

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings of the study, which aimed to explore the speaking performance of university students through a short drama performance on YouTube. The analysis focused on four aspects of speaking performance: fluency, pronunciation, accuracy, and intonation. The data were obtained through observation and transcription of the students' performances in the selected drama video. The focus of the research has 2 titles from 2 groups that perform short dramas on Syarifah Irnina YouTube channel, namely Supporting Each Other and Beware of stranger. the two titles studied come from the same video on YouTube uploads. Supporting Each other is at duration 9.45 and Beware of Stranger is at duration 14.52 minutes.

Short drama video with the title "Supporting Each Other" features five students having a casual discussion about the meaning of "support". They share their views that support is not only about listening but also about being emotionally present and helping practically in everyday life. Their dialogue emphasized that support is a reciprocal relationship of giving and receiving. This group has 5 people and used "A1, A2, A3, A4, A5" to distinguish each student in this group and to maintain their identity.

“Beware of Strangers” is a video about a group of students going about their usual routine, chatting after class, complaining about boring lectures, and chatting over meals. While discussing a recent seminar, the conversation shifts towards safety concerns after a student mentions troubling cases of online predators. Tensions rise when it is revealed that one of their friends, Lidia’s (B5), has been interacting with someone she met online. As the group ends the day, B5 appears withdrawn and reveals that she has been dealing with the emotional aftermath of a breakup, including annoying spam messages from her ex. Things take a darker turn when her friends see a mysterious figure leaving her house, despite B5 claiming no one is there. The story slowly reveals the real danger lurking in the background of the unseen stranger, perhaps someone connected to B5 past or an online encounter, which casts a shadow over what once seemed like an ordinary student life. The play closes with a subtle warning: not everything online is harmless, and trust must be earned, not assumed. Their names in this study were changed to "B1, B2, B3, B4, B5" to conceal their identities.

After undergoing comprehensive data processing and analysis, the key findings successfully identified by the researcher are systematically summarize and presented in the table format below for interpretation:

1. The Students’ Speaking Performance In Short Drama Videos on YouTube
 - A. Supporting Each Other

Table 4. 1 Students' speaking performance analysis in the short drama

“Supporting each other”

A1	Speaking Performance	Score	Quote	Interpretation
	Fluency	3	<i>“For me, support is about being there for each other through thick and thin.”</i>	Smooth delivery with no hesitation, though contribution is brief.
	Accuracy	4	<i>“Support is about being there for each other through thick and thin.”</i>	Even though the language is casual, the sentence structure is good.
	Pronunciation	4	<i>“For me, support is about being there...”</i>	Clear articulation and natural stress placement.
	Intonation	3	<i>“We all in this together, right?”</i>	Appropriate rising intonation, but limited variation.
A2	Speaking Performance	Score	Quote	Interpretation

	Fluency	3	<i>"Hello everyone... thank you for coming today..."</i>	Generally fluent but includes pauses and informal fillers.
	Accuracy	3	<i>"It's not about receiving support but also giving it too."</i>	Meaning is clear, though grammatical errors appear in the sentence The grammatically correct form is <i>"It's not only about receiving support, but also about giving it."</i>
	Pronunciation	3	<i>"It's two ways street for receiving and giving it."</i>	Mostly clear pronunciation; minor inaccuracies present.
	Intonation	4	<i>"It's two ways street... right?"</i>	Effective use of rising intonation to engage listeners.
A3	Speaking Performance	Score	Quote	Interpretation
	Fluency	2	<i>"Um... running their</i>	Frequent pauses and

			<i>errands... you know... emotionally...</i>	fillers interrupt speech flow.
	Accuracy	3	<i>"It's also about practical support like being there for them..."</i>	Long sentence with acceptable structure despite repetition.
	Pronunciation	3	<i>Emotionally supported."</i>	Generally clear, though hesitation affects delivery.
	Intonation	2	<i>"So that you're there for them too."</i>	Limited pitch variation; sounds flat and hesitant. A better, more natural sentence is: <i>"So you can be there for them as well."</i> This version is cleaner, more confident, and easier to deliver with natural intonation.
A4	Speaking Performance	Score	Quote	Interpretation
	Fluency	4	<i>"Support can take any</i>	Confident, fast, and

