EXPLORING STUDENTS' PERCEPTION ON DRAMA AS PROJECT-BASED LEARNING FOR INTEGRATED ENGLISH SKILLS DEVELOPMENT: A CASE STUDY OF 4th SEMESTER STUDENTS AT UIN SAIZU PURWOKERTO IN ACADEMIC YEAR 2023/2024

AN UDERGRAUATED THESIS

Submitted to the Faculty of Tarbiya and Teacher Training of

State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto

as a Partial Fulfilment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree

By

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ENGLISH EDUCATION STUDY PROGRAM

EDUCATION DEPARTEMENT

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declare that the thesis I wrote with the title, "**Exploring Students' Perception on Drama as Project-Based Learning for Integrated English Skills Development: A Case Study of 4th Semester Students at UIN SAIZU Purwokerto in Academic Year 2023/2024**" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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This thesis, entitled

**EXPLORING STUDENTS' PERCEPTION ON DRAMA
AS PROJECT-BASED LEARNING
FOR INTEGRATED ENGLISH SKILLS DEVELOPMENT:
A CASE STUDY OF 4th SEMESTER STUDENTS
AT UIN SAIZU PURWOKERTO IN ACADEMIC YEAR 2023/2024**

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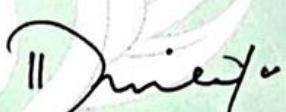
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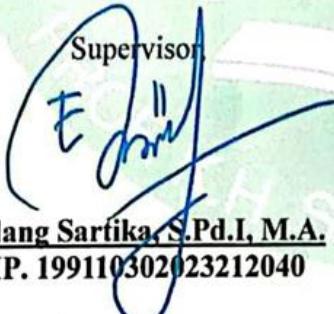
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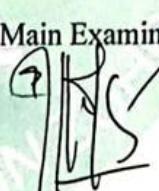
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Wassalamu'alaikum Wr.Wb.

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MOTTO

"Manners Maketh Man"
(William Horman)

"If a bird lands on a branch, does the bird trust the branch or does it trust its wings? And the clue, I have seen many birds land on branches, but what I have never seen is a branch break and a bird fall and die. Trust Your Wings."
(Anonymous)

"Verily, with every difficulty, there is relief."
(Q.S. Al Insyirah: 6)

"If people are talking behind your back and they're not coming up and saying it to you, then let them stay where they are, behind you."
(Anonymous)

"When you get what you want, that's God's direction, but when you don't get what you want, that's God's protection."
(Anonymous)

DEDICATION

I dedicate this undergraduate thesis towards:

My beloved parents (Ruwiyanto and Mafiatun), who always support, motivate,

and pray for me to finish this study, and also my lovely little sister (Althafla

Rahajeng Jingga Queenala).

UIN Prof. K. H. Saifuddin Zuhri Purwokerto, which provided me with the

resources and environment to grow academically and personally.

Myself.

PREFACE

In the name of Allah, the most graceful, the most. Praise be to Allah, for blessing me with his mercy and guidance to finish this thesis entitle "Exploring Students' Perception on Drama as Project-Based Learning for Integrated English Skills Development: A Case Study of 4th Semester Students at UIN SAIZU Purwokerto in Academic Year 2023/2024" could be completed.

This thesis presented as partial fulfilment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto. The writer would like to express the deep gratitude and appreciation to:

1. Prof. Dr. H. Ridwan, M.Ag as the Rector of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto;

2. Prof. Dr. H. Fauzi, M.Ag, Dean of Faculity Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto;

3. Prof. Dr. Suparjo, S.Ag. M.A., as vice Dean I of Faculity Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto;

4. Dr. Nurfuadi, M.Pd. I., as vice Dean II of Faculity Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto;

5. Prof. Dr. H. Subur, M.Ag, as vice Dean III of Faculity Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto;

6. Dr. Maria Ulpah, M.Si., the Coordinator of Department of Tadris Faculity Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto;

7. Desi Wijayanti Ma'rufah, M.Pd., the Coordinator of the English Education of Faculity Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, Academic Concelor of TBI B 2020 and the Supervisor of Undergraduate Thesis;
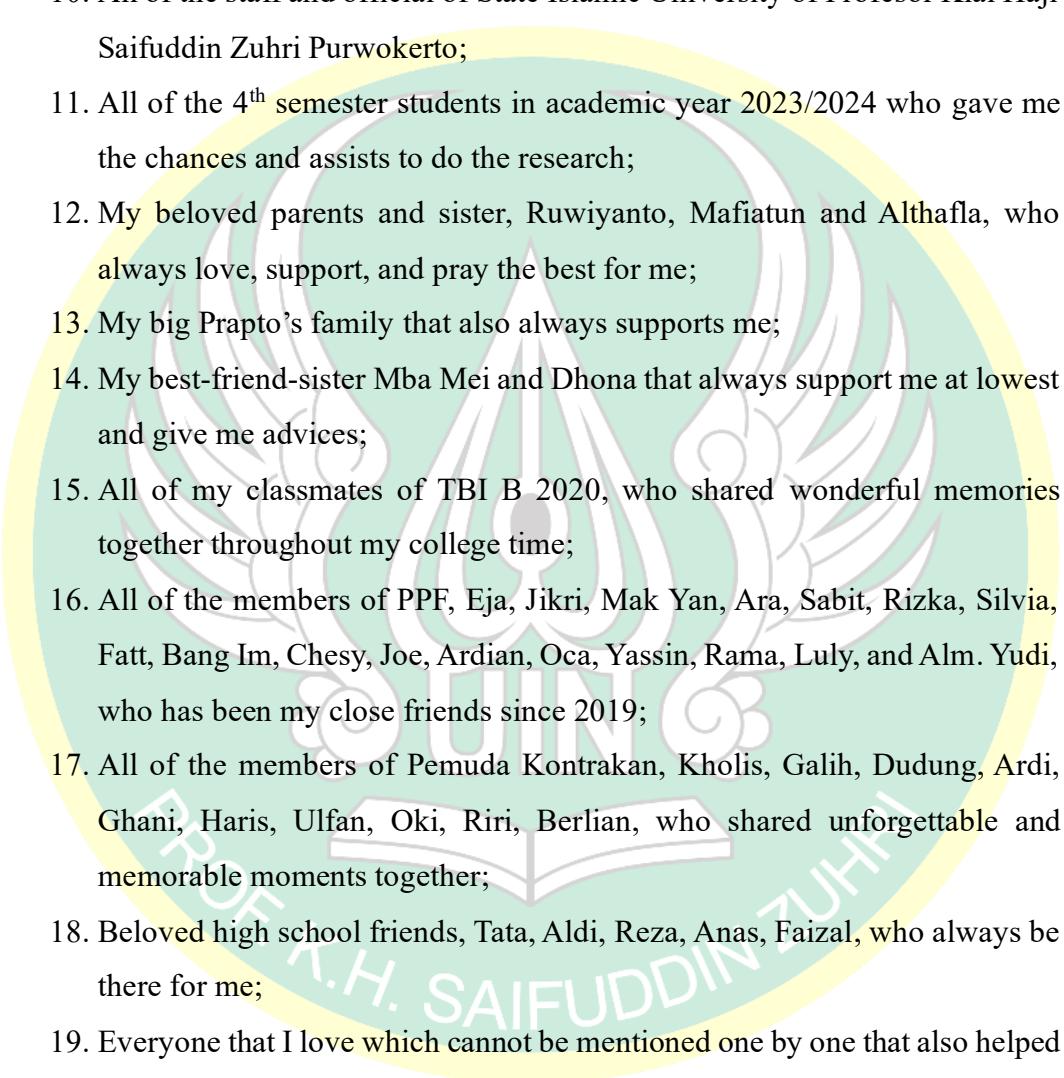
8. Endang Sartika, S.Pd.I., M.A., as my beloved supervisor who always give supports, wide knowledge, motivation, and suggestions for me finishing the thesis;

9. All of the lectures in Faculty Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto;

10. All of the staff and official of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto;

11. All of the 4th semester students in academic year 2023/2024 who gave me the chances and assists to do the research;

12. My beloved parents and sister, Ruwiyanto, Mafiatun and Althafla, who always love, support, and pray the best for me;

13. My big Prapto's family that also always supports me;

14. My best-friend-sister Mba Mei and Dhona that always support me at lowest and give me advices;

15. All of my classmates of TBI B 2020, who shared wonderful memories together throughout my college time;

16. All of the members of PPF, Eja, Jikri, Mak Yan, Ara, Sabit, Rizka, Silvia, Fatt, Bang Im, Chesy, Joe, Ardian, Oca, Yassin, Rama, Luly, and Alm. Yudi, who has been my close friends since 2019;

17. All of the members of Pemuda Kontrakan, Kholis, Galih, Dudung, Ardi, Ghani, Haris, Ulfan, Oki, Riri, Berlian, who shared unforgettable and memorable moments together;

18. Beloved high school friends, Tata, Aldi, Reza, Anas, Faizal, who always be there for me;

19. Everyone that I love which cannot be mentioned one by one that also helped and supported me through this time finishing this research;

20. You, someone that I shall not mention, who will always be special;

21. Last but not least, me myself.

The researcher is aware that there are several errors and inadequacies in this thesis. As a consequence, comments and criticism are always welcome. Hopefully, the thesis will be useful to the readers. Aamiin.

Purwokerto, December 9th 2024.

The researcher,

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ABSTRACT

This study investigates the perceptions of 4th semester students at UIN SAIZU Purwokerto regarding drama as a project-based learning (PjBL) approach the integrated English skills development. The research aims to explore how students' perception of drama in enhancing their listening, speaking, reading, and writing abilities within the context of an Introduction to Literature course during the academic year 2023/2024. Through mixed methods, including surveys, observations, interviews, and documentations, the study also identifies both the benefits and challenges associated with using drama as a pedagogical tool. Findings indicate that students view drama positively, recognizing its role in fostering engagement, creativity, responsibility, and collaboration while simultaneously improving their language skills. However, challenges such as performance anxiety and time management issues were also noted. The study concludes that integrating drama into English language education can significantly enhance students' learning experiences and recommends that educators adopt this approach while providing adequate support to address potential challenges. This research contributes to the understanding of effective teaching strategies in language education and offers insights for future pedagogical practices.

Keywords: Drama, Integrated English Skills, Project-Based Learning, Students' Perception,

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ABSTRAK

Penelitian ini menyelidiki persepsi mahasiswa semester 4 UIN SAIZU Purwokerto mengenai drama sebagai pendekatan pembelajaran berbasis proyek (PjBL) pengembangan keterampilan bahasa Inggris yang terintegrasi. Penelitian ini bertujuan untuk mengeksplorasi bagaimana persepsi siswa tentang drama dalam meningkatkan kemampuan mendengarkan, berbicara, membaca, dan menulis dalam konteks mata kuliah Pengantar Sastra selama tahun akademik 2023/2024. Melalui metode campuran, termasuk survei, observasi, wawancara, dan dokumentasi, penelitian ini juga mengidentifikasi manfaat dan tantangan yang terkait dengan penggunaan drama sebagai alat pedagogis. Temuan menunjukkan bahwa siswa memandang drama secara positif, mengakui perannya dalam menumbuhkan keterlibatan, kreativitas, tanggung jawab, dan kolaborasi sekaligus meningkatkan keterampilan Bahasa Inggris mereka. Namun, tantangan seperti kecemasan kinerja dan masalah manajemen waktu dapat dilihat. Studi ini menyimpulkan bahwa mengintegrasikan drama ke dalam pendidikan bahasa Inggris dapat secara signifikan meningkatkan pengalaman belajar siswa dan merekomendasikan agar pendidik mengadopsi pendekatan ini sambil memberikan dukungan yang memadai untuk mengatasi tantangan potensial. Penelitian ini berkontribusi pada pemahaman strategi pengajaran yang efektif dalam pendidikan bahasa Inggris dan menawarkan wawasan untuk praktik pedagogis di masa depan.

