

The Role of the Local Wisdom “*Topekkong Agreement*” in Enhancing Students’ Speaking Proficiency

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Abstract: The objective of the research is to find out and describe how can the local genius drama text “*Topekkong Agreement*” affecting the students’ speaking proficiency. The research applied Mixed Method. The object of the research was the fifth semester of English and Literature Department that consisted of 28 students whom were divided into sixth group discussions. The research result indicates that students’ English proficiency by using the local genius drama text significantly affective where it gained a development, the mean score of pretests is 6,63, which is categorized as fairly good and posttest is 7.83 its categorized as good ($8.05 > 6.80$) and the standard deviation was 0.47 pretest and standard deviation of posttest was 0.62. The T score is (-18.90) the probability test is (1,666) so the result of score $-18.90 < 1,666$. H_0 is rejected. It means that there is significantly between pretest and posttest by role play drama text to affecting English proficiency. The questionnaires were used to find out the student’s interest after being taught through role playing the local genius drama text. Underlined the result of data analysis, the researcher pointed out that role-playing drama text from local genius history can affecting the students’ English proficiency in two aspects they are English proficiency, which consists of speaking accuracy, fluency, and comprehensibility, Furthermore, role playing activities generate aspects imitative, intensive, responsive, transactional (dialogue) , interpersonal, and extensive.

Keywords: Drama text, English Performance, Mixed Method, Rereading, discussing.

I. INTRODUCTION

The main phenomenon of the core subjects taught in Indonesia is the international language, notably English. For example, at the university level, formal education is still evolving throughout the learning process. The focus of development is on enhancing student proficiency, particularly in speaking skills.

In connection with the aforementioned statement, the researcher is interested in examining the fourth-grade students in the English and Literature department of the Adab and Humanity Faculty. The main topic of the inquiry is the accomplishment of teaching speech. According to the study, students' speaking proficiency is classified as weak in the fourth semester. The foundation of this is the initial investigation into the organization, focusing on English speech. Problems with the students' spoken proficiency in the English and Literature Department of UIN Alauddin Makassar, in particular, are shown to be connected to their weak vocabulary, pronunciation, and grammar (Hidayahni Amin et al., 2024; Andini et al., 2026).

Finding an effective model in English lesson, especially speaking today, still a crucial issue to discuss. At this juncture, English instruction in schools continues to use successful strategies to help instructors or lecturers realize their goal (Aswad et al., 2019; Prihandoko et al., 2019; Anggawirya et al., 2021). At least the educational specialists, particularly in the teaching of English, are always attempting to create improved learning models that may serve as a guide for the creation of effective

English learning in Indonesia. Their capacity to communicate English is one of the major flaws in today's English language students. The low success in learning the language, which is a component of skill or fluency in speaking, demonstrates this (Syukri & Bahrin, 2021; Puspita et al., 2026).

There are a number of causes for this illness, including:

- 1) Students continue to strive with the fundamental ability to communicate clearly in terms of pronunciation, word choice, and grammar.
- 2) An efficient manner or strategy is necessary for students to raise their proficiency in English.

However, this is still a long way from such predictions, and our responsibility as educators is to help students address their challenges, especially in learning English. Therefore, referring in the preceding argument, the writer is urged to participate in thinking about and identifying the learning models that are more effective and can significantly provide to the development and improving of students' proficiency in English, particularly in higher education. The use of drama is an effort to create an English language learning model that has been pioneered by experts, particularly in the power of speech (speaking) (Rodgers, 1999). Drama text as an educational goal offers a chance to depict subjects like history, literature, and social, universal, or abstract ideas, enabling meaningful engagement through experiences that are deliberately structured (Enciso & Edmiston, 2020).

Drama text approach starts to contribute quite well in training students to further explore their ability in expressing an idea, a story in the drama scenario, and in a more tangible role in the classroom. However, it still needs to be developed again with a more authentic approach and in real life as well as having an emotional connection, the heuristic link, the order of culture, and traditions that live around the learners (Hinkel, 2017; Junaid et al., 2025; Youngsun et al., 2024). This means that there are many folk tales in our society that are still relevant to the value of history, beside the orientation of our study to achieve better learning outcomes in foreign language (English) significantly, and also continues to introduce the cultural and historical value, which is expected to be the strong interest and motivation to for our students in learning foreign languages, especially English (Knight, 2010).