			<i>other forms you know?"</i>	uninterrupted speech flow.
	Accuracy	2	<i>"That's the friendship of for."</i>	Frequent grammatical inaccuracies despite clear intent. The listener can still understand the meaning, but the language form is not accurate. The correct: <i>"that's what friendship is for"</i>
	Pronunciation	3	<i>"Support is always about lending other's hands..."</i>	Understandable pronunciation with minor word distortion.
	Intonation	4	<i>"That's right homie, that's right."</i>	Strong, expressive intonation emphasizing agreement.
A5	Speaking Performance	Score	Quote	Interpretation
	Fluency	3	<i>"Absolutely it's about</i>	Fluent delivery with

			<i>lending a listening ear...</i>	slight word choice hesitation.
	Accuracy	3	<i>“overing a shoulder to lean out”</i>	Meaning is understandable, but the sentence contains lexical and idiomatic errors. The correct sentence is: <i>“Offering a shoulder to lean on.”</i>
	Pronunciation	3	<i>“Here’s to supporting each other no matter what.”</i>	Clear pronunciation, earlier lines show minor slips
	Intonation	4	<i>“Yeah here’s to supporting each other no matter what.”</i>	Natural and expressive closing intonation.

Based on the analysis of the short drama video Supporting Each Other, the students’ speaking performance demonstrates varying levels of ability across fluency, accuracy, pronunciation, and intonation. The findings reflect how each participant manages spoken interaction in a natural dialogue setting, revealing distinct strengths and limitations in spoken English production.

A1 demonstrates a relatively strong speaking performance, particularly in the aspects of accuracy and pronunciation. The utterances produced are grammatically well-structured and clearly articulated, indicating sufficient mastery of basic sentence construction and sound production. The use of language remains consistent and understandable throughout the contribution, allowing the message to be delivered clearly without causing confusion for listeners. In terms of fluency, the speech is delivered smoothly with minimal hesitation or pauses. However, the contribution remains brief and lacks expansion of ideas, suggesting limited development of content rather than difficulty in language production. Regarding intonation, appropriate rising tone is used when seeking agreement, which supports interactional meaning. Nevertheless, the overall intonation pattern shows limited variation, resulting in less expressive delivery.

A2 displays moderate fluency and demonstrates the ability to manage spoken interaction effectively. The participant is capable of initiating the discussion and maintaining conversational flow, which reflects confidence in speaking. Despite this, pauses and informal fillers occasionally appear, slightly interrupting the continuity of speech and affecting overall fluency. Accuracy is generally acceptable, as the intended meaning is conveyed clearly. However, grammatical errors emerge when longer or more complex sentences are produced, indicating partial control of grammatical structures. Pronunciation is mostly clear, with minor inaccuracies that do not

significantly interfere with intelligibility. Intonation stands out as a strength, as rising intonation is used effectively to engage listeners and invite responses, contributing to active interaction.

A3 demonstrates weaker speaking performance compared to other participants, particularly in fluency and intonation. Frequent pauses and the use of fillers disrupt speech flow, suggesting difficulty in producing continuous utterances. These interruptions reduce the smoothness of delivery and make the speech appear hesitant. Although the conveyed ideas remain understandable, hesitation affects overall clarity and confidence. Pronunciation is generally clear, yet uncertainty in delivery limits effectiveness. Intonation shows minimal pitch variation, resulting in a monotonous and hesitant tone. This limited intonation range reduces expressiveness and makes the speech less engaging for listeners.

A4 exhibits high fluency characterized by confident, fast, and uninterrupted speech. The delivery reflects strong speaking confidence and the ability to maintain continuous speech without noticeable hesitation. This fluency contributes positively to the natural flow of the conversation. However, accuracy is relatively weak, as grammatical inaccuracies frequently occur despite the clarity of meaning. This indicates that fluency is prioritized over grammatical control. Pronunciation remains mostly understandable with minor word distortions that do not hinder comprehension. Intonation is

expressive and emphatic, particularly when indicating agreement or emotional emphasis, which enhances communicative impact.