Kata Kunci: Drama, Keterampilan Bahasa Inggris Terintegrasi, Pembelajaran Berbasis Proyek, Persepsi Siswa

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CHAPTER I
INTRODUCTION

This chapter provides an overview of the study's background, conceptual definitions, research question, objectives, and significance, as well as the structure of the research.

A. Background of The Research

In general, integration is described as the process of integrating two or more types into one. Within education, integrated lessons have a similar connotation since they incorporate two or more ideas into a single session (Nizamova et al., 2019). Integrated English skills development involves the simultaneous teaching and learning of the four key language skills: listening, speaking, reading, and writing. This approach is grounded in the understanding that language proficiency is best achieved when these skills are developed together, as they are interdependent in real-world communication. Harmer in Dewi & Muslim (2024) stated integrating various skills can be a logical approach to replicate the natural combination of skills and offer extensive learning opportunities for students within a classroom setting.

English learning at University of Prof. K. H. Saifuddin Zuhri Purwokerto (also known as UIN SAIZU Purwokerto), especially for the English education department, throughout these few years has been done progressively. After doing the pre-liminary observations from several lecturers, specifically from the English skills comprehension, it was found that mostly English students must be directed in one learning goal at the beginning of the first semester, considering that their backgrounds vary. Some are indeed equipped with qualified English skills, standard English, and some even have absolutely minimal knowledge in English. Then, after three semesters, at least they already have a strong foundation to continue learning more complex English. A result, significant changes of English skills comprehension were shown by many students in the third semester and above.

According to the study conducted by Wahidiyati (2023), the language skills that must be taught in intensive English classes especially for English students in UIN SAIZU, include listening comprehension, structure and writing expression, and reading abilities. Students require listening, design, written word resources, as well as speaking and reading skills—all of which are necessary for enhancing structure and composition. In addition, vocabulary and grammar are two areas of the language that should be addressed during the intense English session. In addition, a study by Ma'rufah (2021), also shown that the students of the English Education Department at UIN SAIZU are usually in the intermediate level of competency in English, and they have fair writing skills.

Thus, teachers need to employ various learning styles to maintain students' engagement during the class and assess their understanding more thoroughly. For an example, they can invent a project-based learning approach in class. Project-Based Learning (PjBL) has evolved as a dynamic pedagogical approach in university or higher education, allowing students transformational learning experiences that go beyond standard classroom settings and provides a great chance for students to connect the gap across theory and practice (Evenddy et al., 2023). Working on projects integrates students' four skills with more competencies including establishing interpersonal communication (Dharmayanti et al., 2021). As one of the various PjBL form, a drama project can be invented in a class.

Ali in Altweissi & Maaytah (2022), explained drama in education can enrich learners' personalities by fostering skills like drawing, singing, and acting through activities like role-playing. It aids students in grasping concepts, appreciating their environment, meeting educational objectives (such as physical health and mental abilities), and becoming engaged members of their community. Teachers support the integration of drama arts into the curriculum because of its crucial role in developing knowledge and skills, enabling students to take charge of their learning journey.

Furthermore, the next pre-liminary observation by the author about the drama project activity at UIN SAIZU Purwokerto, firstly held in July 2022 for the 4th semester students in academic year 2021/2022. Then, the second one was held in 2024 for 4th semester students in academic year 2023/2024. This project is to fulfil the final assignment of Introduction to Literature course. Author was also chosen to be engaged in this year of drama project activity, but in different task as a companion not participant. Contributed by three classes of 4th semester English education students, they were asked to freely make the drama project concept whether it's an adaptation, remake, or original screenplay. According to the observation of the first drama project in 2022, it impacted significantly for the students especially in integrated English skills (listening, speaking, reading, writing). Research by Sartika (2024), shown that drama is acceptable as the class's final project since it assists students with soft and hard skills, as well as practiced their English abilities, to be more innovative and independent, and also to engage in a team.

A study by Yuanyuan (2019) towards students in a primary school in Guangzhou, China, this study explores the implementation of the drama course and its impact on enhancing students' English proficiency. The investigation found that the drama course not only improved students' language skills but also their acting abilities. Drama instruction has gained popularity and significance within Chinese K-12 education and has notably contributed to boosting students' English competency, particularly in the school involved in this study. Then research by Mardas & Magos (2020), it was discovered that incorporating drama into education can stimulate emotions and prompt reflections within the school classroom. Students are encouraged to engage their minds and senses while connecting with their feelings. The research revealed that using drama helped participants understand the significance of a particular social situation and distinguish between cognitive and emotional empathy. Moreover, study by Zakopoulus (2023), found out that drama/theatre performance significantly affects a diverse group of educational professionals, including drama teachers,

faculty members, researchers in drama education, scholars, and theatre practitioners.

An experimental study by Yumurtacı and Mede (2021), they explored and compared the effectiveness of creative drama versus traditional teaching methods on vocabulary development and creative thinking skills among 45 young English learners (grades 2, ages 7-8) and two teachers involved in a primary English program at a private K-12 school in Istanbul, Turkey. The results indicated that instruction incorporating creative drama positively influenced the vocabulary growth and creative thinking abilities of the young learners. Ultimately, the study offers pedagogical insights and suggestions for integrating creative drama into English classrooms at the elementary level. It positively impacted the creative thinking skills of second graders compared to traditional teaching methods. Additionally, the teacher's reflections indicated that integrating creative drama into English lessons led to an increase in students' interest, imagination, creativity, ambition, as well as their speaking and body movements.

Therefore, the author is going to fill the gap by doing the research to investigate the students' perceptions of drama project in class, especially for their English skills, benefits, and challenges throughout the project. In addition, the subject of the research will be in higher level which is the 4th semester students of English education program at UIN Prof. K. H. Saifuddin Zuhri Purwokerto in academic year 2023/2024. As the explaination above, the title for this research is "*Exploring Students' Perceptions on Drama Project-Based Learning for Integrated English Skills Development: A Case Study Of 4th Semester Students at UIN SAIZU Purwokerto in Academic Year 2023/2024*".

B. Conceptual Definition

1. Students' Perception

Perception involves how individuals become aware of things through their senses. It also encompasses the ideas, beliefs, or images people form based on their understanding or interpretation of what they see (Hornby et al., 2006). Rakhmat explained that perception is the experience

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of objects, events, or relationships that arise from the process of inferring information and interpreting messages (Rakhmat, 1990). In general perception is the process by which an individual selects, organizes, and interprets sensory information to understand their environment. It involves the use of the five senses (sight, hearing, touch, taste, and smell) to create mental images, concepts, or awareness of environmental elements. Students' perception refers to how students feel about a specific object, such as a drama activity, based on their sensory responses. In this research, the focus is on the students' perceptions of the drama activity in relation to their English skills.

2. Integrated English Skills

Theoretical concerns about integration often derive from evolutionary theory, signifying progressive change towards coherence. Practically, integration can be achieved through various analytical tools and policy concepts, ensuring consistency and resolving inconsistencies (Lindo, 2005). In English learning, integrated skills emphasize the four core English skills—reading, writing, speaking, and listening—using the communicative language teaching approach. Students participate in diverse activities such as listening exercises, role-playing, and engaging discussions to practice their English skills (Nizamova et al., 2019). Integrated English skills learning means four basic skills (listening, speaking, reading, writing) are learned by students in such activities in class. In this research, the focus is the integrated English skills through the drama activity project.

3. Project-based Learning (PjBL)

Project-based learning (PjBL) is an educational model designed to engage students, teachers, and curriculum. Through this approach, students can either complete their assignments individually or collaboratively to meet the required standards (Harrigan, Gastrid, Walden U., 2014). Bender in Karyawati & Ashadi (2018) stated PjBL is a learning model that enhances students' knowledge, skills, and societal understanding by utilizing projects

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that mimic real-world research and inquiry. Project-Based Learning in English is an instructional approach that focuses on student-centered learning, autonomy, and collaborative activities. Students are encouraged to take ownership of their learning by working on real-world projects that interest them. In this study, the form of the PjBL is English drama activity.

4. English Drama Activity

Drama is the art of narrative performance on stage, combining elements like body language, props, dance, and music. Özgen and Erbay discuss the perspectives of drama leaders, who define drama as an educational teaching strategy, a lifestyle, an art form, a source of creativity, and a means of socialization. These leaders emphasize the collaborative and hands-on nature of drama in education, highlighting its role as a dynamic learning technique (Özgen & Erbay, 2022). Drama is increasingly recognized as a valuable tool in education, integrating various subjects like English, history, and social studies. It enhances students' language skills, creativity, and critical thinking while fostering empathy and understanding through role-playing and performance.

5. Introduction to Literature Course

Introduction to literature course is designed to acquaint students with the fundamental concepts and genres of literature. Introducing to the major genres of literature, including poetry, prose, and drama. This helps students develop a broad understanding of the different forms and their characteristics. In this study, based on Struktur Kurikulum Dan Sebaran Mata Kuliah 2020 Prodi Tadris Bahasa Inggris, Sartika explained introduction to literature course is one of her offers in the revised curriculum implemented in 2020 (Sartika, Handayani, et al., 2024).

C. Problem Statements

The focus of the problem that will be sought for answers through this research are:

1. How do students perceive the integrated English skills development through English drama as project-based learning in an Introduction to Literature course of 4th semester students at UIN SAIZU Purwokerto in academic year 2023/2024?

2. What are the perceived benefits and challenges of integrated English skills in English drama as project-based learning in an Introduction to Literature course of 4th semester students at UIN SAIZU Purwokerto in academic year 2023/2024?

D. Research Objectives and Significances

1. Objectives of research

Based on the problem statements that the author has invented; the objectives of the research are:

a. To explore 4th semester students' perceptions of integrated English skills development through English drama as project-based learning in an Introduction to Literature course at UIN SAIZU Purwokerto in academic year 2023/2024.

b. To identify the perceived benefits and challenges of using drama as project-based learning in an Introduction to Literature course at UIN SAIZU Purwokerto in academic year 2023/2024.

2. Significances of the research

a. Theoretical Significance

Able to know about students' perception on drama as the project-based learning towards their English skills, including their challenges and benefits they get during the project.

b. Practical Significance

1) For Teachers

This study is expected to be used by teachers as a reference for them in implementing drama project in class for the future lesson

activity, by analysing students' perception towards drama activity on their English skills.

2) For Researchers

This study is expected as a reference for further research to explore and able to use the research gap of the study.

E. Structure of The Research

This research is divided into five chapters, each addressing the following topics:

Chapter I is Introduction. This chapter provides an overview of the research background, conceptual definitions, research questions, objectives, and significance of the study, as well as the structure of the research.

Chapter II is Literature Review. This chapter delves into the theories that will be utilized in this research, including those related to students' perceptions of drama activities and their impact on English skills. It covers topics such as students' perceptions, integrated English skills, project-based learning, and drama activities.

Chapter III is Research Methodology. This chapter outlines the research methodology, including the type of research, the location and time frame, the population and sample size, data collection techniques, and data analysis methods.

Chapter IV is Results and Discussion. This chapter presents the findings and discussion of the 4th semester students' perceptions of the drama activity project from an introduction to literature course, focusing on their integrated English skills at UIN Prof. K. H. Saifuddin Zuhri during the academic year 2023/2024.

Chapter V is Conclusion, Limitations, and Suggestions. This final chapter discusses the conclusions drawn from the research, its limitations, and suggestions for future studies. It is followed by references and appendices.

CHAPTER II
LITERATURE REVIEW

This chapter provides an explanation of the definitions and theories underlying the research, as well as references to previous studies that support and inform this investigation.

A. Theoretical Review

1. Students' Perception

This first part is about to explain the concept of perception, including the stages, types, and factors that affect someone's perception.

a. The concept of perception

Perception involves how individuals become aware of things through their senses. It also encompasses the ideas, beliefs, or images people form based on their understanding or interpretation of what they see (Hornby et al., 2006). Rakhmat explained that perception is the experience of objects, events, or relationships that arise from the process of inferring information and interpreting messages (Rakhmat, 1990). Students' perception is a psychological skill that enables them to analyze and comprehend previously gathered data. It involves students' viewpoint on integrating diverse information and interpreting it to form a mindset about events (Damayanti, 2022).

