

PERFORMING DRAMA AS A PROJECT-BASED LEARNING IN ENGLISH LANGUAGE LEARNING CLASSROOM: STUDENTS' PERCEPTIONS

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Abstract

Project-based learning (PBL) is becoming more and more popular in mainstream education. It is a type of teaching method that allows students to learn something by doing a project devised by the teacher. One project-based learning method used by researchers was through the use of drama. The use of drama in language teaching has long been considered a legitimate practice. According to a recent literature review, English language learners (ELLs) may benefit even more from using drama in the classroom. The purpose of this study was to find out students' perceptions of performing drama as project-based learning in English language learning. This study used descriptive-quantitative method of collecting data through questionnaire. The study found that drama is the best option to facilitate learners' experience of autonomous learning and increase students' opportunities to learn English.

Keywords: drama, project-based learning, students' perceptions, english language learning

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Introduction

Today, English is becoming a global language used for international communication. There are two main reasons for designating a language as a world language: 1) the language becomes the official language in many countries, 2) the language is mainly learned in foreign-speaking countries. As you know, English is now the official language or primary language of learning in "more than 100 countries" around the world (Crystal, 2003). Therefore, Graves (2008) states that the purpose of learning English is to become a citizen of the world, to communicate and to improve one's financial prospects. English is used in many areas such as education, work, information and entertainment. According to Nga (2008), English is the primary language of books, newspapers, airports and air traffic control, international business and academic conferences, science and technology, medicine, diplomacy, sports, international competitions, popular music, and advertising. More than two-thirds of his scientists worldwide write

in English. His three-quarters of the world's mail is written in English. 80% of all information in the world's electronic search systems is stored in English.

English teachers have encountered some problems when teaching the learning process, especially when teaching English in a non-English subject. The data comes from a preliminary study the researcher had conducted. Questions were randomly assigned to her ten English-speaking instructors. It was from students who did not take a serious attitude. Psychological reasons such as long class hours, poor classroom conditions, poor curriculum design, attendance systems, and perceived as reluctant or burdensome for students to learn English. Regarding teaching methods, there were problems with teaching methods, such as lack of knowledge of language teaching materials, large classrooms, different classes, and secure desks. To overcome these problems, Ibrahim (2010) suggests that faculty should use a student-centered approach that helps students

improve their communication skills, critical thinking, and collaboration in problem solving.

Project-Based Learning (PBL) has been an increasing number of famous in training mainstream (Greenier, 2018). It is a form of coaching technique which lets in the students to examine something through accomplishing a undertaking designed with the aid of using the trainer. It creates a scenario wherein the studying technique is extra exciting and real-international consciousness than having teacher's clarification along with in conventional manner of coaching (Lee et al., 2014). The teacher right here takes position as a facilitator guiding the students doing their projects (King & Smith, 2020).

According to Fried-Booth (2002), project-based learning is a commonly used approach to develop language learning among learners at different levels and in different situations. Project work is student-centered and focused on the final deliverable, helping learners develop their language skills. Additionally, the process of creating the final product offers students the opportunity to develop self-confidence and independence. While working on a project, students will need to collaborate on a variety of tasks in authentic contexts. In addition, project-based learning lends itself well to mixed classes, offering learners the opportunity to contribute in ways that reflect their diverse talents and creativity. Fischer (2015) states that projects give students the opportunity to develop many skills because they work on the project themselves.

One of project-primarily based totally studying that researcher used turned into the usage of drama. Drama is beneficial for coaching and studying of English as it brings to the newbies' understanding approximately language and the improvement of language talents

(Stewig & Buege, 1994). Drama isn't simplest a performance, however it's far a very last product or output of an entire studying process (Fuentes, 2010, p.321). According to Chauhan (2004), whilst college students act and interact, they're the usage of their personal non-public save of language which will talk in a significant manner. So, the scholars have possibilities to enhance their linguistic capabilities and oral conversation. Drama results in improvement of newbies' speaking fluency. Hillyard (2016) noted that drama offers newbies with drilling and use of 'divided interest'. In doing this, newbies' interest isn't simplest targeted on accuracy, however additionally different bodily activities. The goal of coaching English thru drama isn't to show newbies into expert actors, however to offer newbies with a useful resource to study and rehearse the language in its given context (Banerjee, 2014). Moreover, drama promotes wholesome and interactive surroundings for the studying of English. There also are research to aid the blessings of drama on college students' language talents. Firstly, Banerjee (2014) targeted at the outcomes of the usage of drama for coaching and studying language and conversation talents withinside the study room. The outcomes discovered that the usage of drama withinside the study room made studying reports significant and fun.