A5 presents a balanced speaking performance across all assessed aspects. Fluency is relatively stable, with only slight hesitation related to word choice rather than sentence formulation. The speech flow remains generally smooth, supporting effective communication.

Accuracy is moderate, as lexical and idiomatic errors appear even though the intended meaning is clear. Pronunciation is generally clear, with minor slips observed in earlier utterances. Intonation is natural and expressive, especially in closing statements, contributing to a confidence.

B. Beware of Stranger

Table 4. 2 Students' speaking performance analysis in the short drama

"Beware of stranger"

B1	Speaking Performance	Score	Quote	Interpretation
	Fluency	3	<i>"Yeah, I think... uh, I mean, I forgot that we have a class."</i>	Generally fluent but frequent fillers appear; ideas remain connected.
	Accuracy	3	<i>"I think I'm gonna go"</i>	Informal and fragmented

			<i>home too. It's getting late."</i>	grammar, but meaning is clear.
	Pronunciation	3	<i>"I haven't eaten anything today, since this morning."</i>	Mostly clear pronunciation; minor reductions during fast speech.
	Intonation	4	<i>"Do you want to hang out at Term by Cafe?"</i>	Natural and expressive intonation reflecting emotion and intent.
B2	Speaking Performance	Score	Quote	Interpretation
	Fluency	3	<i>"Oh, yes?" / "I think we need to..."</i>	Steady and controlled pace; short but fluent responses
	Accuracy	4	<i>"We just wanted to stop by and give you your notes."</i>	Simple but consistently accurate grammar.
	Pronunciation	3	<i>"Yeah, I forgot."</i>	Clear pronunciation with

				slight reduction in fast responses
	Intonation	3	<i>"Let's go."</i>	Appropriate but limited pitch variation.
B3	Speaking Performance	Score	Quote	Interpretation
	Fluency	4	<i>"I was struggling to stay interested. It was so disconnected from life."</i>	Smooth, confident flow with no hesitation.
	Accuracy	4	<i>"I don't get why they held it in the afternoon."</i>	Well-structured and grammatically accurate sentences
	Pronunciation	4	<i>"Speaking of social media..."</i>	Clear articulation with accurate stress and sound production.
	Intonation	4	<i>"Oh my God, I missed it!"</i>	Expressive and dynamic intonation enhancing

				meaning.
B4	Speaking Performance	Score	Quote	Interpretation
	Fluency	4	<i>“Man, that class was news fast. I barely catch up with the lecture today.”</i>	Very fluent and confident, though overly fast
	Accuracy	2	<i>“Man, that class was news fast.”</i>	Frequent grammatical errors, meaning relies on context. The correct sentence: <i>“Man, that class was really fast”</i>
	Pronunciation	3	<i>“Let’s just head up to the canteen now, shall we?”</i>	Generally understandable; speed causes blurred articulation.
	Intonation	4	<i>“Oh, that’s weird.”</i>	Lively intonation showing emotion and emphasis.

B5	Speaking Performance	Score	Quote	Interpretation
	Fluency	3	“I don’t know. I’m just overthinking after the breakup.”	Slow but controlled pacing; pauses are intentional.
	Accuracy	3	It really makes me uncomfortable.”	Clear and accurate grammatical structures.
	Pronunciation	4	“I already blocked him. But I still get spam texts from him.”	Consistently clear pronunciation with no errors affecting meaning
	Intonation	3	“I’m really sorry to hear that.”	Appropriate emotional intonation, though not highly varied.