In general perception is the process by which an individual selects, organizes, and interprets sensory information to understand their environment. It involves the use of the five senses (sight, hearing, touch, taste, and smell) to create mental images, concepts, or awareness of environmental elements. Students' perception refers to how students feel about a specific object, such as a drama activity, based on their sensory responses.

b. Stage of Perception

Walgito stated that the occurrence of perception is something that occurs in the following stages (Fuady et al., 2017):

1) The first stage, which is known as the natural process or physical process, is the process of capturing a stimulus by the human senses.

2) The second stage, which is known as the physiological process, is the process of passing on stimuli received by receptors (sensory apparatus) through sensory nerves.

3) The third stage, known as the psychological process, is the process by which an individual's awareness of the stimulus received by the receptor arises.

4) The fourth stage is the result obtained from the perception process, namely in the form of responses and behaviors.

c. Types of Perception

There are two primary types of perception: positive perception and negative perception (Robbins & Judge, 2013). Here are the key differences between them:

1) Positive Perception. Positive perception involves a person's evaluation of information or objects with positive thoughts or expectations. This occurs because the individual is satisfied with the perceived object, leading to a favorable interpretation of the information (Hanif, 2019). Essentially, it means that the individual views all information about the object in a positive light.

2) Negative Perception. Negative perception, on the other hand, involves an individual's perception of information or objects with negative thoughts. This arises when individuals are dissatisfied with the object, leading to a negative interpretation of the information (Hanif, 2019). Negative perception can also

stem from ignorance or a lack of experience with the perceived object, resulting in an unfavourable assessment.

d. Factors Affecting Perception

In a person's perception, individuals organize and interpret the stimuli they receive, so that the stimulus has meaning for the individual concerned. Regarding the factors that play a role in perception, Walgito stated that there are several factors (Walgito, 2004), namely:

1) Perceived objects

Objects give rise to stimuli that hit the sensory apparatus or receptors. Stimuli can come from outside the perceiving individual, but they can also come from within the individual in question who directly hits the receiving nerve that acts as a receptor. However, most of the stimulus comes from outside the individual.

2) Sensory apparatus, nerves, and nerve arrangement centers

The sensory apparatus or receptors are tools to receive stimuli. In addition, there must also be sensory nerves as a tool to pass the stimuli received by the receptors to the center of the nervous system, namely the brain as the center of consciousness. As a tool to carry out a response, motor nerves are needed.

3) Attention

To realize or to hold a perception requires attention, which is the first step as a preparation in order to hold a perception. Attention is the concentration or concentration of all individual activities aimed at something or a group of objects. From these things, it can be stated that to establish the perception of several factors that play a role, which is a condition for perception occurs, namely (1) the object or stimulus is perceived; (2) the sensory apparatus and nerves as well as the nerve arrangement center, which is a physiological condition; and (3) attention, which is a psychological condition.

e. The Nature of Classroom Environment

Creemers and Rezigt in OECD (2009), stated that the classroom environment is the context where student learning occurs. It encompasses the physical space, the social dynamics, the overall atmosphere, and the norms and values. In addition, Alinier and Hssain explained in Alinier & Hssain (2019) that a learning environment includes numerous elements, such as various physical locations, educational methods, the cultural context of the institution and the learners, and different scenarios like knowledge transmission or acquisition, skill practice, or assessment for formative or summative purposes. Learning can occur in a diverse range of settings, both indoors and outdoors, within academic or clinical contexts, and extends far beyond the traditional classroom setting.

Bebky in Haqza (2014) elaborated if a classroom is not properly organized to support the type of schedule and activities a teacher has planned, it can impede the functioning of the day as well as limit what and how students learn. To create an effective, efficient, and pleasant learning environment, it is important to establish, teach, and enforce reasonable, culturally sensitive, and developmentally appropriate classroom rules that promote your students' learning, socialization, and safety. Moreover, it is also important to remember that learners' tastes and demands may vary (Alinier & Hssain, 2019); individuals learn in a variety of ways in different circumstances. The goal is to establish an atmosphere that optimizes everyone's capacity to learn, regardless of their preferences or learning styles. There is no one ideal learning environment, but rather an endless variety of alternative learning contexts, which will always benefit or disadvantage some of the learners.

f. Students' Perception of Classroom Environment

Muhibbinsyah in Haqza (2014) explained that students' assessments of several aspects of their classroom social environment, such as affiliation, coherence, fairness, mutual respect, and teacher and student support, are consistently linked to adaptive motivational beliefs and success behaviors. It implies that how we look at events, locations, and objects reflect our worldview and shapes the conclusions and choices we take.

Based on Fraser, students' perceptions of school events, teacher expectations, and interactions with teachers influence their academic attitudes and behaviors. Understanding these perceptions and the factors that shape them is essential for both teachers and educational researchers to enhance and optimize student learning and the learning environment (Fraser & Tobin, 2012). Furthermore, Fraser's study on students' impressions of their classroom environment should focus on the following goals:

1) Linking student results with views of the classroom environment.
2) Comparing instructor and student perspectives.
3) Investigating if students perform better in their chosen classroom environment compared to alternative settings.
4) Investigating how student traits and classroom conditions impact curriculum development.

2. Integrated English Skills

Below is explained an integrated English skills framework that designed to incorporate all aspects of language learning—listening, reading, speaking, and writing—into a cohesive and meaningful learning process.

a. Integrated Language Skills Approach

Theoretical concerns about integration often derive from evolutionary theory, signifying progressive change towards coherence. Practically, integration can be achieved through various analytical tools

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and policy concepts, ensuring consistency and resolving inconsistencies (Lindo, 2005). In English learning, integrated skills emphasize the four core English skills—reading, writing, speaking, and listening—using the communicative language teaching approach. Students participate in diverse activities such as listening exercises, role-playing, and engaging discussions to practice their English skills (Nizamova et al., 2019). Examples of classroom applications include linking punctuation with writing abilities, merging reading skills with speaking, and expanding literacy skills through reading, writing, and speaking. Integrated language skills connect all components of language, allowing pupils to learn organically via involvement in the learning process (Usman & Anwar, 2021a).

Students are at the heart of the learning process, while teachers serve as facilitators. Meaningful learning is defined as the integration of language skills into the learning process. In meaningful learning, the learning process is derived from the novel event (Suresh Kumar & Nazneen, 2016). The integrated language skills approach incorporates reading, writing, listening, and speaking into the learning process (McDonough et al., 2013).

b. **Characteristics of Integrated Language Skills**

Several aspects of integrated language skills are appropriate for students in class, including (Routman, 1991):

1) Reading aloud (improves hearing abilities, expands vocabulary, aids in reading comprehension, and encourages kids' reading enthusiasm).

2) Journal writing (a journal provides a secure space for kids to express themselves, narrate events in their lives, expose their learning results, and employ language in writing).

3) Sustained quiet reading (student-led silent reading exercises).

4) Shared reading (teacher-student reading activities in which everyone has the same book).

5) Guided reading (reading activities in which the teacher serves more as a model, observer, or facilitator).

6) Guided writing (where the teacher serves as a facilitator, assisting students in determining what they want to write and how to express it clearly, logically, and beautifully).

7) Independent reading allows students to choose what they want to read.

8) Independent writing improves writing abilities, habits, and critical thinking skills.

Furthermore, Goodman in (Usman & Anwar, 2021b) further mentioned that there are seven features identified in integrated language skills classroom, which are:

1) A class takes a completely integrated approach to the module.

2) Students learn by using models or examples.

3) Students work and learn according on their developmental level.

4) Students learn to share responsibilities while studying.

5) Students actively participate in meaningful learning.

6) Students are willing to take chances and are encouraged to experiment.

7) Students receive great comments from their teachers and peers.

3. **Project-Based Learning**

In this part of the theory, will be explained the concept of project-based learning, the advantages, and challenges in implementing project-based learning in class.

a. **Project-Based Learning Model**

Miller stated Project-Based Learning (PjBL) is a student-centered learning strategy that emphasizes setting objectives, collaboration, interaction, autonomy, constructive inquiries, and representation on real-world practices (Miller, 2006). PJBL is an educational model designed to engage students, teachers, and curriculum. Through this approach, students can either complete their

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assignments individually or collaboratively to meet the required standards (Harrigan, Gastrid, Walden U., 2014). Bender in Karyawati & Ashadi (2018), stated that PjBL is a learning model that enhances students' knowledge, skills, and societal understanding by utilizing projects that mimic real-world research and inquiry. Students are encouraged to take ownership of their learning by working on real-world projects that interest them.

PjBL in higher education entails students taking on tasks which imitate real-world events, allowing them to apply academic principles to actual problems. It engages students in inquiry, research, and cooperation, giving them opportunity to build knowledge and improve critical thinking abilities (Musa et al., 2011). Through PjBL, students engage actively involved in their own learning path. It enables students to take control of their education, cultivating a sense of self-reliance and self-directed learning (Du Toit-Brits, 2019). Overall, PjBL in college or university offers students an excellent opportunity to fill the gap across theory and practice. Instructors, administrators, and policymakers may make educated judgments concerning the incorporation and development of PjBL in higher education institutions by investigating its benefits and drawbacks (Evenddy et al., 2023). It provides students with genuine problem-solving opportunities, enabling them to grasp the significance and practicality of their information in real-life situations (Taufiqur Rahman et al., 2023).

b. Advantages of Implementing Project-based Learning in Class

Even though there are plenty aspects to be concerned for implementing PjBL in class, it improved students' engagement, interdisciplinary collaboration, and authentic problem solving as explained (Evenddy et al., 2023; Le Van & Hai Tien, 2021; Uyen et al., 2023):

1) PjBL promotes responsibility and autonomy among students, inspiring them to actively participate in their education.

2) Encouraging students to collaborate across disciplines and develop useful skills for future endeavours.

3) Using a real problem-solving, students may get a deeper comprehension of the subject matter and its practical implications.

4) An effective instructional tool that improves language, content, and employability abilities.

5) PjBL in teacher education enhances pre-service teachers' practical problem-solving abilities, crucial for their future jobs.

c. Disadvantages of Using Project-based Learning

Implementing PjBL in higher education presents a number of problems. One major impediment is faculty opposition and readiness to accept this teaching style (Evenddy et al., 2023). Faculty members may be reluctant to accept PjBL for a variety of reasons, including unfamiliarity with the approach, worries about workload and time limits, or a preference for traditional teaching methods (Mihić & Završki, 2017). It also showed teachers in English medium schools in Kazakhstan face challenges related to faculty readiness and experience in implementing PjBL (Batysheva & Kitibayeva, 2022).

Implementing PjBL in higher education also presents complexities in curriculum design and assessment. Teachers need to develop new evaluation methods that measure the depth of understanding and skills developed during the project (Evenddy et al., 2023). Students in ESP classes encounter challenges related to curriculum design and assessment, particularly in terms of aligning the project with the course objectives, as well as Students in ESP classes encounter challenges related to their classmates' skills, English proficiency, and negative attitudes, which can affect their motivation and engagement in PjBL (Le Van & Hai Tien, 2021).

4. Drama as Project-based Learning

Drama is increasingly recognized as a valuable approach in education because it integrates learning in a way that promotes creativity, critical thinking, and social interaction. In this study, drama activities go beyond just being a performance art; drama project is used as an educational learning model to enhance English language learning in the following ways:

a. Constructivist Learning Theory

The philosophy of pedagogic constructivism is founded on the writings of Dewey, Montessori, Kolb, Piaget, and Vygotsky (Drljača, 2020). Constructivist learning theory is rooted in the belief that learners actively construct their own knowledge and understanding through experiences. Emphasizing that learning is a process of creating meaning from interactions with the world, rather than passively absorbing information. According to Wagner (2002), constructivist theory, humans generate their own models and assumptions about how the world works, influenced by both their biological brain and the society they live in.