Teaching English through drama is a useful tool for helping students learn to communicate meaningfully. In another study, Khosronejad & Parviz (2013) determined the effect of dramatized instruction on the speaking ability of EFL learners. The results of this study showed that dramatized instruction had a positive impact on learners' speaking skills. Drama is seen as a major aid in acquiring communicative competence, which is an important part of speaking ability. In addition, acting is beneficial

for learners. This is because students gain confidence in their use of the English language by experiencing using it in real and real situations. Manjooran & Resmi (2013) then conducted a comparative study involving the use of theater performance to improve communication skills and confidence in a class of English learners. The study showed that students who were instructed through drama improved their communication skills more than a control group of students who did not perform drama. This result suggests that theatrical activities can be used to improve learners' language skills. Additionally, theatrical activities can motivate them to use the target language. Masoumi-Moghaddam (2018) examines contexts in which drama techniques and practices can be practiced alongside pedagogical practices for teaching and learning spoken English in English classrooms. He identified appropriate conditions to improve the educational environment and help learn conversational English with the help of theater, confirms the effectiveness of theatrical techniques for teaching difficult units in EFL courses. In this study, the use of drama techniques facilitated the teaching of difficult modules in an EFL course to students, and English tutors and teachers used existing teaching strategies to engage students and encourage thinking. I have found it to encourage and stimulate skills. Teaching in a new way like drama is very interesting and helps students to pay attention to the teacher.

Taken together, drama as project-based learning helps learners develop language learning. They are used to develop learners' language skills, including speaking skills, through communicative activities in an active learning environment.

Method of the Research

A descriptive-quantitative research design was chosen to illustrate the implementation of drama as project-based learning in English teaching and learning. This study answered how lecturers as researchers used drama as project-based learning in English teaching and learning and performance of drama as project-based learning in English to describe the student's perception of learning.

The setting or place of learning was the classroom and Kesultanan Kaibon. This study aimed to introduce students to different project-based learning methods, including drama. A researcher served as a lecturer. It took the researcher in one semester to prepare for the play with the students. Participants were students involved in drama production. The number of participants were 30 students.

This study used a questionnaire to examine students' opinions and attitudes towards the implementation of drama as project-based learning in English classes. A closed-ended questionnaire with three possible options was chosen as the form of the questionnaire. 1 = Disagree, 2 = Neutral, 4 = Agree. Collected data were analyzed as percentages. The purpose of the analysis is to present descriptive statistics of the data: means or percentages. Percent analysis results were plotted on graphs for easy interpretation.

Findings and Discussions English Drama Activities

The plays performed by the students are taken from Indonesian folktales, namely The Legend of Mount Santri, a folktale from Banten, Indonesia. Fairy tales told the Islamic history of Banten. It was chosen because the story contains local wisdom that can be learned in the classroom. Prior to staging the play, it was observed that the students were preparing for the

performance of the English play under the guidance of the lecturer.

Table 1. Steps Should be Taken into Account by the Participants of the Drama

No	Stages	Activities	Explanation
1	Preparation	<ul style="list-style-type: none"> • Creating characters • Creating place • Creating script 	<p>Students can choose which character they want to play, such as Sultan Hasanuddin, Prabu Pucuk Umun, Muhammad Sholeh, Villagers, and Prabu Pucuk Umun's wives, etc.</p> <p>They have to make a script together with lecturer and determine the location for performing the drama.</p>
2	Production	Role-play students assuming the role of another person in a fictional situation.	This stage of roleplaying is very important. Because at this stage the students have to show all that they have prepared in the first stage. In addition, coping with agitation and tremors, developing and reacting to change the ability to express oneself (intonation, speech, facial expressions, body language, etc.) according to the script if it is necessary through plots invented to keep the situation under control.
	Reflection	Students and lecturer are expected to jointly provide feedback on the quality of role-plays conducted.	Provide feedback on bugs and shortcomings encountered in previous stages. Various ideas and thoughts about the composition and implementation of the process are discussed and feelings and emotions are exchanged. We will make suggestions for future theater activities. Summarize the results.