B1 shows a moderate level of speaking performance in all assessed aspects. In terms of fluency, the speaker can deliver ideas continuously and maintain connected meaning. However, frequent fillers such as “uh” and “I think” reduce the smoothness of speech. Even so, the message remains understandable and logically connected. Regarding accuracy, B1 uses

informal and fragmented grammatical forms. Some sentences are not grammatically complete, but the meaning is still clear to the listener. Pronunciation is mostly clear, although slight reductions appear when the speaker talks faster. These reductions do not cause serious misunderstanding. Intonation is the strongest aspect, as the speaker uses natural and expressive intonation to show emotion and intention in questions.

B2 demonstrates controlled fluency with short and clear responses. The speaker speaks at a steady pace and shows little hesitation. Although the responses are brief, they are delivered smoothly and appropriately. Accuracy is one of B2 strengths. The speaker uses simple but correct grammatical structures. Pronunciation is generally clear, with only minor reductions during fast responses. Intonation is appropriate for the context but shows limited variation. This makes the speech sound clear but less expressive.

B3 shows strong speaking performance in all aspects. The speaker demonstrates high fluency with smooth and confident speech. There is no noticeable hesitation, which indicates good control of spoken English. Accuracy is also strong, as the speaker produces well-structured and grammatically correct sentences. Pronunciation is clear and accurate, with proper stress and sound production. Intonation is expressive and dynamic, which helps emphasize meaning and emotion. B3 shows effective use of prosodic features in communication.

B4 demonstrates high fluency with fast and confident speech. The speaker can express ideas quickly and continuously. However, the speaking speed is sometimes too fast, which affects clarity. Accuracy is the weakest aspect of B4's performance. Several grammatical errors appear, and meaning often depends on context. Pronunciation is generally understandable, but fast speech causes unclear articulation. Intonation is expressive and lively, showing emotion and emphasis. So, it helps maintain listener engagement despite grammatical weaknesses.

B5 shows moderate fluency with slow and controlled pacing. The speaker uses pauses carefully, which suggests deliberate speech production. However, this reduces spontaneity. Accuracy is clear and stable, with grammatically correct sentences. Pronunciation is one of B5's strengths, as speech is consistently clear and easy to understand. Intonation is appropriate for emotional expression but shows limited variation. Overall, the speaking performance is careful and controlled.

2. The Strengths and Weakness In the Students Speaking Performance

a. Supporting Each Other

A1 shows strong control of grammatical structure in spoken English. The student produces clear and well-formed sentences, as seen in the explanation of support using an appropriate and meaningful expression. Word choice is suitable for the topic, and the message is delivered clearly.

Speech is produced smoothly without noticeable hesitation, although the length of contribution is relatively short and does not show extended discourse ability. Pronunciation is clear, with natural stress placement that supports listener understanding. Question forms are delivered with suitable rising intonation, which helps invite participation from other speakers. Pitch variation remains limited, making the delivery sound less expressive. The strength of Student A1 lies in accuracy and clear pronunciation, while the weakness is limited intonation variation and brief contribution length.

Student A2 demonstrates the ability to manage interaction in a group discussion. The student opens the discussion clearly and uses rising intonation effectively to engage other participants. Speech flow is generally maintained, although pauses and fillers appear during longer utterances. These pauses suggest the student is still developing confidence in extended speech. Grammatical accuracy is moderate. Sentences are understandable, but errors occur in structure and phrasing, especially in complex expressions. Pronunciation is mostly clear, though some sounds and word connections are not fully accurate. Student A2's strength is effective intonation and communicative engagement, while weaknesses appear in grammatical accuracy and fluency consistency.

A3 experiences difficulty maintaining smooth speech flow. Frequent pauses, fillers, and hesitation interrupt delivery, particularly during longer explanations. This reduces clarity and affects listener attention. Despite

these interruptions, the student is able to communicate ideas related to the topic. Sentence structure is acceptable, although repetition occurs and ideas are not always efficiently organized. Pronunciation remains understandable, but hesitation affects rhythm and confidence. Intonation shows limited variation, causing the speech to sound flat and uncertain. The strength of Student A3 is basic sentence construction and message clarity, while weaknesses are low fluency and limited intonation control.