Explained by Matijević (2017), the constructivist theory of learning and teaching places the highest value on the experience that an individual acquires via contact with his or her environment and the objects within it. Emphasize student-centered learning and active participation, which are also key elements in using drama as an educational tool. Students construct their own knowledge through experiences and reflections, much like they do in drama activities. Therefore (Matijević, 2013), constructivists think that every individual develops new meanings in learning circumstances that they actively participate in, depending on what they see, hear, talk, do, investigate, and discover.

b. Drama Project in Education

According to Piaget (1962), activity, spontaneous play, object manipulation, and social collaboration all help to foster conceptual

thinking. He demonstrated how involvement in theatre enhances hearing, comprehension, sequential knowledge, and the integration of thinking, action, and language. Özgen & Erbay (2022) stated drama is the art of narrative performance on stage, combining elements like body language, props, dance, and music. Özgen and Erbay discussed the perspectives of drama leaders, who define drama as an educational teaching strategy, a lifestyle, an art form, a source of creativity, and a means of socialization. These leaders emphasize the collaborative and hands-on nature of drama in education, highlighting its role as a dynamic learning technique.

Drama education refers to the purposeful creation and performance of dramatic scenarios by instructor students, without the involvement of an external audience. Drama encompasses a wide range of skills that include physical movement, vocal activity, and mental attention, all of which have historically been lacking in quantity and quality in standard classrooms (Toivanen et al., 2011).

Furthermore, Kolb (2014) explained that drama places students in situations where they actively engage with the language. Through role-playing, improvisation, and rehearsed performances, students practice speaking, listening, reading, and writing in a meaningful context. This hands-on experience mirrors real-life communication, where language skills are used in combination rather than isolation. The use of body language, intonation, and expressions in drama allows students to experiment with language in an embodied, dynamic way, which makes learning more memorable and practical. Kadan (2021) stated in his study that the creative drama method, one of the active learning strategies, worked better than the present teaching approach at motivating students to take English language courses. In addition, with the use of theater apps, pupils gained a favorable attitude toward foreign languages and saw a decrease in negative emotions like dread and anxiety. Student-centered and participatory learning methods have a

favorable impact on learning motivation and flow experience in drama-based foreign language classes, which may lead to learning success (İşigüzel, 2020).

c. **The Impact of Drama in Learning Process**

The utilization of drama activities provides a chance to develop English language speaking abilities and is a more effective teaching technique than traditional methods. It also allows students to practice and develop English language speaking abilities in a casting-based manner, which promotes fluid English language learning (Altweissi & Maaytah, 2022). After that, López Oterino (2022) showed the result of the study:

1) To demonstrate that the link between oral communication and drama is developed in order to bridge the gap between the classroom and the outside world.

2) To improve students' spoken proficiency in English to a sufficient level.

3) Developing new learning habits, skills, and capacities in the English classroom.

4) Increased student engagement and knowledge in the English classroom.

5) Drama stimulates reality, encourages self-expression, and enables for linguistic exploration.

6) Dramatic activities boost students' confidence and self-assurance in using foreign languages by providing work-related experience.

Drama in ELT helps students understand language in a context, provides them with real-world experience of achievement, and gives them the self-assurance they need to navigate the world outside of the classroom (Bessadet, 2022). Furthermore, as a participant observer, Mardas observed that the students' use of drama in the classroom

improved their group communication and enhanced their argumentative strategies, which resulted in an engaging and productive debate. The students also developed strong interpersonal relationships, which are a sign of empathy (Mardas & Magos, 2020).

d. Challenges in implementing Drama in Class

There are plenty difficulties and challenges when lecturer is about to utilize drama in class. One of the primary challenges is the lack of resources, including funding, materials, and trained personnel. Many educational institutions operate under tight budgets, making it difficult to allocate funds for drama project or to purchase necessary materials such as costumes and props (Lešnik, 2019; Mardiani & Hanifah, 2023). Additionally, not all teachers are trained in drama pedagogy, which can limit the effectiveness of drama activities.

It can also cause an issue when integrating drama into existing curricula can be complex. Teachers often find it challenging to align drama activities with academic standards and learning objectives. This misalignment can lead to resistance from administration or parents who prioritize traditional academic subjects over creative arts (Schenker, 2020). On the other hand, while drama is designed to be engaging, not all students may feel comfortable participating in dramatic activities. Some students may experience anxiety or fear of judgment when performing in front of peers, which can hinder their willingness to engage fully in the learning process (Lešnik, 2019).

5. Introduction to Literature Course

Based on Sartika (2023), the Semester Learning Plan for the Introduction to Literature course explains the basic concepts of the definition of literature and the development of literary production in English literature. This course also explains 3 types of literary genres which include poetry, prose and drama. This course is expected to provide basic knowledge about literary analysis by explaining the elements in a literary work. This course is also expected to be able to enrich the imagination of English

language knowledge of English Tadris students in terms of their literary works. She also explained that the implementation of lectures is carried out using an active learning approach by emphasizing project-based learning (PjBL), which was formed as drama project as the final assignment for the course.

Furthermore, Sartika (2024) had been studied about designing the course's syllabus based on the students' need. The result showed that the term "literature" was misunderstood by the students, who were accustomed to reading literary texts—mostly novels and short stories written in Bahasa Indonesia—that were used as references for academic writing. The students went on to say that studying English literature is crucial for English education departments. To find out what the students expect from the course, a learner needs analysis must be done. It covers the learning resources they like to use, the kind of literature they enjoy reading, and the kinds of assignments and learning activities they would like to complete. The outcome further demonstrates the students' desire to study about the brief history of English poetry, prose, and drama.

B. Review of Relevant Study

There are plenty study dealing with drama activity, such as the first one from study by Yuanyuan (2019) entitled *Enhancing EFL Students' English Competency Through Drama: A Case Study in a Primary School in China*. This study examines how the drama course is carried out and how the students' English competency is enhanced through the drama course. The method was using qualitative research towards sixth grade of the school. The enquiry revealed that the drama course had helped promote both students' language competency and drama acting capacity. The similarity between her study and the authors is both focus on the use of drama as a tool for enhancing English language skills especially for integrated skills development. Then, the difference between both are context and level author's study are conducted in an academic setting while Yuanyuan's study in a primary school. In addition, the objectives from her study were to examine how English dramas are taught

and how students' English competency is enhanced through learning drama, meanwhile authors centered around understanding how students perceive the effectiveness of drama in enhancing their English skills.

The second study by İşigüzel (2020), *The Effect of The Drama-Based German Foreign Language Course Application on Motivation and Flow Experience,* the objective of this study is to look at how a drama-based German foreign language course application affects motivation and flow. The "Motivation Scale for Learning German" and the "Flow Experience Scale-Short Form" were used as pretests and post-tests, respectively. The result showed students had pleasant feelings against the drama-based German foreign language course and gained strong motivation, as well as flow experience. The similarities with the author's study are both studies emphasize the use of drama as a pedagogical tool to enhance language learning, each study adopts a student-centered approach, highlighting the importance of student perceptions and experiences in the learning process. The differences between both are author's study focused on students' perception using mixed methods research while İşigüzel focused on motivation and flow experience, and also used pre-test and post-test in collecting data.

After that, the third study by Kadan (2021), with the title *The Effects of Creative Drama on Achievement and Motivation Levels of the 7th Graders in English Language Classes,* the goal of the study sought to investigate the impact of the creative drama technique on 7th graders' achievement and motivation in English language classes. The study used a quasi-experimental methodology with a pretest and post-test control group. It involved seventy seventh-grade students, 36 of whom were allocated to the experimental group and 34 as the control group. When the results of the current study and prior studies were compared, it was discovered that the creative drama approach may be employed as an effective teaching tool for language acquisition. Because it is commonly recognized that strong motivation makes it easier for people to learn new things, the creative drama approach may be utilized to teach a foreign language. The similarity between his research and author's study is both using drama as the

activity in class to help students' English learning. Then the difference of both study is Kadan was investigating on 7th graders' achievement and motivation, while the author focuses on the 4th semester college students' perceptions.

The next is the fourth study from Bessadet (2022), entitled *Drama-Based Approach in English Language Teaching,* investigated the advantages of using drama approaches in English language instruction. It also focuses on the methods and tactics for establishing a learner-centered classroom to improve English as a Foreign Language learners' communication abilities. The research employed two theatrical techniques: planned plays and improvisation. The teacher-researcher used a qualitative research approach with a case study of First-Year Master Students of English Literature and Civilization learning English as a foreign language at Dr. Moulat Tahar University in Saida, Algeria. The current study demonstrates the good influence of teaching English through drama on students' physical, emotional, social, and cognitive development. The similarities between this study and author's focus are both studies investigate the use of drama techniques in English language teaching, specifically in the context of literature courses, aim to enhance students' communication skills, and involve students in the process of script writing, rehearsals, and performances. The difference is Bessadet's study focuses on First-Year Master students of English Literature and Civilization, while the author's object mentions 4th semester students' language skills in an Introduction to Literature course.

Last study by Zakopoulus (2023), coming up with the title *Drama/Theatre Performance in Education through the Use of Digital Technologies for Enhancing Students' Sustainability Awareness: A Literature Review*, seeks to give a literature analysis on drama/theatre performance in educational settings by utilizing digital technology to raise students' ecological consciousness. The data was gathered from the Web of Science, Scopus, and Google Scholar databases. The primary goal of this study is to identify research gaps, as the existing literature focuses mostly on digital technology in drama/theatre education. The results of this study have a direct impact on a wide range of educational experts, such as drama teachers, drama faculty members,

drama education researchers, scholars, and theatre practitioners, including art critics, culture specialists, stage designers, drama directors, managers, consultants, and policymakers, to influence them to reflect and reconsider the potential benefits of introducing drama/theatre performance lessons in the official curriculum programs. The similarities with the author's study are both studies utilize drama as a teaching method, set within an educational context, aiming to improve student outcomes through engaging and interactive methods, and highlight the importance of interactive learning experiences. Then the differences of both are the primary focus of Zakopoulos's study is on enhancing students' sustainability awareness through the use of digital technologies in drama performances, while author focuses on students' perceptions of integrated English skills development in English drama activities. Then methodology is used differently between both, Zakopoulos used literature review while author was using mixed methodology.

CHAPTER III
METHODOLOGY

This chapter describes the steps for responding to the research question. It covers the research method, time and location of the study, the population and sample of the research, the technique of data collecting, and the technique of data analysis.

A. Type of Research

Based on the focus of the research, the author used mixed methods approach for this study. Mixed methods combine or integrates qualitative and quantitative both research and data in a research project. Qualitative data tends to be open-ended without predefined replies, whereas quantitative data generally contains closed-ended responses such as those found on questionnaires or psychiatric instruments (Creswell & Creswell, 2018). Creswell also stated in Pahleviannur (2022), a case study is a qualitative research approach used to understand an issue or problem using a case (an event, process, activity, program, or one or several people), where in this study the English drama project. Even though utilizing mixed methods, the research primarily utilized qualitative approach to obtain key data and quantitative approach to assist interpret general data from the questionnaire instruments. Sugiono stated qualitative research does not generalize but rather emphasizes the depth of information so that it reaches the level of meaning, and there are interactions happen between the researcher and the subject (Sugiono, 2015). Then the reason for using the mixed methods is because it is comprehensive enough to answer the research questions of this study to get in depth exploring the students' perceptions and with the quantitative descriptive method, it helps to get the general characteristic of the population of the research.

Furthermore, Creswell also explained about explanatory sequential mixed methods (Creswell & Creswell, 2018). In the explanatory sequential approach, individuals with a strong quantitative background or those from

disciplines that are relatively new to qualitative techniques may find the explanatory sequential mixed methods approach appealing. It is a two-part data collecting project where the researcher gathers quantitative data in the first phase, analyzes the findings, and then utilizes the findings to design (or expand upon) the second phase, which is qualitative. The kinds of participants who will be specifically chosen for the qualitative phase and the kinds of questions that will be posed to them are usually determined by the quantitative results.