Students' Perceptions on Performing Drama as a Project-Based Learning

A questionnaire was given to students after the learning process was completed with drama as project-based learning. By this time, the students had gone through all the stages of producing a drama and performing it on stage. The purpose of this questionnaire was to describe students' perceptions of drama performance as project-based learning in

English class. A questionnaire was given to the 30 students as a participant involved in the drama *The Legend of Mount Santri*. The questionnaire consisted of 11 questions with three options: agreed (A), neutral (N), and disagreed (D) with 3, 2, and 1, respectively.

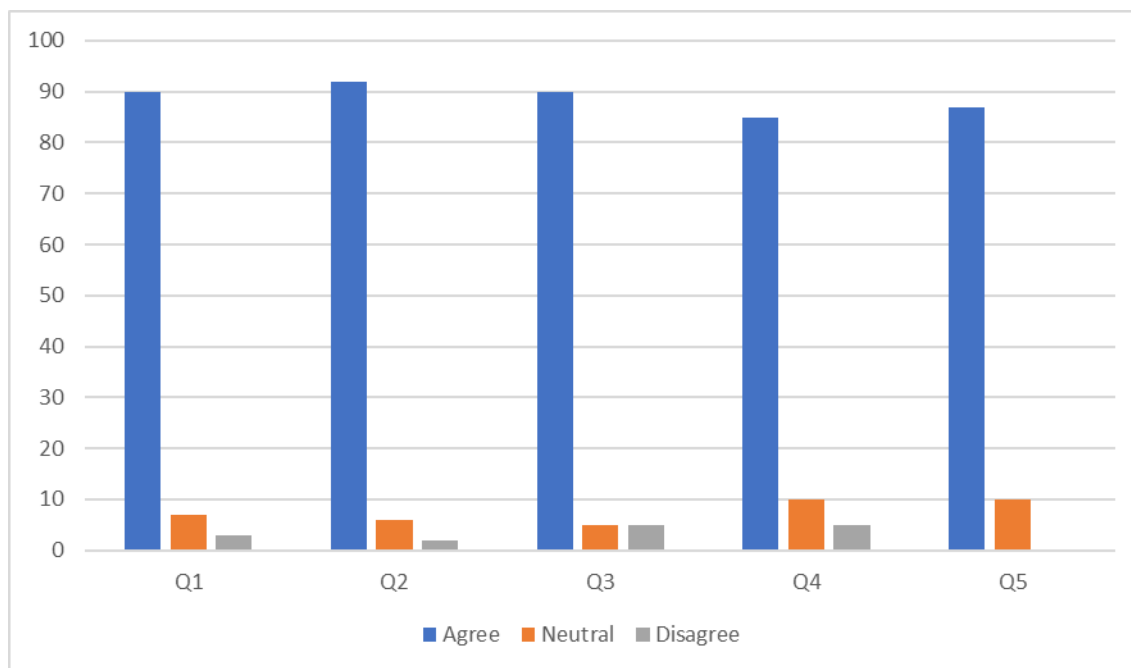


Figure 1. Students' Perception on Performing Drama as a Project-Based Learning

As a result, it was found that students liked learning in drama as project-based learning. As shown in Figure 1, the five statements on drama activity as project-based learning, over 80% of students agreed with the positive impact of the project. This means that 95% or almost all of the students enjoy presenting drama as project-based learning, as the histogram above shows. This means that students judged that drama as project-based learning made them creative, active, participatory and motivated. You can also have a joint job that can improve your life skills and language skills.