A4 speaks with strong confidence and high speech rate. Ideas are delivered quickly and without hesitation, creating a fluent and energetic interaction. Expressive intonation is used effectively to emphasize agreement and emotion, which enhances conversational involvement. Grammatical accuracy is weak, with frequent errors in sentence structure and word choice. Meaning can still be understood, but the form of language is often incorrect. Pronunciation is generally intelligible, although fast delivery causes some word distortion. Student A4's strength is fluency and expressive intonation, while weaknesses are grammatical accuracy and pronunciation clarity due to speed.

A5 delivers ideas clearly with a calm and controlled speaking style. Speech flow is stable, with only slight hesitation related to word choice. Intonation is expressive, especially in closing statements, which adds emotional emphasis and natural interaction. Some lexical and idiomatic errors appear in sentence construction, even though the intended meaning

remains clear. Pronunciation is mostly accurate, with minor slips that do not interfere with comprehension. The strength of Student A5 in expressive intonation and clear pronunciation, while the weakness is limited accuracy in vocabulary and idiomatic usage.

b. Beware of Stranger

B1 shows a balanced speaking performance with both strengths and weaknesses. One of B1 main strengths is intonation. The student uses natural and expressive intonation, especially in casual and interactive situations, such as inviting friends to hang out. This helps convey meaning, emotion, and intention clearly in conversation. B1's pronunciation is generally understandable, and most words are produced clearly, although some reductions occur during faster speech. These minor issues do not significantly affect communication. In terms of fluency, B1 demonstrates moderate control. The student can maintain conversation and connect ideas, but frequent fillers such as "uh" and pauses appear. These hesitations suggest that B1 is still processing ideas while speaking. Regarding accuracy, B1 often uses informal and sometimes fragmented grammar, for example forgetting auxiliary verbs or tense markers. However, the meaning remains clear to listeners. Overall, B1's strength lies in communicative effectiveness and intonation, while weaknesses are mainly found in grammatical accuracy and fluency consistency.

B2's speaking performance shows clear strengths in accuracy. The student consistently produces grammatically correct and well-structured sentences, especially in short responses. This accuracy allows B2's speech to sound clear and reliable in meaning. In addition, B2 maintains a steady speaking pace, which supports overall fluency, even though the responses are often brief. However, B2's weaknesses appear in pronunciation and intonation. While pronunciation is generally clear, there are slight reductions when the student speaks quickly, which can reduce clarity in short utterances. The intonation used by B2 is appropriate but limited, with minimal pitch variation. This makes the speech sound less expressive compared to other students. In conclusion, B2's main strength is grammatical accuracy, while the main weakness lies in limited expressiveness and intonation variation.

B3 demonstrates strong overall speaking performance. One of the major strengths is fluency, as the student speaks smoothly and confidently with almost no hesitation. Ideas are well connected, and responses sound natural and spontaneous. B3 also shows high accuracy, producing well-structured and grammatically correct sentences consistently throughout the drama. In terms of pronunciation, B3 articulates words clearly with accurate stress and sound production. This makes the speech easy to understand. Additionally, B3 uses expressive and dynamic intonation, which enhances meaning and emotional impact, especially in reactions and

personal opinions. There are very few noticeable weaknesses in B3's performance. Minor limitations may include reliance on familiar structures, but overall, B3 shows strong control of all speaking aspects.

B4's speaking performance is characterized by high fluency and confidence. The student speaks very smoothly and quickly, showing strong control in maintaining conversation flow. This fast pace helps B4 sound natural and energetic in interaction. B4 also uses lively intonation, which effectively shows emotion, surprise, and emphasis. However, B4's main weakness is accuracy. The student frequently makes grammatical errors, such as incorrect word choice and sentence structure. In some cases, meaning depends heavily on context rather than grammatical clarity. For example, errors like "that class was news fast" show limited control of vocabulary and grammar. In addition, pronunciation can become unclear due to the fast speaking speed, causing blurred articulation. Overall, B4's strength is fluency and expressiveness, while weaknesses are mainly in grammatical accuracy and pronunciation clarity.