B. Time and Place of The Research

This research was held at UIN Prof. K. H. Saifuddin Zuhri Purwokerto, especially in English education department. It is located at Jl. Jend. A. Yani No. 40 A, Purwokerto, Jawa Tengah. Based on the pre-liminary observation, drama activity in English education department had been used twice, since the first time held for 4th semester students in academic year 2021/2022 and the second time in academic year 2023/2024, for the semester. The research had been done from March 2024 until October 2024, as it showed in the table below:

Table 3. 1 The Timeline of The Research

Time	Agenda
April 2024	Questionnaire Distribution
May - June 2024	Observations
August 2024	Documentations
September - October 2024	Interviews

C. Subject and Object of The Research

The subject of the research is an individual, object, or organism that is used as a source of information needed in the collection of research data or a person who responds to a treatment given to him in the research. While the object of research is the nature of the state of an object/person that is the center of attention and the object of research, or that is to be investigated in research activities (Kurniawan & Puspitaningtyas, 2016).

The subject of this study were the 4th semester English education students at UIN Prof. K. H. Saifuddin Zuhri Purwokerto in academic year 2023/2024. They were selected because they took the Introduction to Literature course in the 4th semester, which conducted the English drama project in it as the final assignment. Objects of the study were the students' perceptions about the implementing of project-based learning formed as the English drama project to develop their skills in English as well as the perceived benefits and challenges during the project.

D. Population and Sample of The Research

Sugiyono (Sugiono, 2015) explained that population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then conclusions are drawn. While the sample is part of the number and characteristics possessed by the population.

1. Population

The population of 4th semester students of English Education at UIN Prof. K. H. Saifuddin Zuhri Purwokerto in academic year 2023/2024 were 112 students that divided into three classes as showed below:

Table 3. 2 The Population of The Research Subject

Class	Quantity
4 TBI A	43
4 TBI B	30
4 TBI C	39
Total	112

2. Sample

Using the purposive sampling, students were chosen that qualified because the result of the questionnaire showing them who had several challenges, and also directly impacted by the English learning skills (Listening, Speaking, Writing, and Reading), such as the casts, script writer,

and director were chosen to be the sample. In order to get the big picture of the subject's perception about the drama project, the questionnaire had been conducted to be filled by the population, which in this study were all of the 4th semester English students in academic year 2023/2024 in total 112 students. In addition, the sample for the interview instrument were 5 students of each class which divided by the genders, in total 15 students.

E. Techniques of Data Collection

Data collection is to identify relevant data for research topics (Creswell & Creswell, 2018). Purposeful sampling is used in the second, qualitative phase of data gathering, while precise quantitative sampling is used in the first. This tactic is to carefully consider which quantitative outcomes to monitor and which people to interview for qualitative data during the second phase. The main premise is that the quantitative results are immediately built upon by the qualitative data collecting. Individuals from the original quantitative sample should make up the qualitative sample, as explained below:

1. Quantitative Data Collection

To achieve the quantitative data, there is a questionnaire that can be used on this study (Kurniawan & Puspitaningtyas, 2016). The questionnaire is a form that is created and circulated to collect replies to specific inquiries. It is a device for obtaining responses to questions by having the respondent fill out a form on his own. It is a structured collection of questions. It is a key tool used to acquire information from far dispersed sources (Pandey & Pandey, 2015). This study used closed-ended questionnaire, a data collection technique using a questionnaire or a list of questions whose answer choices have been determined (Kurniawan & Puspitaningtyas, 2016).

Furthermore, the questionnaire in this study used a Likert Scale. The popular Likert scale (strongly agree to strongly disagree) is a scale with allegedly equal spacing between responses. It has been usual practice to view this scale as a rating scale, with equal intervals between the response groups (Creswell & Creswell, 2018). The validity of the research

questionnaire was then tested by involving testers, namely the content validity test through expert judgement. The purpose of this questionnaire distribution in the first phase was to achieve the general students' perception about the project and how they perceived the challenges. Then, based on its result, there were purposive sample which would have been used as the participants to be intensively looked at for the qualitative data collection.

Table 3. 3 Likert Chart Scores

Category	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
Score	1	2	3	4	5

2. **Qualitative Data Collection**

Hamzah in Susanto (2022), explained that qualitative data collection techniques are the collection of descriptive data, namely data in the form of signs of interview results or observations categorized in other forms such as photos, documents, artifacts, and notes during research in the field. Therefore, the data in this study were collected by techniques such as observations, semi-structured interview and documentations, as elaborated below:

a. Observations

Participatory observation was done by collecting research data through observations and sensing (Pahleviannur et al., 2022), where the researcher was directly involved in the English drama project as a class companion. The purpose of the observations was to explore the students' challenges perception, during the English drama project from the rehearsals until the performance day. They were previously chosen as the sample from the questionnaire. Field notes was used to collect the data, by directly involving in the class who especially held the rehearsal. Observing and giving feedback was done as the author used participatory observation and also a companion to the classes. There were 7 observations that had been done as the timeline, as follow:

Table 3. 4 The Timeline of The Observations

Date	Observation
May 2nd & 16th 2024	First Observation to class B
May 31st 2024	Second Observation to class A and B
June 9th 2024	Third observation to class C
June 19th 2024	Fourth observation to all classes
June 22nd 2024	Fifth observation to class A
June 25th 2024	Sixth observation to class C
June 26th 2024	Seventh observation to all classes

b. Interviews

In semi-structured interview, this type of interview is included in the category of in-depth interview, where in its implementation it is freer when compared to structured interviews. The purpose of this type of interview is to find perceptions more openly, where the interviewee are asked to give their opinions and ideas (Pahleviannur et al., 2022), which means in this study to explore the students' perceptions about the integrated English skill development through the drama project. Semi-structured interviews were chosen because of their "open-ended nature so as to allow new ideas and questions to arise during the conversation as a result of what the interviewee said" (Harding, 2013). The students that were chosen as the respondents, based on the sample from the questionnaire, then did the interview with the researcher one by one as of total of all 15 respondents. Following the questions of the interview, it was consisting 14 questions which divided by six indicators. All of the interviews had been recorded with respondents' consent and permissions before asking them the questions.

c. Documentations

Documentation is carried out by recording various data sources such as students' papers, personal records, journals, files, reports, photos, and others (Creswell & Creswell, 2018). In this study, data were

collected from students' personal notes during the rehearsals, lesson plan of Introduction of Literature course, script drama, and rehearsal documentations. The purpose of it to achieve the data about their perception or there were any challenges notes during the project.

The questions were made by concerning the indicators based on the several theories on the chapter II, as well as elaborated below about the indicators for the instruments:

Table 3. 5 The Indicators of The Instruments

No	Indicators	Theory	Number of Question
1	General Perception of English Drama Project	(Hanif, 2019; Rakhmat, 1990; Walgito, 2004)	1, 2
2	Integrated English Skills Development	(Nizamova et al., 2019; Routman, 1991; Usman & Anwar, 2021a)	3, 4
3	The Implementation Project-Based Learning	(Evenddy et al., 2023; Karyawati & Ashadi, 2018; Mihić & Završki, 2017; Miller, 2006)	5, 6,
4	Motivation and Engagement	(İşigüzel, 2020; Kadan, 2021; Kolb, 2014)	9, 10
5	Perceived Benefits and Challenges	(Altweissi & Maaytah, 2022; Bessadet, 2022; Lešnik, 2019; López Oterino, 2022; Mardiani & Hanifah, 2023)	7, 8, 11, 12
6	Feedback and Suggestions	(Sartika et al., 2024)	13, 14

F. Triangulation of Data Collection

In order to achieve the results of this research to be a stable and reliable output, it is necessary to carry out triangulation both in the data collection process and in the data analysing process. In quantitative data, a validation for the questionnaire then tested by involving testers, namely the content validity test and examined by the expert judgement so that it can be distributed to the respondents of the research. Meanwhile, in this qualitative data collection

technique, triangulation techniques are carried out with different data collection techniques to obtain data from the same data source (Hardani et al., 2020), which was observations, semi structured interview, and documentations. In addition, the source of data for this research is 4th semester students who took the Introduction to Literature course at UIN SAIZU Purwokerto for the 2023/2024 academic year.

G. Data Analysis

In quantitative data analysis, after the student answered the questionnaire, the data were calculated using the Likert scale pattern. After the score of each respondent had been calculated, the percentage value of each question was calculated based on the respondent's answer using the Suherman and Sukjaya's formula (Malik, 2018):

$$P = \frac{f}{n} \times 100\%$$

Description:

P : Percentage

f : Frequency of answer score

n : Number of Respondents

Then it was divided to some classifications based on the percentage by Maulana in (2018):

Table 3. 6 The Percentage of Classifications

Intensity level interval	Criteria
P=0	No one
0<P<25%	A small part of respondents
25% = P ≤50%	Almost half of respondents
P=50%	Half of respondents
50%<P<75%	Almost most of the respondents
75%<P<99%	Most respondents

Data analysis in qualitative research is basically a descriptive analysis that starts by grouping the same data and then interpreting it to give meaning to each aspect and its relationship. All of these aspects are then analyzed or interpreted to understand the importance of the relationship between one aspect and another, which is the focus of the study (Pahleviannur et al., 2022). In qualitative research, interpretation incorporates multiple steps, including summarizing the general results, comparing the findings to the literature, expressing a personal view of the findings, and noting limits for future study (Creswell & Creswell, 2018).

Qualitative data were collected by the observations, semi structured interview and documentation which after that analysed by using the interactive data analysis, the Miles and Huberman interactive model (Hardani et al., 2020). There are four activities in this interactive model, namely data collection, data reduction, data display, and conclusion drawing and verification. The interview that had been conducted was semi-structured where the interview situation was conducted in a casual mode like a regular chat. The interviewee had their interview one by one and the data were written and recorded. After that, the result of interview changed into transcript written. Therefore, data reduction was used to determine the relevant sentences in the interview. The presentation of the data was carried out later to explain what indicators were actually conveyed by the respondents. Then, conclusions were drawn by concluding what was conveyed by the respondents based on interviews, observations, and documentations.

H. Triangulation of Data Analysis

The two data sets (quantitative and qualitative data) were exposed using the explanatory sequential mixed method approach where the quantitative data was analysed first and then continued with qualitative data analysis (Creswell & Creswell, 2018). Quantitative data were analysed to get general perception of the students then being a consideration of its result to conduct the qualitative one. While, qualitative data had been taken to display the students' perception

about drama project in integrating their English skills. This qualitative data is regulated with quantitative data analysed with the Miles and Huberman model, namely data reduction, data display, and conclusion drawing.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the research findings and discussion about 4th semester students' perceptions of drama project-based learning for integrated English skills development at UIN SAIZU Purwokerto in academic year 2023/2024.

A. Research Findings and Discussions

The purpose of this study was to ascertain the 4th semester students' perceptions of drama project-based learning for integrated English skills development at UIN SAIZU Purwokerto in academic year 2023/2024 including their perceived benefits and challenges. English Education 4th semester students were selected as the subject for this research. 112 respondents had filled the questionnaire and 15 students had followed the interview, with the questions can be seen in the appendix 7. The results will be divided into two parts based on the objectives of the study. The first part is the students' perception presented by the results of questionnaire following the result of interview and also the data from observations and documentations. Then, the second part is the perceived benefits and challenges students had gotten during the drama project, presented by the result of questionnaire, interviews, observations and interviews.

1. The students' Perception to Integrated English Skills Development Through Drama as Project-based Learning

In this first part, consisting the elaboration of the result of each indicator which are the general perception of the drama project, the development of integrated English skills, the implementation of project-based learning, motivation and engagement, and also feedbacks and suggestions.

a. General Perception of English Drama Project

Based on the first indicator, it was asked to the students to get to know the general perception or background information of the English drama project they had finished, including whether they experienced in

the past or it was a new whole experience for them, and their expectations throughout the project. The questionnaire had been shared to them which were divided by 5 sections.