Of the four language skills—listening, speaking, reading, and writing—the weakest skill exhibited by the students is speaking proficiency. Beneath the issue mentioned, the author must discover an efficient method to enhance the learner's success in acquiring English, particularly in speaking skills

Actually, there are many strategies that can be applied by the teacher to maximize their role in the classroom. However, most of them so far have tried to find a variety of methods and techniques to be more attractive. The researcher emphasizes here is how a teacher as the learning agent involves the students in many oral activities. It is a necessary attempt by the teacher to increasing the students' proficiency in speaking.

This research will be conducted by using mixed method to collect and analyze the data. Qualitative research is using observation and interview. Quantitative research is using questionnaire to know the students' response that will be conduct in learning process with local history drama text as a tool in class. So, based on the phenomena above, the researcher will be using two kinds of object as an approach to elaborate the topic of this research. These are 1) the formal object i.e; constructive theory, how to link history and drama, teaching speaking, speaking components, and drama by using folktales 2) the material object which corresponds with the f students' speaking proficiency at UIN Alauddin Makassar which is categorized poor.

With reference to the background above, the researcher formulates the following research questions:

- 1) Can the use local genius drama text "*Topekkong Agreement*" affecting the students' English proficiency?

- 2) How extend the role-playing drama text local genius “*Topekkong Agreement*” affecting the students’ English proficiency?

Develops and provides rich examples and straight-forward guidelines that can support readers’ experience by using active and dramatic approaches to dialogue, inquiry, building community, planning for exploration, and authentic assessment in their own classrooms. In his dissertation, he stressed that there are several aspects related to drama approaches, including collaborative language, how to build communication in dialogue, and how to use authentic assessment in the classroom (Edmiston, 2000). In connection with this study, researchers consider many aspects that developed by (Edmiston, 2013) as assessment and analytical sources, although with a different approach particularly to the teaching material that uses local history. Researchers assume that the dramatic approach where history as the source, deserves to be appointed as a source of teaching materials in the classroom. This is based on the consideration that when the instructional materials have an emotional connection or attached to the learner, it will be possible to create respond and interest in encouraging students to be more interested in learning English.

Based on the statement above, the researcher concluded that drama text is one way to encourage and motivate the students in improving their proficiency in English, beside that there is a challenge for teacher when the others consider the method can’t stimulate students’ interest in learning English.

In this research, the researcher will elaborate the use of integrating local history as local genius drama text in affecting the students’ speaking proficiency especially at English and Literature Students’ Faculty of Adab and Humanity UIN Alauddin Makassar. Besides that, the value of history is expected to be able to stimulate the students’ interest in learning English.

Drama as a medium with which to engage with the past is established in the theatre, film, literature, radio and television. People represent and interpret the past in many different ways such as picture, plays, film reconstruction, museum displayer, and fiction and nonfiction accounts. Interpretation reflects the circumstances in which they are made, available evidence, and the intentions of those who made them, for example writers, archeologist, historian, etc.). Then, using drama to get meaning of the past elements of historical enquiry: 1) a concern with facts, 2) a concern with reasons. and 3) a concern with meaning (Marx, 2019; Schmitz, 2024; Iamsaard & Kerdpol, 2015).

In this context, history and drama are two things that is often represented in many stages not only through theatre but also in the film etc. The researcher tries to use a history especially the local history that is still fresh and became the pride of the citizen. Aspects that concern with facts, reasons, and meaning will be interesting to take them into drama because related with the past event, reasonable as the background of the story, and moral messages as well.

Local history is the study of past events, or of people or groups in a given geographic area, a study based on a wide variety of documentary evidence and placed in a comparative context that should be both regional and national. Such a study ought to be accomplished by a historian using method appropriate to the topic under consideration while following general rules of historical inquiry: open mindedness, honesty, accountability, and accuracy, Local history is, at its heart- as is history itself, the study of the human condition in and through drama and time.