B5 shows a thoughtful and controlled speaking style. One of B5's strengths is pronunciation, as words are consistently clear and well-articulated, with no major errors affecting meaning. B5 also demonstrates appropriate accuracy, using correct grammatical structures in most sentences, especially when expressing personal feelings and experiences. In terms of fluency, B5 speaks at a slower pace with noticeable pauses.

However, these pauses are generally intentional and reflect careful thinking rather than hesitation. This makes the speech sound calm but slightly less spontaneous. The intonation used by B5 is emotionally appropriate, particularly in sensitive topics, but it lacks variation and expressiveness. In summary, B5 strengths are clear pronunciation and grammatical control, while weaknesses are limited fluency speed and less varied intonation.

B. Discussion

This chapter provides an in-depth discussion of the findings related to the speaking performance of university students as observed through their participation in two short drama videos uploaded to the Syarifah Irnina YouTube channel. The discussion draws on the analysis of the four speaking performance aspects: fluency, pronunciation, accuracy, and intonation. It also compares the findings to relevant theories and previous studies discussed in Chapter II, with the aim of drawing meaningful interpretations and implications from the data.

1. Students' Speaking Performance in Short Drama Videos

The findings reveal that students demonstrate varying levels of speaking performance across the four assessed aspects, namely fluency, accuracy, pronunciation, and intonation. These variations indicate that speaking performance is a complex and multidimensional skill that develops differently among learners, depending on their linguistic competence,

confidence, and exposure to communicative practice. According to (Pratama et al., 2024) speaking performance refers to the ability to deliver messages clearly and meaningfully while adhering to language rules that facilitate listener understanding. The students in this study generally succeed in conveying meaning, even when grammatical inaccuracies occur. This supports the view of (Fauzan et al., 2024) who emphasize that speaking performance is observable through how learners use language in real communicative situations rather than through isolated linguistic knowledge.

The use of short drama as a speaking task creates a semi-authentic communicative environment. Students are required to interact with peers, respond to dialogue, and express emotions, which reflects real-life communication. Bakhout and Sakale (2024) argue that speaking performance demonstrates learners' ability to apply linguistic and pragmatic knowledge in meaningful contexts. The drama performances analyzed in this study align with this theory, as students are not merely reciting sentences but engaging in contextualized interaction.

a. Fluency in Students' Speaking Performance

Fluency emerges as one of the most prominent aspects of students' speaking performance. Several students, such as A4, B3, and B4, demonstrate smooth and continuous speech with minimal hesitation. This finding supports (Amir et al., 2023), who state that fluency reflects a speaker's ability to process language automatically and produce speech

without excessive pauses or fillers. The drama based format appears to support fluency development by encouraging continuous interaction and reducing anxiety associated with formal speaking tasks. Damronglaohapan, S., & Stevenson, E. (2013) explain that drama provides meaningful linguistic input and opportunities for active participation, which can enhance students' speaking flow. In this study, students who speak confidently and rapidly often demonstrate strong engagement with their roles, suggesting that drama helps reduce self-consciousness and encourages spontaneous speech.

However, fluency is not evenly distributed among all participants. Students such as A3 and B5 experience frequent pauses, fillers, and hesitation, particularly when producing longer utterances. Nair and Yunus (2021) argue that limited exposure to authentic language input and insufficient speaking practice can hinder fluency development. Although YouTube-based drama provides valuable exposure, some students still struggle with real-time language processing, indicating the need for sustained and repeated speaking practice.

b. Accuracy and Grammatical Control

Accuracy is identified as one of the most challenging aspects of students' speaking performance. While some students, such as A1, B2, and B3, demonstrate strong grammatical control, others frequently produce errors in sentence structure, verb tense, and word choice. (Dewi, D. S., &

Wilany, E., 2022). emphasize that fluency and accuracy often develop at different rates in EFL learners. This pattern is clearly reflected in the findings, where fluent speakers like A4 and B4 still exhibit frequent grammatical inaccuracies.