The first part was about the general perception of the drama project. The students were asked on how they felt experiencing the drama project. There were 3 statements, namely:

1) Q1.1 "I am happy participating in drama project". They were asked if they felt happy participating the drama.

2) Q1.2 "The drama project is more interesting than any other project".

3) Q1.3 "I felt confident when participating the drama project".

According to the result of the percentage of first indicator (computation outcomes can be seen in the appendix 6), it can be visualized to the chart below:
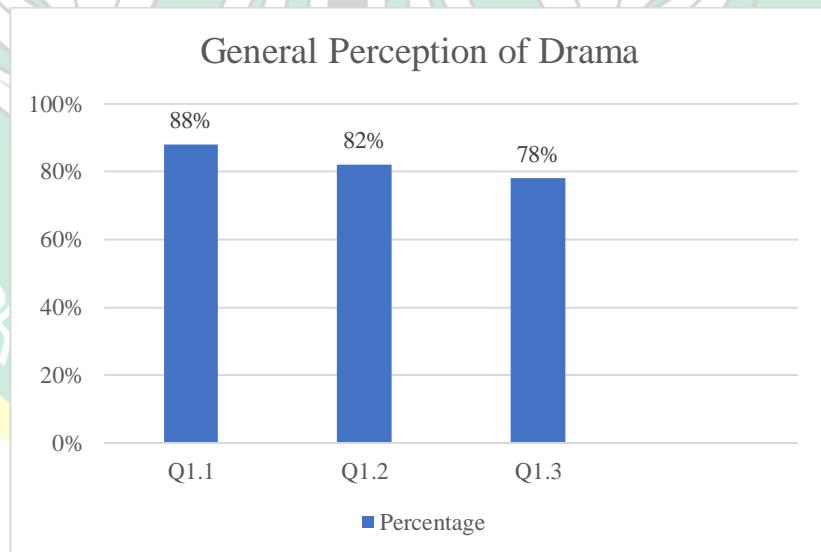
Diagram Chart 4. 1 Column Chart of First Indicator

From the diagram 4.1 above, it can be noted that all of those three statements the highest percentage is in Q1.1 which reached 88%. That means students' perception towards the drama project is very positive, that leads to them felt happy participating in the project. Then, the

diagram 4.1 can be calculated to find the average percentage, and the value will be on 83%. Based on that the table 3.4, the percentage can be classified that most of the respondents felt happy when participating the drama project. It can be concluded that most of the students are aware in positive perception toward the indicator.

When they were asked in the interviews, some of the students had experienced in participating drama when they were in high school or in boarding school, even though mostly it was in Bahasa Indonesia, not English. The rest said it was a new experience for them, both conducting drama and using English. They felt pessimistic and challenged at first, yet excited and also had big expectations for the English drama project. Then, some of them stated that it was beyond their expectations after all. As the result of the interview below:

Question: "Can you slightly explain your experience with the drama project?"

Ketika saya tahu mata kuliah ini akan membuat projek drama, saya tidak terlalu terkejut, karena sebelumnya saya pernah mengikuti kegiatan drama, mungkin rasa beda di durasi pembuatannya, dan dulu pakai Bahasa Inggris juga (R1).
Sebenarnya menyenangkan, pengalaman yang baru, karena sebelumnya belum pernah ikut drama (R2).

First respondent said that it was not a big surprise since he ever had the drama project before and also used English, while the second respondent argued it was his first time participating in English drama. Then, from second question: "How do you feel participating in English drama has impacted your English language learning?"

Saya merasa antusias dan ini merupakan pengalaman yang baru bagi saya sendiri karena sebelumnya belum pernah berpartisipasi dalam pembuatan drama (R4).
Saya merasa sangat senang, disamping drama Bahasa Inggris ini bisa melatih kemampuan berbicara kita dalam Bahasa Inggris, sekaligus tertantang karena walaupun saya pernah mengikuti drama waktu di sekolah, saat itu menggunakan Bahasa Indonesia bukan Bahasa Inggris (R10).
Saya merasa antusias untuk bisa ikut dalam projek drama ini, meskipun sekaligus takut dan tertantang karena belum pernah

membuat projek drama sebelumnya, dan saya memiliki ekspektasi yang besar dalam projek ini (R15).

Most of them said that they were enthusiastic and interested participating the project even though at the same time they were challenged and afraid a little bit, yet they had big expectations towards the project.

Additionally, it was also supported by the result from the observations throughout the project. Comparing to the first observation and last observation (it can be seen by the field notes on appendix 9), from having a lot of struggles, revises, and challenges during the drama project rehearsals, they can face and manage it well as the consequences by the performance day they were really great. It was also assisted by the data from documentation below showing one of the great performances of the drama:

Figure 4. 1 A Rehearsal by Class 4 TBI B

Figure 4. 2 An Amazing Performance by Class A

Furthermore, there is theory of students' perception about types and its factors, how they are formed as and what factors that affect it such as perceived objects, sensory apparatus, and attention (Hanif, 2019; Rakhmat, 1990; Robbins & Judge, 2013; Walgito, 2004). According to Hanif, Robbins & Judge (2019 & 2013), types of perception are divided by two, namely positive and negative perception. Positive perception involves a person's evaluation of information or objects with positive thoughts or experiences, while negative perception involves an individual's perception of information or objects with negative thoughts. Then, any of this perception can be affected by several factors including perceived objects that give rise to stimuli that hit the sensory apparatus or receptors, tools to receive stimuli, and attention (Walgito, 2004).

According to the average percentage of general perception of drama project, it showed 83% of the respondents chose the positive response towards the statement which implied them that even though some of them having less background knowledge of conducting drama, they felt interested and had big expectations of the project (the percentage average can be seen in the appindices). It is an accordance to the theory of Walgito (2004) about the factors that affecting perception, their perception of happiness or the opposite was affected by the drama project, their nerves and attention during participating the drama project.

Then, the results of the interviews, most of the students stated that this kind of project was a next step experience for them since they had it previously in high schools. Some of them said it was completely a new experience to conduct a drama especially in English. Then, they added it was challenging, but also exciting by participating the project. Meanwhile, there are several students who had experienced in the past joining drama, such as in high schools or in boarding school, yet it was in Bahasa Indonesia.

Mostly they gave the positive responses towards the English drama project because it made them actively engaged to the project,

formed as a fun activity while challenging, made them felt warm along with the classmates, and also, they had big expectations towards the project. Furthermore, there were the students who also gave some negative responses. Such as, they felt pessimistic because some of them had zero based knowledge about conducting drama, limited time to prepare, and managed their personal time between doing the project and other assignments. Both types of perception are in accordance with the theory by Rakhmat (1990), the students' perception come from their experiences during the drama project, and that can be formed in positive or negative responses (Robbins & Judge, 2013).

b. Integrated English Skills Development

In this second indicator, the respondents were asked about the development of their English skills during the English drama project. How and which their skills were developed, having the most significant improvement, and what skill that got lacks of improvement.

In this result of the questionnaire, the statements were about the development of their English skills during the drama project. Consisting of 5 statements that had been conducted for the respondents answered in the questionnaire, namely:

1) Q2.4 "The drama project helped my listening skill development".
2) Q2.5 "My speaking skill got improved as the outcome of the drama project".
3) Q2.6 "The drama project helped my reading skill to be better".
4) Q2.7 "Writing or contributing in the script drama improved my writing skill".
5) Q2.8 "Overall, the drama project helped my integrated English skills at the same time".

According to the percentage of the second indicator, it can be visualized by the diagram below:

41
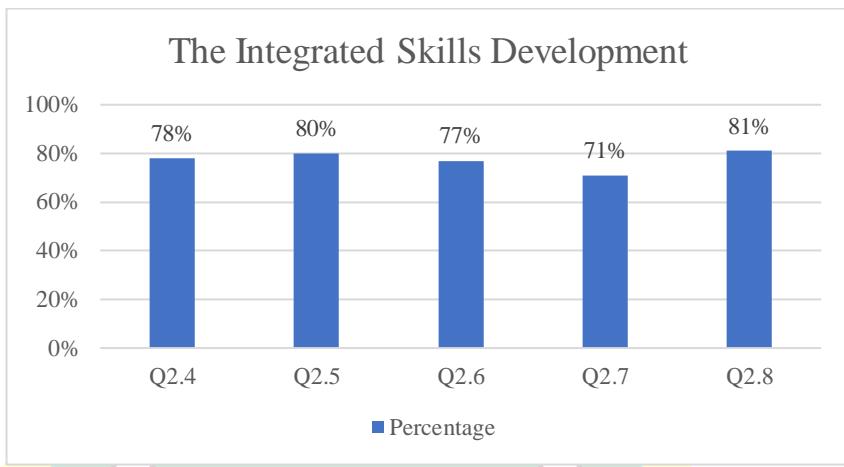
Diagram Chart 4. 2 Column Chart of Second Indicator

From the diagram 4.2 above, it can be noted that all of those five statements the highest percentage is in Q2.8 which reached 81%. That means students' perception towards the drama project is very positive, and leads them to feel that their integrated skills got improved during the drama project. Then, the diagram 4.2 can be calculated to find the average percentage, and the value will be on 77%. Based on the table 3.4, the percentage can be classified that most of the respondents felt their integrated skills got improved when participating the drama project. It can be concluded that most of the students are aware in positive perception toward the indicator.

After that, based on the result of the interview, respondents mostly said the speaking and listening skill were developed the most than other skills, even though it was directly impacted for the actors and the actresses, and the others received that during watching the rehearsals. Then, especially for the script writers, it was the writing skill which developed the most than other skills, because they directly adapted the resource of the story and made it into a script drama as well as paid attention to the grammatical system to create dialogues. Additionally, they mostly agreed that reading skill which the skill that achieved less improvement, because it critically had done when they were together to do the script reading along with the lecturer. Even though, they

occasionally read the script together again when it got revised by the lecturer. As the result of the interview below:

Question: "Which specific English skills (e.g., speaking, listening, reading, writing) do you think have developed the most and least through English drama activities?"