Dramatizing textbook dialogues, some students may have difficulty in relating the words in the book to real people in real-life situations (Fleming, 2011). Drama is a power in the way it can help introduce a young child to the world, as the Cox Committee commented in its account of drama “it is one of the key ways in which children can gain an understanding of themselves and of others. In this case, students like in the (Trujillo, 2015):

- living with other people
- using drama to develop interactional skills

- teacher intervenes to encourage understanding of rules and social skills indicates pupils developing competence in knowledge and insight into values and beliefs, and enable them to reflect upon aspect of their own lives.

- a) *Spiritual*. The youngest students can begin to build up understanding of the value, beliefs, ideas that surround them through particular focusing of the fiction.
- b) *Moral*. Children can be confronted with choices to be made within a specific context that can then be reflected on to help them understand the nature of the moral action
- c) *Social*. Pupils cannot do drama alone, unlike many tasks in school. Drama is based on interaction and can explore how students must begin to communicate and negotiate with others. It can introduce the rules of society and their operations
- d) *Cultural*. What beliefs, values, customs do we want to embody in the drama? Young students can meet people from other culture. They can explore the myths and stories of their own and other cultures.

As teachers we assess achievement. What students actually achieve is different from any goals or intended outcomes, noted in my model of active and dramatic teaching and learning. Goals, for example learning objectives, provide students and teachers with direction in tasks. Intended outcomes, for example artifacts like writing, are our expectations of tangible records of achievement having completed tasks. But actual outcomes are always different. What has to be assessed is what young people actually achieve, and that will always go beyond any piece of paper. Furthermore, he pointed out that I can look for achievement in a student's social as well as individual verbal participation in a process, and in drafts of work, as well as in any completed product. Artifacts that can be assessed include records of performances of established and changing understanding as well as any written documentation. I also know that my assessment is always incomplete and that I must always make sense of any achievement while paying attention to the social and cultural context in and out of school (Edmiston, 1999; Edmiston et al., 1987).

Drama text very influenced to build students' community in their interaction. Also, when an inherent things like story of a culture presented in the class, they asked to involve their expression to talk the heritage (Flood et al., 2005; Junaid et al., 2024).

Pervades all of language performance centers on the distinction between accuracy and fluency. Accuracy concerned about how shall we prioritize the two clearly important speaker goals of accuracy (clear, articulative, grammatically and phonological correct), meanwhile, fluency concerned of flowing and nature of language. Fluency is the property of a person or of system the delivers information quickly and with expertise. It implies very good processing speed, i.e. very little average time between successively generated messages (Syukri, 2021). The students could obtain their proficiency when an effective approach came to class. One of strategy is presenting local drama text in the classroom. It made good for involve all students to exploring their idea about the value and any aspects else in learning English.

II. LITERATURE REVIEW

A. Speaking Proficiency in English Language Learning

Speaking is one of the most important productive skills in English learning because it reflects learners' ability to communicate ideas orally. According to Brown (1994), speaking proficiency consists of **accuracy, fluency, and comprehensibility**. Accuracy relates to correct grammar, vocabulary, and pronunciation, while fluency refers to the smoothness and flow of speech. Comprehensibility refers to how clearly the message is understood by the listener.

In the Indonesian context, many students still experience difficulties in speaking English,

especially in pronunciation, grammar, and limited vocabulary (Syukri & Bahrun, 2021; Hidayahni Amin et al., 2024). This condition shows that speaking instruction needs more interactive and meaningful strategies that can actively involve students in communication.

B. Communicative Language Teaching and Speaking Development

Communicative Language Teaching (CLT) emphasizes the use of language for meaningful communication rather than memorization of rules. This approach encourages students to participate in real-life communication through activities such as dialogue, discussion, and role play.

Speaking activities should balance **accuracy-focused practice** and **fluency-based communication**. Teachers are expected to provide opportunities for students to speak actively in class, interact with peers, and receive feedback (Prihandoko et al., 2022; Said et al., 2021; Anggriyani et al., 2026). According to Brown (1994), effective speaking instruction should involve authentic language use, interaction, and learner participation. This approach helps students improve confidence and oral performance.

C. Drama and Role Play in Speaking Instruction

Drama is an effective pedagogical tool in language learning because it allows students to use language in meaningful and contextualized situations. Through drama activities, learners can express ideas, emotions, and social interactions in a structured form of dialogue (Enciso & Edmiston, 2020).