Results of the five statements as shown in Figure 1 confirmed that the use of drama dynamically helps students practice and acquire English

learning skills in a cast-dependent manner, promote English learning smoothly. This finding is consistent with several studies (Kauts, 2016; Masoumi-Moghaddam, 2018; Susanti, 2019) that argue that the more active and interactive the learning experience, the more likely students are to improve their skills. Additionally, drama strategies reinforce students' attitudes toward the importance of learning English. Evidence from questionnaires confirmed that students emphasize that drama motivated them to practice their English skills. You can support the idea of improving and use this experience to help your students improve their English skills.

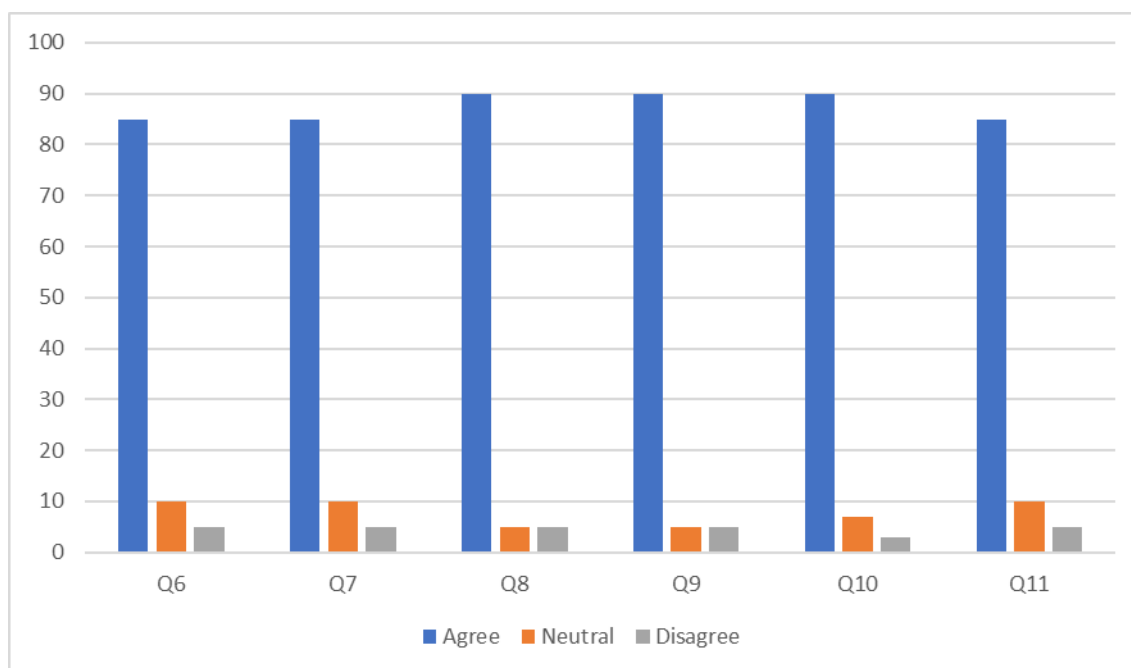


Figure 2. Students' Perception on Performing Drama as a Project-Based Learning

As Figure 2 shows, the majority of students agreed that "All stages of the project will help me speak English", "I want to create drama in my English class in the future", and "I will learn how to construct sentences". I agree with statements such as almost all students agree with these statements, whether or not drama as project-based learning helps them learn English such as themes, implied meanings, new vocabulary, new sentences. As project-based learning, you will be able to understand structures and summaries through play performance. It is in line with Holden (1982) said that drama activity promotes the type of verbal behavior intended to lead to fluency, and if it is accepted that the learner wants to learn a language in order to understand himself in the target language, drama activity can actually promote that goal.

Conclusion

It can be concluded that activities in drama performances as project-based learning in English teaching and learning gave students the opportunity to develop

their English skills. The use of drama in language teaching and learning was an excellent resource for language teaching. Through play, learners become familiar with grammatical structures in context and learn how to use language to express, control and communicate. The use of drama increases students' awareness of the target language and culture. In this context, it becomes important to use drama as a tool rather than as an object for foreign language teaching. Language learning should be culture agnostic. In other words, the drama's context should blend into the language-learning process in an engaging, relevant, and enjoyable way.

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