders in the issue. Table 9 below presents the findings of their perceptions

Table 8

#### *Difference in gender viewpoint*

Descriptive Statistics						
Gender		N	Minimum	Maximum	Mean	Std. Deviation
Female	What is your opinion on Radio Drama?	28	3	5	4.50	.577
	Do you think Radio Drama enhance your creativity?	28	3	5	4.46	.637
	Radio Drama helps improve my Speaking Skills.	28	3	5	4.54	.637
	Radio Drama helps improve my Pronunciation Skills.	28	3	5	4.61	.567
	Radio Drama helps improve my Vocabulary Skills.	28	3	5	4.39	.629
	I am more confident to USE English after participating in the Radio Drama activity.	28	3	5	4.25	.844
	I am less anxious to SPEAK in English after participating in the Radio Drama activity.	28	2	5	4.21	.833
Male	What is your opinion on Radio Drama?	27	2	5	3.89	.847
	Do you think Radio Drama enhance your creativity?	27	2	5	4.11	.847
	Radio Drama helps improve my Speaking Skills.	27	3	5	4.26	.594
	Radio Drama helps improve my Pronunciation Skills.	27	3	5	4.37	.629
	Radio Drama helps improve my Vocabulary Skills.	27	3	5	4.15	.718
	I am more confident to USE English after participating in the Radio Drama activity.	27	2	5	3.93	.829
	I am less anxious to SPEAK in English after participating in the Radio Drama activity.	27	3	5	4.04	.649

From the descriptive data in Table 9, shows that all the mean value for both genders show positive perception with the minimum mean 4.21 for female and 3.89 for male. However, female students reported higher mean for all the descriptors which indicates stronger perceptions towards using radio drama to develop speaking skills compared to their counterparts. The highest mean for female students was recorded for the perception of using radio drama to improve pronunciation skills which is 4.61 and the lowest mean for females is recorded for feeling less anxious to speak in English after participating in the radio drama activity with a mean of 4.21. Similarly, for male students the highest mean was also recorded for pronunciation skills but slightly lower than the female students' average which is 4.37. The lowest mean for male students is noted for the overall opinion of using radio drama in language classes with a mean of 3.89. However, all the standard deviation is within the range of 0 – 1 which highlights the perceptions of the students were consistently positive. Table 8 below presents some of the actual feedback of the students based on the six themes above.

Table 8

*Themes, sub-themes and examples of excerpts of students*

No	Theme	Sub-themes	Examples of excerpts
1	Develop creativity	● Creativity in thinking skills	I think this kind of activity is good for increase their creativity thinking skill discuss about the vocabulary and sentence arrangements
		● Creativity in developing story line	It is interesting because we have to think a storyline and the correct way on telling the story to make sure the audience, or listeners are interested in our story
2	Improve language skills	● Pronunciation skills	Its really interesting. This is my first time doing radio drama and I really enjoying bcs we can express our feeling on dialogue use our voices and not face. That help me a lot to pronounce English correctly.
		● Vocabulary skills	I can speak casually at the same time, I can learn a new word.
		● Grammar skills	I can see other ability to make radio drama and help me to improve my grammar.
		● Speaking skills	I can improve my speaking with my friends
		● English skills	Radio drama is good and improve my English language skills
		● Language related to technical skills	The Radio Drama activity can develop our skill in editing the video and tell our friends how to do it using technology if they face problem to do it
3	Fun and interesting	● Better than role play	I think Radio Drama is fun and better rathen than doing Roleplay
		● Interesting	yes please do it because i think radio drama is very interesting! especially someone who loves drama! radio drama make it interesting and easier to understand.