Role play as part of drama-based learning helps students simulate real-life communication and improves their speaking performance. It encourages interaction, collaboration, and creativity. According to Vygotsky (2017), learning occurs effectively through social interaction, where students construct knowledge together. Role play also increases motivation and reduces speaking anxiety, making students more confident in using English (Gorjian et al., 2010; Youngsun et al., 2024; Ko et al., 2025).

D. Local Genius “Topekkong Agreement” in Language Learning

Local genius refers to local cultural values, traditions, and historical knowledge that can be used as meaningful learning resources. Integrating local culture in language learning helps students connect the material with their identity and real-life experiences.

The use of the “Topekkong Agreement” as a local historical narrative in drama-based learning provides both linguistic and cultural benefits. Knight (2010) states that culturally familiar materials increase students’ motivation in learning a foreign language. Moreover, drama based on local history allows students to explore moral values, social meanings, and historical context while practicing English speaking skills.

By combining drama and local genius, learning becomes more engaging, meaningful, and effective in improving students’ speaking proficiency.

III. METHODS

This research objective is to find out how does the integrating of local History Drama Topekkong agreement stimulate the student’s English performance of the students. It will be conducted at the fourth semester Letter and English Department of Adab and Humanity Faculty UIN Alauddin Makassar where the collecting and the analyzing of the data will use Mixed Method. This method combines quantitative and qualitative approach by essentially mixing both quantitative and qualitative data in a single study. The purpose of mixed methods research is to build up the synergy and strength exist between quantitative and qualitative research methods in order to fully understand a phenomenon is possibly using either qualitative or quantitative alone. Mixed methods can be used to build up the finding of a qualitative study by pursuing a quantitative phase of the research, or vice versa (Boudah, 2011). In order to obtain much more objective information the researcher will use type of nonparticipants observation or called external observation, is an observation in which the observer

is not directly involved in the situation being observed, in other words, the researcher observes and records behaviors, he/she does not interact or participate in the life of the setting being studied (Boudah, 2011; Bolton, 1996).

The second data collection techniques. Interviews permit researchers to obtain important data they cannot acquire from observation alone, although pairing observation and interviewing provides a valuable way to gather complementary data. In this method, the researcher will use two kinds of interview process, they are: Structured Interview, it consists of; pilot questions on a similar group of respondents. The participants feedback will quickly confirm, or challenge, the assumptions. Use questions open-ended and closed questions in a structured interview (Boudah, 2011; Dervishaj, 2012). The questionnaires is the response of questions or statements which they are to react, and give the existing answer. It often used as dependent variable in an experiment.

Actually, the Questionnaire is the one way to know the responses of the students what we have treated them, for example the drama activities in order to improve their English Performance in English learning. (Syukri & Bahrin, 2021). This technic will be conducted to know the responses of the students of English and Literature Students' Faculty of Adab and Humanity UIN Alauddin Makassar about rereading and discussing drama text activities in order to improve their performance in the class with folktales based on the local history in Sinjai. That is, Topekkong Agreement. It is a local history which is related to the creation of Sinjai regency. There are some aspects why the writer chose the questionnaire as a tool to get information or responds of the students about the use of drama approach to improve their performance in learning English. (Census, 1974; Heaton, 2004).

IV. RESULTS AND DISCUSSION

The results presented in this part consist of the data obtained through the test in order to see the students' performance after the material of rereading and discussing being taught to the fifth-grade students of English and Literature Faculty of Adab dan Humanity UIN Alauddin Makassar of academic year 2022/2023 through integrated the local history drama text in the classroom. The writer administered treatment six times to know the students' performance. The discussion section deals with the description and interpretation of the findings of the research. The findings reported in this chapter were based on the analysis of the data collected and the application of the technique explained in the previous chapter.

The implementation of teaching by integrating local history drama text in the classroom in improving students' performance as indicated by the significant difference between the mean score of their pretest and posttest is shown in Table 8.

Table 1. The students' speaking skill improvement

Group	Mean Score	Standard Deviation
Pretest	6.63	0.47
Posttest	7.83	0,62

The table above shows that the mean scores of students' speaking skill was different before and after the treatment. The mean score of pretests was 6,63, which is categorized as fairly good and posttest was 7.83 categorized as good, and the standard deviation was 0.47 for pretest and standard deviation of posttest was 0.62.