Despite these errors, communication is rarely disrupted. According to Jaya et al. (2022), speaking performance focuses not only on grammatical correctness but also on the ability to communicate meaning effectively. In this study, many inaccurate utterances remain comprehensible due to contextual support provided by the drama and the use of familiar conversational patterns. This supports the notion that communicative competence includes the ability to negotiate meaning even with imperfect language forms.

Nevertheless, persistent grammatical inaccuracies suggest that students may rely more on memorized expressions or communicative strategies rather than fully developed grammatical competence. This finding aligns with (Setya et al., 2024) who state that learners often prioritize message delivery over linguistic accuracy in communicative speaking tasks.

c. Pronunciation

Pronunciation is generally one of the stronger aspects of students' speaking performance. Most students demonstrate clear articulation that allows listeners to understand the intended message. Even when minor

pronunciation errors occur, intelligibility is largely maintained. Elkhimry (2022) highlights that effective speaking requires intelligible pronunciation rather than native-like accuracy. The findings of this study support this perspective, as students' speech is understandable despite slight phonological inaccuracies.

Students such as A1, A5, B3, and B5 show particularly strong pronunciation control, with appropriate stress placement and clear sound production. This may be influenced by repeated exposure to spoken English through YouTube videos, as noted by Fitriani et al. (2021), who argue that digital media provides learners with accessible models of authentic pronunciation. However, pronunciation clarity sometimes decreases when students speak too quickly. This issue is evident in students like A4 and B4, whose fast speech rate results in blurred articulation. According to Amir et al., (2023) excessive speed can negatively affect comprehensibility even when fluency appears high. This suggests that balanced speech rate is crucial for maintaining both fluency and clarity.

d. Intonation

Intonation plays a significant role in enhancing communicative meaning and emotional expression. Many students demonstrate effective use of rising and falling intonation, particularly in questions, agreements, and emotional responses. Students such as A4, B1, and B3 use expressive intonation to convey engagement, surprise, or empathy. This finding

supports (Amir et al., 2023) who emphasize that intonation contributes to pragmatic competence and listener engagement.

The drama context strongly supports intonation development because students are required to express emotions and interpersonal relationships. (Karimah et al., 2022) argue that drama enables learners to communicate feelings, beliefs, and intentions more naturally. In this study, expressive intonation is particularly evident in emotionally charged scenes, such as agreement, concern, or excitement. However, some students, including A1, A3, B2, and B5, show limited pitch variation. Their speech, although understandable, sounds flat and less engaging. Santhanasamy and Yunus (2022) note that effective speaking involves appropriate voice modulation to maintain listener interest. Limited intonation variation may indicate a lack of confidence or limited awareness of prosodic features in spoken English.

2. The Aspects Strengths and Weaknesses in Students Speaking Performance

The analysis of students' speaking performance in short drama videos reveals several consistent strengths and weaknesses across participants. These patterns reflect the multidimensional nature of speaking performance, which includes fluency, accuracy, pronunciation, and intonation as core components (Amir et al., 2023).

One of the major strengths identified in this study is communicative effectiveness, particularly in terms of fluency and pronunciation. Many students are able to maintain conversation flow and convey their intended meaning clearly, even when minor linguistic errors occur. This finding supports (Jaya et al., 2022) who argue that successful speaking performance is not solely determined by grammatical accuracy, but also by the ability to communicate messages effectively in real communicative contexts. The short drama format encourages students to interact naturally, respond to peers, and sustain dialogue, which contributes positively to fluency development.

Another notable strength is pronunciation intelligibility. Most students produce speech that is easy to understand, with clear articulation and generally appropriate stress placement. Although some pronunciation inaccuracies are present, these errors rarely interfere with comprehension. Elkhimry (2022) emphasizes that intelligibility is more important than native-like pronunciation in EFL speaking, and the findings of this study align with this perspective. Exposure to spoken English through YouTube videos may also contribute to this strength, as learners repeatedly hear authentic pronunciation models (Fitriani et al., 2021).