> *Karena saya menjadi pemeran, jadi kemampuan berbicara saya yang mengalami peningkatan secara besar. Terlebih adegan dan dialog saya juga cukup banyak, jadi kemampuan bicara yang paling terasa peningkatannya dibandingkan kemampuan lainnya, mungkin pada bagian menulis yang terasa kurang meningkat kemampuannya (R5).*
>
> *Saya membantu juga untuk bagian penulisan naskahnya, jadi kemampuan menulis saya mengalami peningkatan seperti bagaimana penggunaan yang benar untuk present tense atau past tense. Selain itu juga dengan selalu mengikuti latiham. Kita jadi ikut terasah juga untuk speaking dan listening nya, karena jadi tahu untuk beberapa kata bagaimana diucapkan dengan benar (R3).*
>
> *Walaupun saya menjadi sutradara, tapi speaking skill saya yang terlihat menonjol peningkatannya. Selain itu juga dalam reading meningkat, karena harus membaca ulang dan mengerti jalan ceritanya, dan mendengarkan dialog atau kata yang belum paham pengucapannya yang benar bagaimana (R7).*
>
> *Dari bagian listening dan writing, karena saya sendiri juga menjadi penulis naskah, selain menerjemahkan cerita ke Bahasa Inggris, saya juga terlatih dalam penulisan Bahasa Inggris dengan bantuan teman-teman. Kemudian untuk listening nya, karena dalam Latihan kita jadi selalu mendengar percakapan pemeran dan menjadi familiar dengan kata-kata berbahasa Inggris (R8).*

Additionally, supported by the data from observation two until six (the field notes of observation can be seen on appendix 9), throughout the revises and redo the rehearsals, their skills got improved as the time flies, from facing hard to speak the dialogues, writing over the script changes, and plenty feedbacks, it can be seen by the result from five observations, their skill progressively changed a lot. As well as supported by witnessing the data from documentation of students' personal notes below:

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Figure 4. 3 Student' Personal Notes on Drama Script
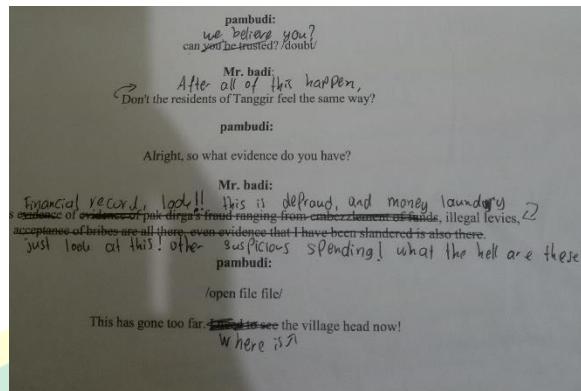
Figure 4. 4 Student' Personal Notes When Practicing
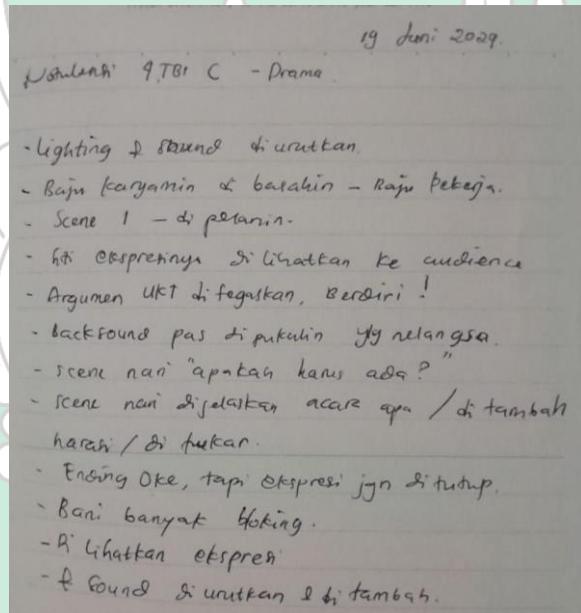
Moreover, according to students' perception towards their integrated English development by participating in the drama project, if the drama project affected to any students' English skills such as listening, speaking, reading, and writing including linked skills in learning activity during the project as explained by Nizamova (2019). They stated in integrated English skills learning emphasize four core English skills—reading, writing, speaking, and listening—using the communicative language teaching lesson. In addition, role playing or drama is one of the examples of classroom activity include linking

punctuation with writing abilities, merging reading skills with speaking, and expanding literacy skills through reading, writing, and speaking (Usman & Anwar, 2021a). Then, there are several aspects of integrated English skills that appropriate for students (Routman, 1991).

In the result of the questionnaire, consisting of five statements, based on the average percentage of second indicator, it was noted that 77% of the respondents felt by participating drama project helped their integrated skills improved. Even though they skills got improved, but not overall entirely improved. Some of them only got the writing skill, because they had one job as the script writer. Then the reading skill only they felt when the first agenda they had the script reading together or when their script got revised. However, their skills got progressively improved on listening and speaking skill because of the rehearsals they had done along with the classmates.

According to the results of the interviews, the drama project gave improvements to the students' English skills. They stated that it was not the entire skills got increased progressively, yet there are some specific skills that felt big differently changed. In rehearsals of their drama, students who were the cast said their speaking and listening skill got directly improved since they had to reading aloud, shared reading of the dialogues, including reading when script reading together. Meanwhile, students who were the crew felt their listening skill also improved directly but the speaking skill. In reading skill, they stated that it was slightly improved during the dialogue reading together in the first phase pro-production. Then, the student who got the job as script writer felt their writing skill increased directly since they had to independently reading the book and sources and adapted it into script drama. On the other hand, their English comprehension got increased such as pronunciation, vocabularies, grammar, etc.

Based on the explanation above, conducting drama by students had helped their improvement of the integrated English skills. This is in

accordance to the theory by Routman (1991), when students are reading aloud, sustained quiet reading, shared guided reading and writing, and also independent reading and writing, which was done by the students during the project making, are appropriate aspects of integrated English skills in learning process. In addition, theory by Goodman in Usman & Anwar (2021) about features that identified in integrated classrooms, had been done by the students such as classes took completely integrated approach to the module of the course, they learnt by using models and examples, worked and learnt according on their developmental level, learnt to take responsibilities, was actively participating, were willing to take chances and were encouraged to experiment, and also received great feedbacks from the lecturer and classmates.

Furthermore, comparing this study results to the previous study by Yuanyuan (2019), it is quite coherence since the results of both studies showed that the drama really helped the students' proficiency and language competencies to be enhanced. Even though facing some challenges, both students and educators, it appeared that conducting the drama activity did helpful to their English learning.

c. Project-Based Learning

In this third indicator, respondents were asked on how their opinion about the implementation of the project-based learning in the Introduction to Literature course as an English drama project. It was including how the advantages the PjBL students got over the project.

In the questionnaire result, consisting of 5 statements, they were asked about how the implementation of the drama as PjBL can affect to their aspects of English lesson. The 5 statements of the questionnaire, namely:

1) Q3.9 "The drama project helped me to be responsible of my own learning".

2) Q3.10 "Working on drama project helped my English learning feels more effective and useful".

46

3) Q3.11 "I can interpret of what I learnt in the drama to the real life".

4) Q3.12 "Project-Based Learning helped to be motivated in English learning".

5) Q3.13 "Drama as Project-Based Learning is more effective than any common learning method such as basic class or test".

According to the percentage of the second indicator, it can be visualized by the diagram below:
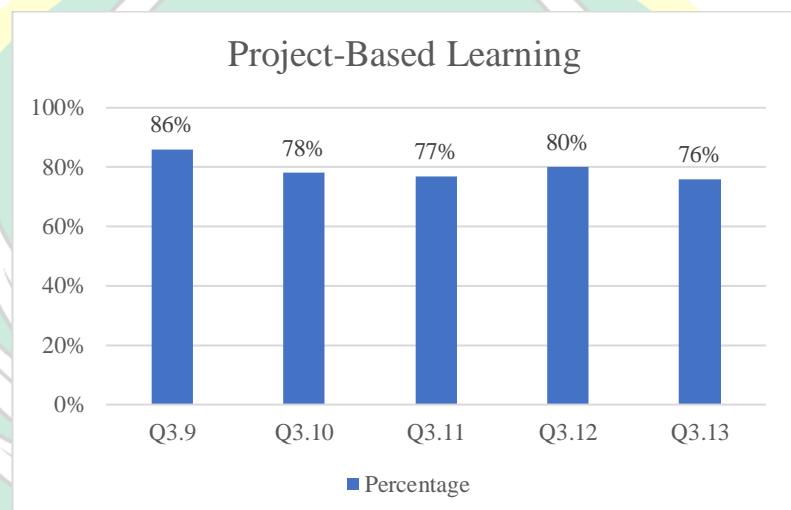
Diagram Chart 4. 3 Column Chart of Third Indicator

From the diagram 4.3 above, it can be noted that all of those five statements the highest percentage is in Q3.9 which reached 81%. That means students' perception towards the drama project is very positive, and leads them to feel that the drama project helped them to be responsible on their own learning. Then, the diagram 4.3 can be calculated to find the average percentage, and the value will be on 79%. Based on the table 3.4, the percentage can be classified that most of the respondents felt the drama project helped them to be responsible on their own learning. It can be concluded that most of the students are aware in positive perception toward the indicator.

Then, by looking at the result of interviews, some of the students said that the drama as project-based learning were challenging, different, and at the same time taking the students to be more responsible and discipline on their project. The others argued that they were challenged to step out of their safe zone to have big participation on a big project. Then several respondents stated that this project made them to be actively participate in learning English. Besides, they had to face crash of their own schedule and hard work project. However, it was a great chance for them to improve their skills, learn new habits and knowledges, feel new atmosphere of English learning. On the other hand, some of them argued that making a big project needed plenty preparation time, lots of resources and materials, and also lacks of coordination could cause miscommunication. As the result of the interview below:

Question: "How do you think this project-based learning through drama is different from other methods you have experienced in learning English?"

> *Karena kita ditantang ya, untuk keluar dari zona nyaman berpartisipasi dalam projek besar, dan juga membuat kita terlatih untuk lebih kreatif dan mengeksplor diri dan disiplin (R11).*
>
> *Dengan metode ini, langsung melibatkan siswanya untuk berpartisipasi dalam projek, sehingga mereka tertantang untuk menyelesaikan projek ini. Dari itu, bisa memunculkan pengembangan ide, kreativitas, dan kognitif dari teman-teman (R10).*
>
> *Kita benar-benar aktif untuk berperan dan lebih praktikal dalam pembelajarannya. Selain itu, PjBL melatih mental kita juga, dan untuk bisa mengambil tanggung jawab besar dalam kerja sama (R15).*

Question: "What do you think are the benefits and disadvantages of using a drama-like PJBL approach to learning English?"

> *Lewat projek ini, ini hal yang sangat menarik untuk dilakukan meskipun bisa jadi kurang efektif dengan mempertimbangkan waktu dan persiapan yang panjang dan lama (R12).*

Drama benar-benar mempengaruhi kita untuk bertanggung jawab lebih besar disamping kita juga banyak tugas di mata kuliah lain dan secara langsung melatih kepercayaan diri kita. Meskipun mungkin kurang efektif karena perlu persiapan yang panjang dalam waktu yang tidak sebentar (R14).

The implementation of the project-based learning to the students in the class especially for Introduction to Literature course when the students had to engage to the real-world practices directly along with the classmates as of the theory by Miller (2006), he stated Project-Based Learning (PjBL) is a student-centered learning strategy that emphasizes setting objectives, collaboration, interaction, autonomy, constructive inquiries, and representation on real-world activities. Bender added in Karyawati & Ashadi (2018), it is an instructional approach that focuses on students-centered learning, autonomy, and collaborative practices.

Based on the average percentage of third indicator in the questionnaire, consisting of 5 statements, it showed that 79% of the respondents felt the drama project was a different big challenging project with plenty considerations to work on, yet it is also indicated that they felt the project was fascinating to do because they got many new knowledges and skills.

On the other hand, according to the results from interviews, some of them stated that the project-based learning in the course was completely different when they had to engage and practice directly. Then, they had to take responsibilities of their project from the beginning until the end which was quite complex because that was a big project and needed good chemistry of co-working with all of the classmates. After that they had struggle which a project needs a proper preparation and lots of time, and also, they had to manage their time between doing the drama project and other projects. However, they felt this kind of project made them felt challenged and motivated to finish it, and improving not only English skills, but also, they were learning about social life, co-working, public speaking, and discipline.

Based on the explanation above, it is an accordance to the theory by Miller (2006) that students set objectives of the project the made, collaborated along with partners, made more interactions in co-working, and represented on real-world practices during conducting the drama as the project. In addition, it is accordance to Evenddy (2023) when PjBL made the students taking responsibility and autonomy, inspiring them to actively participate in the project, encouraging them to collaborate across disciplines and develop useful skills. Then, in conducting the drama as project brought them in real problem-solving, was an effective instructional tool that improves language, content, and employability abilities, and also enhanced pre-service lecturer' practical problem-solving abilities.

Furthermore, by taking note on their struggles during making the project, it is accordance to Mihić & Završki (2017) when conducting PjBL in class, it needs workload and time limits, while on the other side lecturers need to develop evaluation methods that measure the depth of understanding and skills develop during the project which make sense when students needed lots of preparation and comprehension of the project.

Additionally comparing this study to Evenddy (2023), it showed that there are plenty benefits and challenges during implementing project-based learning. It is also including lots of consideration and preparation before someone who seek to provide this approach to the class in higher education.

d. Motivation and Engagement

In this indicator, they were asked about the motivation and engagement to the project, if they keep motivated during the project and learning English through drama, and also how they engaged in participating of the drama project.