To know the students', mean score of both tests the researcher applied descriptive analysis by using SPSS version.

Table 2. The percentage of students' pretest and posttest

Classification	Score	Pretest		Posttest	
		F	%	F	%
Excellent	9.6 to 10	0	0	2	2.67
Very good	8.6 to 9.5	0	0	18	24
Good	7.6 to 8.5	9	12	51	68
Fairly good	6.6 to 7.5	29	38.67	4	5.33
Fair	5.6 to 6.5	37	49.33	0	0
Poor	3.6 to 5.5	0	0	0	0
Very poor	0.0 to 3.5	0	0	0	0
Total		75	100	75	100

N= 75

Based on the data in Table 9 above, it shows that in pretest, only nine or 12 percent out of thirty whose grades are in good classification. Twenty-nine students or 38.67 percent whose grade are in fairly good and. thirty-seven students or 49.33 percent are in fair classification. After the treatment, the student showed improvement in which two or 2.67 percent of the students are in excellent category, eighteen or 24 percent are in very good, 51 or 68 percent are in good category, and only four or 5.33 percent are in fairly good category.

Furthermore, based on the statistical analysis shown that $T < t$ table of (0.05.) which is (-18.90) with the probability test was (-1,666). So, the result of T score which is $-18.90 < -1,666$ which means H_0 was rejected. This means that there was significant difference between pretest and posttest gained through the integration of local history drama to improve the students' speaking achievement. In this section the researcher presents the interpretation of both pretest and posttest results. After that, the researcher presented the description of data gained from the questionnaire based on students' interest in English speaking skill.

After using integrating local history drama technique in the classroom for six times, the students could gain a significant progress in improving their speaking achievement. It can be seen in the result of their test. The students' pretest result was fairly good category and the students' posttest result was very good category. Based on the data, it can be concluded that after given treatment by using local history drama technique, the students were in very good category. It means that the use of local history drama text approach gives better effect on the fifth-grade students of English and Literature Department Adab and Humanity faculty UIN Alauddin Makassar for academic year 2022-2023. The result of pretest and posttest show significant improvement from fairly good category to very good category.

The findings were supported by a theory whereas there are some principles for designing speaking technique as follows:

1. Technique should cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus an interaction, meaning and fluency;
2. Techniques should encourage the use of authentic language in meaningful contexts;
3. Provide appropriate feedback and correction;

4. Capitalize on the natural units between speaking and listening;
5. Give students opportunity to intimate oral communication;
6. Encourage the development of speaking strategies.(Brown, 1994)

Drama centers around language improvement, personal awareness, group co-operation, sensory awareness, and imaginative growth. (Taylor, 2004a). In the previous finding on speaking skill. Furthermore, using small group discussion in the speaking class could enhance the students' speaking classroom interaction and they have positive attitude toward the small group discussion because they have opportunity to speak, they have self-confidence to speak (Nafa, 2023; Fleming, 2011).

Taylor, (2004) emphasizes that the importance of the role of the teacher in drama in the classroom. "The most importance single factor in the use of drama as a genuine part of education is the teacher a really full, generous, and compassionate interest in children, irrespective of academic ability or gift, is the first requisite, a knowledge of why to use drama is another, the freedom to approach the matter from where he or she feels happiest and most confident is another.

Underlined above, performing in role can help students to explore different feelings, points of view, courses of action, and decision-making processes. They can also explore language in use as they express understanding of the person they have adopted. Role play can help students explore social and personal issues, including gender, culture, and equity, in the process gaining knowledge and understanding of another culture's traditions, oratory, storytelling, movement, song, and dance (Brown, 1994; Vygotsky, 2017).

In referring, the results show that almost all of the students felt confident in their performance, whether rereading and discussing the dialogue of drama or dramatizing local history in the classroom. The researcher assumed that treatment and communication in class encouraged the students to attend class with more interest, mainly due to the students having been very pleased with the material or topic related to the real world; authentic, and concerning their daily lives or past events related to their nation, community, or to their own personality.