In addition, intonation emerges as a strength for several students, particularly in emotionally expressive or interactive scenes. Students often use rising intonation in questions and expressive pitch patterns to convey agreement, surprise, or empathy. According to (Rahmi Aulia Amir et al.,

2023), appropriate intonation enhances pragmatic meaning and listener engagement. The drama based context supports this development, as students are required to express emotions and interpersonal relationships rather than merely produce isolated sentences.

Despite these strengths, several weaknesses are also evident. The most prominent weakness is grammatical accuracy. Many students produce frequent errors in sentence structure, verb tense, and word choice, especially in longer or more complex utterances. This finding (Dewi, D. S., & Wilany, E., 2022) who state that grammatical accuracy remains a major challenge for EFL learners during spontaneous speaking activities. Even students with high fluency often demonstrate weak grammatical control, indicating that fluency and accuracy develop at different rates.

Another weakness observed is inconsistent fluency, particularly among students who rely heavily on fillers, pauses, or hesitation when expressing ideas. Although these students are able to communicate meaning, frequent interruptions in speech flow reduce clarity and confidence. Nair and Yunus (2021) explain that limited speaking practice and insufficient automaticity in language processing can negatively affect fluency. This suggests that while drama activities promote interaction, additional structured speaking practice is still needed to strengthen fluency consistency.

Furthermore, limited intonation variation is identified as a weakness in some students' performances. While their speech is understandable, a lack of

pitch variation causes the delivery to sound flat and less engaging. Santhanasamy and Yunus (2022) emphasize that effective speaking involves not only clear pronunciation but also appropriate voice modulation to maintain listener interest. This limitation may indicate a lack of awareness of prosodic features or limited confidence in expressive speaking.

Overall, the strengths and weaknesses identified in this study demonstrate that students benefit significantly from drama based speaking activities in terms of communicative effectiveness, pronunciation, and interactional fluency. However, persistent challenges in grammatical accuracy, fluency consistency, and expressive intonation highlight the need for focused instructional support. According to (Syakur, 2020), effective speaking skills require continuous practice, feedback, and refinement of both linguistic form and communicative expression. Therefore, integrating drama activities with targeted feedback on grammar and prosody may further enhance students' speaking performance.

So, The Syarifah Irnina YouTube channel functions as an effective digital learning platform that supports speaking performance development. Vizcaíno-Verdú et al. (2021) state that YouTube has transformed how learners engage with video-based content by allowing repeated exposure, interaction, and independent learning. The short drama videos analyzed in this study provide learners with opportunities to observe, practice, and perform spoken English in meaningful contexts. Furthermore, Baumgartner and Carr-

Chellman (2024) highlight that digital platforms enhance flexibility and accessibility in adult education. The use of YouTube-based drama aligns with this view, as students can rehearse, record, and reflect on their performances. (Piriyaphokanont, P., & Sriswasdi, S., 2022) argue that drama-based learning allows learners to transfer experiences from the imaginary context to real-life communication.

In Video 1 with the theme Supporting Each Other, the students' speaking performance can be considered good due to the strong alignment between verbal expression, facial expressions, and body language. The dialogues are delivered naturally and interactively, indicating that the students understand the context and their roles rather than merely memorizing lines. Supportive facial expressions such as smiles, empathetic looks, and appropriate eye contact, along with relevant gestures, reinforce the meaning of the spoken language. From the vocal aspect, the students use appropriate intonation and steady voice projection, which contributes to fluency and makes the interaction sound natural and meaningful. This combination of expressive nonverbal behavior and vocal control reflects effective speaking performance in a drama-based context. Then, In Video 2 with the theme Beware of Stranger, although the students' facial expressions and body movements are not clearly visible due to visual limitations in the video, their speaking performance can still be effectively analyzed through vocal delivery. Emotional engagement is conveyed through variations in intonation, changes

in volume, and appropriate word stress, which reflect feelings of caution, fear, and tension relevant to the theme. The use of vocal emphasis and shifts in speaking tempo helps communicate urgency and emotional intensity in the dialogue. These vocal features demonstrate that the students are able to express meaning and emotion through speech alone, indicating a satisfactory speaking performance even in the absence of strong visual cues.