		<ul style="list-style-type: none"> <li>Stress-free</li> </ul>	For me, it is a very fun activity to do plus it is so relaxing. I never feel stress or pressure on radio drama. I love it so much! 😊
		<ul style="list-style-type: none"> <li>Fun learning method (crafting scripts, acting out)</li> </ul>	<ul style="list-style-type: none"> <li>it's fun doing the scripts</li> <li>I love doing this because I can act out the role</li> </ul>
4	Good	<ul style="list-style-type: none"> <li>Teaching method</li> </ul>	This is the best activity actually to learn english.
		<ul style="list-style-type: none"> <li>ODL lessons</li> </ul>	its very good for odl student
5	Gain confidence	<ul style="list-style-type: none"> <li>Interacting with people</li> </ul>	Plus I believe this also can boost my confidence to interact and talking to people using English language.
		<ul style="list-style-type: none"> <li>Speaking English</li> </ul>	i think it's one of the good way of learning english and by that it can make us more confident when we speak in english
6	Gain experience	<ul style="list-style-type: none"> <li>Acting out</li> </ul>	We also can gain experience when we act through it.
		<ul style="list-style-type: none"> <li>Casting a drama</li> </ul>	it gave me experienced how radio cast

Overall, students perceived radio drama as a tool that develops speaking skills even when casting a drama without video. By acting out in this manner, they managed to become more confident in their interaction with friends, improved in pronunciation and learned new vocabulary while conducting fun, stress-free activity. Radio drama activity helped them to improve their pronunciation, promoted new vocabulary, reduced their anxiety, developed speaking skills, motivated students to speak, and heightened their confidence level.

In addition, students' open-ended questions in the questionnaire which was analysed thematically indicates that students as a whole have positive perception of drama activity in speaking class. The findings show that students really perceived radio drama as fun and interesting. This suggest radio drama as a good method of teaching English speaking skills, gain confidence, and gain new experience in learning speaking skills. Most importantly, students perceived radio drama as a tool to develop speaking skills. Although there are few negative perception, it still only a minimal number of students. As an overall evaluation, it is clearly stated that they enjoyed having radio drama activity provided they have strong and stable internet connection. Therefore, drama activity can be considered as one of the best tool to develop speaking skills.

### Conclusion and Future Considerations

This study attempted to seek the students' perception of using radio drama activity in developing speaking class. The quantitative data was collected through a google link questionnaire which was distributed to fifty-five students of engineering by the course lecturer. All fifty-five responses were downloaded and analysed descriptively using Statistical Package for Social Science (SPSS) Version 28. Data was tabulated in the form of scores and percentages followed by explanation.

In addition, two open-ended questions were designed to elicit other perceptions, giving the students the opportunity to express ideas freely for the study. The two open-ended questions

were thematically arranged to support the findings from the questionnaire. A total of seventy-five excerpts from students' written perceptions were also downloaded to be analysed. To do this, the six steps proposed by Creswell (2012) were adopted. From the seventy-five excerpts from students' written perceptions, six main themes were identified which include, develop creativity, improved language skills, gained confidence and experience speaking English, a good teaching method during ODL and most of all radio drama is regarded as fun and interesting activity to be conducted in the classroom. In the light of data analysis, the results show that students have positive perceptions about radio drama activity in developing speaking skills. Besides, both male and female students perceived positively that radio drama develop speaking skills although females have stronger viewpoints than their counterpart.

As a conclusion, this study asserts that radio drama is a universal technique which can be conducted to develop students' speaking skills through its various phases involved before the actual presentation of the drama. It allows passive students to participate and reduce anxiety speaking in a different language. Radio drama promotes fun elements with the inclusion of lively communication among students. Due to this fun and enjoyment, students get motivated to develop the speaking skills in the target language. With this self-driven motivation, students can develop confidence and reduce anxiety slowly. This is consistent with Constructivism theory, which emphasises on developing autonomous learners who are able to create their own knowledge through exploration of experience using classroom activity.

It is highly encouraged for teachers of English at all levels of education to incorporate radio drama into the English lessons although it involves some prior preparation from teachers. In general, the findings from the present study contribute to the existing literature on radio drama as promoted in the communicative language teaching approach (CLT). The findings provide a basis to meet the aspirations of the government in the Education Blueprint, 2013-2025 (Ministry of Education Malaysia, 2013) on the need to transform education for more student-centered lessons.

It is also recommended further research to be conducted in a larger scale in different parts of the world as radio drama activity is global activity that can be conducted in the English lessons. Besides, researchers are encouraged to examine other language skills and other level of education.

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