Likewise, in the result of his study, (Gorjian et al., 2010) points out that when the students are involved in a play by being assigned character roles, they have to present the play in traditional form, yielding to their active performance. Being engaged in active drama, language learners can imagine themselves living in the world of the play and this could increase their motivation. In a situation like this where learners have to rehearse the lines before performing on stage, each student in a group takes charge of one role and memorizes the lines of his or her own turn while other students in the group are responsible for other roles. This type of practice, though presumably more time-consuming, might appear traditional and less meaningful. However, it is different from the outlandish dress-rehearsal that is reminiscent of traditional approaches. One argument to support this practice is that language learners should practice in the presence of the group members, and so it is not an individual practice, but a group enterprise, neither is it choral memorization of the lines. It is unique in as much as they practice the lines individually while other members rehearse other lines, and then they join to dramatize the play (Knight, 2010). Teacher and students in these classrooms are aware that the world is a complex place in which multiple perspectives exist and truth is often a matter of interpretation, and they acknowledge that learning and the process of assessing are intricate and require interaction from students and teacher as well as time, documentation, and analyses by both teacher and students. The statement above implies that learning a language has involved many aspects, not only on the linguistic aspect but also nonlinguistic aspect (Lickona, 2009; Lalonde, n.d.; Vagele-Kricina, 2021). In this research, the linguistic aspects that would be analyzed based on the research are:

a) Fluency and Accuracy

Both aspects in the speaking actives are related to each other. Since the students involved in the dialogue, presentation, or discussion, in the class, indirectly, they have trained their fluency and

accuracy. In much engagement of speech, the students were encouraging to be more active. It is influenced by not only a good material which is brought by the teacher to class but also students' motivation or interest in learning English. Actually, the students are always aware of their mistakes when they say something or express a dialogue in the class, and that time they also try to repair their mistakes more accurately. On the other hand, parts of the fluency and accuracy are pronunciation, vocabulary and grammar the showing that significant improvement from fairly good to very good category after treatment in the classroom. (Brown, 1994) and (Nafa, 2023). The data, transcription shows that the students still difficult to pronounce some morphemes or word fluency. For instance, see the data below:

Morfem	Transcription
/cried/	[craied]
/mention/	['menʃŋ]
/happy/	['hæpi]
/liar/	['laɪə]
/believe/	[bi'li:v]
/attend/	[ə'tend]
/nearby/	['nrəbaɪ]
/reseat/	[,ri:'si:t]
/trouble/	['trʌbl̩]
/suddenly/	[sunddenly]
/fix/	[fiks]
/over/	['əʊvə]
/claim/	[kleɪm]
/determine/	[dɪ'tɜ:mɪn]
/think/	['θɪŋk]
/attitude/	'[ættɪtju:d]
/wanted/	['wɒntɪd]
/feeling/	['fi:lɪŋ]
/danger/	['deɪndʒə]

/shut/	[ʃʌt]
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Based on the data above, the students' difficulties in pronounce accurately and fluency are on the words as follows :

/cried/	voiced > [cried]
/liar/	<i>voiced > ['laryar]</i>
/claim/	<i>voiced > [klaim]</i>
/wanted/	<i>voiced > ['wonted]</i>
/shut/	<i>voiced > [ʃu:t]</i>

b) Comprehensibility

Referring to the result of the research, listening comprehension also becomes difficult aspect particularly in speaking activities. In the first section or initial treatment, students were very difficult to catch the meaning and understand what the speaker said. In this case, they should listen intensively to each expression heard in the class.(Flood et al., 2005). After treatment the researcher found significant improvement from fair to good category. The data shows that when the teacher gives some questions to discuss in their group to start understand the meaning for examples

The teacher question: could you mention some messages in the dialogue?

Students' answers : - Don't like to lie
 - * Do not always to say that is not true

Or the other question:

The teacher question : mention some funniest thing in the dialogue?

Students' answer : when Draco tripped and rolled to the side of a hill

On the above aspect, the students easily understand the question and catch what the purpose of the question. The students comprehensibility is helped by their vocabulary proficiency and listening comprehension (Syukri, 2019; Rodgers, 1999).

Students always express their idea in which the listener can understand and then give feedback or response. In this case, the most important things to be considered are both the speaker and the listener communicate the meaning to each other. Imitative process is an opportunity for each student to always make clear of themselves. In the research activities, the teacher gives motivation and encourages the students to train their speaking ability when they find difficulties. In this situation, students always use all occasion to improve their ability particularly pronunciation, vocabulary, and grammar.(Syukri, 2018) and (Enciso & Edmiston, 2020). Besides that, good and interesting materials also affect the students' interest and become more active and involve in the classroom.

Some concepts about micro skill of oral communication, e.i :

- 1) Produce English stress patterns, words in stressed and unstressed position, rhythmic structure, and intonation contours
- 2) Produce reduce forms world and phrases.
- 3) Produce fluent speech at different rates of delivery.
- 4) Monitor own oral production and use various strategies: devices-pauses, fillers, self –

correction, backtracking-to enhance and clarity of the message.

- 5) Use grammatical word classes (nouns, verbs, system, tense, agreement, pluralization, word order, patterns, rules, and elliptical forms.
- 6) Convey link and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification (Brown, 1994).

Students always try to repeat what they have spoken in the class or to listen to what is said in order to be clearer. The aspect that would be stressed here is how intensive speaking can be self-initiated or can even form part of some pair work activity, where learners are “going over” certain forms of language. The treatment which has been done in the class shows that through dialogue and discussion among students and the teacher as facilitator significantly improve the student’s ability, specifically their pronunciation, vocabulary and grammar. Actually, most students’ problem of accuracy is the pronunciation. This is proven by their poor and fair level of achievement. And, after the treatment their accuracy were under the category of fairly good and even good (Hidayahni Amin et al., 2024; Syukri & Bahrin, 2021).

The students’ response or comment to the speaker as a sign to get information and meaning from the ongoing activity in the class is shown in the dialogue below:

Student A : What the meaning of “your daughter more beautiful than the sun?”

Response : that is romantic things in the dialogue.

In the short dialogue above, students’ response depends on the topic that the teacher brings up to class for discussion and to initiate dialogue activities. Generally, the students would give quick response if the contents of the dialogue concern about the real or the past event which sources of their culture. We can see dialogue below:

Arung Bulu-Bulu: *Benar kata Gella Samataring. Ketiga kerajaan ini ibarat mata hitam dan mata putih yang takkan terpisahkan. Namun yang terpenting bagikun adalah mempersatukan ketiga kerajaan ini. Seperti orang-orang tua mengatakan: “Seddi Ata Seddi Puang” Satu Rakyat Tiga Arung.*

(The King of Bulu-Bulu): I agree what the Gella Samataring said. The three of the Kingdoms as well as black and white which is not separated each other. But, for me, the most important of all is unity the three of kingdoms. Such as the old man said that “The one people is in the one King”.

Gell Saukang: *Apa yang Puatta ucapkan Saukang pasti mendukungnya Puang.*

(Gella of Saukang) : The Gella of Saukang would support whatever the majesty said.

The expressions of “*Ketiga kerajaan ini ibarat mata hitam dan mata putih yang takkan terpisahkan* (The three of Kingdoms as well as black and white which is not separated each other), they had deep meant that a unity of the kingdoms is painted as eye symbol. The words in black and white had a highest value in the kingdoms as an inherent symbol of the culture. So, each expression that invites the students’ response is very determined by the contents of the dialogue (Rodgers, 1999; Edmiston et al., 1987).

V. CONCLUSION

The use of local genius-based learning was effective in improving students’ English proficiency, particularly in speaking performance, which includes accuracy, fluency, and comprehensibility. In addition, role-playing activities using drama texts based on local cultural values also developed various speaking aspects such as imitative, intensive, responsive, transactional (dialogue), interpersonal, and extensive speaking skills. This shows that integrating local culture into drama-based learning can create a more meaningful and interactive learning environment for students.

The results of the study also indicate a significant improvement in students' English proficiency after the treatment. The mean score of the pretest was 6.63, categorized as fairly good, while the posttest score increased to 7.83, categorized as good. The improvement is also supported by the standard deviation, which was 0.47 in the pretest and 0.62 in the posttest. Furthermore, the t-test result shows a value of -18.90, which is lower than the critical value of 1.666, meaning that the null hypothesis (H₀) was rejected. This indicates that there is a significant difference between the pretest and posttest results after the implementation of role-playing drama texts. In addition, the questionnaire results revealed that students showed positive responses and high interest in learning English through local genius-based drama activities.

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Conflict of Interest

The authors declare that there is no conflict of interest.

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