In the questionnaire, consisting of 3 statements, they were asked about how motivated and engaged were they during the drama project. The 3 statements of questionnaire, namely:

a. Q4.14 "I was motivated to participate in the drama project than in other learning methods such as class or test".

b. Q4.15 "I was more motivated to learn English through drama than any learning method".

c. Q4.16 "The drama project helped me to keep engaged to the content of the course".

Based on the percentage of fourth indicator in the questionnaire, it can be visualized to the chart below:
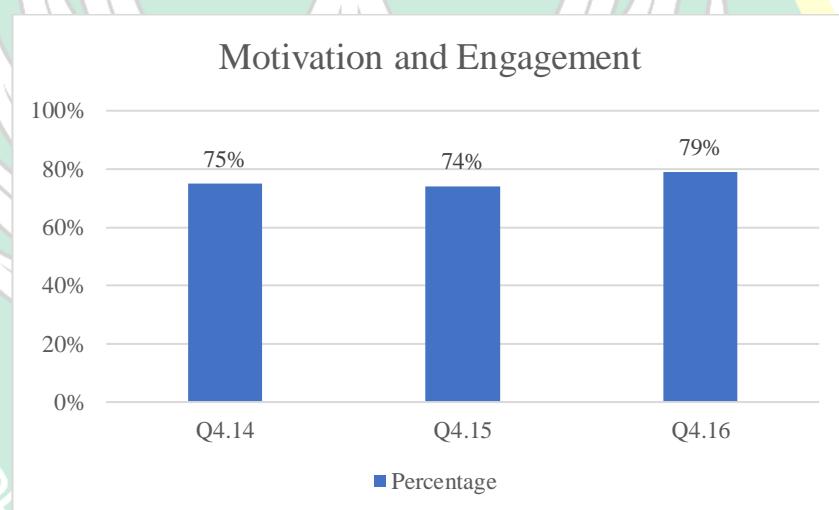
Diagram Chart 4. 4 Column Chart of Fourth indicator

From the diagram 4.4 above, it can be noted that all of those three statements the highest percentage is in Q4.16 which reached 79%. That means students' perception towards the drama project is very positive, and leads them to feel that the drama project helped them to keep engaged to the content of the course. Then, the diagram 4.4 can be calculated to find the average percentage, and the value will be on 76%. Based on the table 3.4, the percentage can be classified that most of the respondents felt the drama project helped them to be keep engaged to

the content of the course. It can be concluded that most of the students are aware in positive perception toward the indicator.

Then, based on the interview, most of them said that they were well motivated by joining this project as the final assignment of the course. Besides, it was an exciting activity, they could express themselves in creative ways. Some of them were newbies in conducting a project as drama project, but that did not fail them to engage to it. Furthermore, they were engaged quite great during the project which could improve their English comprehension and gave big contribution in it, and also, they could keep their track to focus on English learning through the drama. As the result of the interview below:

Question: "How motivated are you to participate in the drama activity, compared to other classroom activities? Why?"; "Do you feel more involved in learning English through drama? If so, how?"

Termotivasi sih, karena ini juga sebagai tugas akhir mata kuliah, jadi berusaha semaksimal mungkin dan juga karena bisa melatih kemampuan Bahasa Inggris saya secara langsung. Selain itu, saya cukup bisa terlibat dalam proses pembuatan projek, mulai dari pembuatan naskah awal saya sebagai sutradara, dan setelah diganti naskah, saya berganti tugas menjadi salah satu pemeran utama (R1).

Cukup termotivasi karena juga harapan dari dosen untuk menampilkan drama dan ditonton bapak Ahmad Tohari langsung sebagai creator asli, jadi semangat dan motivasi tersalurkan dari dosen. Untuk keterlibatan meskipun hanya sebagai pemain, tapi juga membantu persiapan lain dalam projek drama ini (R4).

Karena aku sendiri suka dengan mata kuliah ini, dari tentang puisi, novel, jadi emang passion di bidangnnya, jadi cukup termotivasi untuk membuat projek ini. Selain itu, karena saya sebagai sutradara, jadi harus terlibat cukup banyak dalam drama dari awal hingga akhir projek (R8).

Sangat termotivasi untuk ikut projek ini, terasa beda, enjoy, menarik, kreatif dari yang lain. Selain itu, dari projek drama ini, membuat saya lebih terlibat apalagi sebagai narrator, banyak kosakata yang baru, grammar yang salah dibenarkan, dll jadi sangat membantu (R11).

One of the students also added that it was her passion to literature, so it increased her motivation and also made her to engage participating in the drama project by big contributions since she was the director. Then, another one argued by participating the drama project as a narrator, it made her more engaging to the English skills learning.

Then, after all of those data analysis, following the results from the questionnaire, based on the average percentage of fourth indicator, it showed 76% or most of the respondents felt motivated to participate in the drama project than the other English methods such as test or quizzes and engaged intensively to the content in learning English of the course.

On the other hand, based on the result of interviews, several students stated that they were really motivated participating the drama project. They felt enthusiastic when they had been told that the final assignment was a drama project, because it was a completely different task than the other task from different courses. One of them added that literature is their passion, so they felt fascinated. In addition, they engaged quite pretty well not only working on their own task, but also, helping each other as a team and still engaged to the content of the course and improving their English skills.

According to the discussion above, it is an accordance to the theory by Kolb (2014), he stated that drama places students in situations where they actively engage with the language. Through role-playing, improvisation, and rehearsed performances, students practice speaking, listening, reading, and writing in a meaningful context.

Then, comparing this study to the previous studies by Kadan (2021), the creative drama method, one of the active learning strategies, worked better than the present teaching approach at motivating students to take English language courses. Furthermore, İşigüzel (2020) in his study explained that student-centered and participatory learning methods like drama activity have a favorable impact on learning

motivation and flow experience in drama-based foreign language classes, which may lead to learning success.

e. Feedbacks and Suggestions

In this last section, they were given chances to be giving any feedbacks or suggestions whether to the course or to the lecturer. The results showed that the students felt the lack of the time of their rehearsal during the project. They wish in the future, there will be plenty time to conduct the project, prepare the recources, materials, budget, especially for students that had zero experiences in making drama project. Some of them also hope that this drama project would be still be conducted in the next academic year. One of the great chances to improve their English skills in different and fun activity. Then, they felt that the class needed more proper foundation to ground the drama project knowledge especially for the story which would be brought up as the drama project. After that, they wanted in the future project, the students can explore the stories outside of the hometown historical story. Not only from local Banyumas culture, but also outside of Banyumas regency. There are lots of stories to be explored, such as iconic urban from many places, unique stories, etc. As the result of the interview below:

Question: "What feedback would you give to the lecturer about this English drama activities?"; "Do you have any suggestions for improving the development of English skills through drama activities especially for this course?"

> *Untuk dosen pengampu, bisa lebih di-follow up setiap pertemuan. Sebelum UTS untuk lebih diingatkan untuk persiapan drama, pemilihan judul, pemilihan pemain, perlengkapan, kita jadi bingung. Untuk mata kuliah Introduction to Literature mungkin karena projek akhir drama, untuk di kelas, kita bisa present poetry, bikin poetry, jadi tau awalannya baru drama, untuk projeknya penjelasan kurang detail tiba-tiba dijelaskan drama dari dosen Philippine (R6).*
> *Sarannya untuk controlling dan follow up, jadi banyak miscommunication dengan PJ, banyak revisi naskah, diminta untuk dirombak lagi, dan jangan dadakan sih ngerasa kasihan*

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sama script writer dikejar deadline. Peningkatan writing sama speaking sih, awalnya bikin Indonesia dan harus ditranslate, saran dari aku bagus sih, mengangkat cerita banyumasan, biar iconic, menurutku keren mengangkat cerita dari Bapak Ahmad Tohari, dan setiap tahun diadain (R8).

Untuk dosen lebih sering mendampingi, karena sering miscommunication, kita masuk mata kuliah bentuknya latihan, ga ada absen jadi sering banyak yang menyepelekan gak berangkat. Waktu persiapan harusnya lebih lama karena projek besar. Saran aku untuk mata kuliah ini setiap tahun diadain, untuk materinya bagus sih, penyampaiannya enak. Bagus lokal, tapi bisa juga luar cerita dari Sumatra dll jadi menambah pengetahuan cerita di Indonesia (R13).

Menurut saya tema, mungkin lebih dibebaskan, lalu kedua soal koordinasi baik dari dosen dan tak lain dari pembimbing yang lain juga. Jadi gak simpang siur informasinya. Ketiga mungkin drama ini dijadikan UTS, bukan menjadi nilai akhir kelulusan mata kuliah, dan juga ga harus penilaian nya di waktu pertemuan ke-8. Untuk mata kuliahnya sendiri, saya agak bingung projek akhirnya drama tapi pas waktu awal kita banyak belajar tentang sejarah dll. Kurang pembekalan untuk dramanya, apalagi pemberitahuan projek drama agak mepet pertengahan mata kuliah, mungkin baiknya sudah dipesankan bahwa akan ada projek drama (R15).

On the other side, the feedbacks for the lecturer of the course, some students said the give the students more theory, not only about the drama, but also other aspects in literature. One of them argued that it also needed a plenty time to explore other literature such as poets and poetries. Then, they needed proper controlling for rehearsal and a lot of preparation for making the script for the drama. After that, they wish the lecturer can give enough time for class to revise the script since the time was limit. Additionally, one of them said that they needed assists on the budget since the project required big costs.

Furthermore, by witnessing how feedbacks and suggestions the students can give, especially for the Introduction to Literature and also the lecturer, it can be a reference or consideration in the future in implementing drama project in class.

According to the results of the interviews, the first part was questioning suggestions or feedback for the lecturer. Some of the

students stated that they needed a lot of time to do a preparation, especially they required lots of resources, materials, and also intensive controlling since they are not expert in conducting drama. The others said students needed to be motivated more especially for them that were lazy to do rehearsals. Then, they needed some kind of rundown schedules or budget arrangement that might help them working on the project. On the other hand of the second part, for the course, they added that the Introduction to Literature course is required to be annual project, some stated that it needs strong background theory, especially resources of technical drama. Then it needs to improve more on writing and reading skill development such as intensively making and reading poetries or poets, even the story of the drama. Some added that in the future, the drama can be bringing up stories or urbans outside of the Javanese culture such as Sundanese or even outside of the Java Island.

Based on that discussion, it is also an accordance to the study by Sartika (2024), when the students misunderstood by the term of literature since they got lacks of resources and background information that caused a miscommunication, confusions, and lacks of preparation especially for conducting the drama project. It requires a deep evaluation, analysis, and preparation on how to utilize a drama project in the class, yet still capitative for students to be motivated to learn English as well as literature itself.

In addition, comparing this study to the study by Zakopoulus (2023), there are plenty considerations when someone would like to influence and to examine the possible advantages of adding drama and theatre performance classes to the approved curricular programs especially in education.

2. **The Perceived Benefits and Challenges During the Drama Project**

According to the fifth indicator, the respondents were asked about the perceived benefits and challenges during participating the drama project

from the beginning until the performance day and how the impact of the project to them.

Based on the result of the questionnaire, consisting of 4 statements, they were asked on how the drama project gave them benefits and impact to the English learning, and also a participatory plan if in the future there will be this kind of drama project. The 4 of statements of the questionnaire, namely:

1) Q5.17 "The drama project helped me to be more confident using English in any situations in real world or in class".

2) Q5.18 "I can apply new vocabularies or grammar during the drama project".

3) Q5.19 "Participating the drama project helped me fathom my fear speaking in front of people".

4) Q5.20 "I will participate in the future drama project to improve more my English".

According to the percentage of fifth indicator in the questionnaire, it can be visualized to the chart below:

Perceived Benefits and Challenges

| Q5.17 | Q5.18 | Q5.19 | Q5.20 |
| 79% | 78% | 84% | 77% |
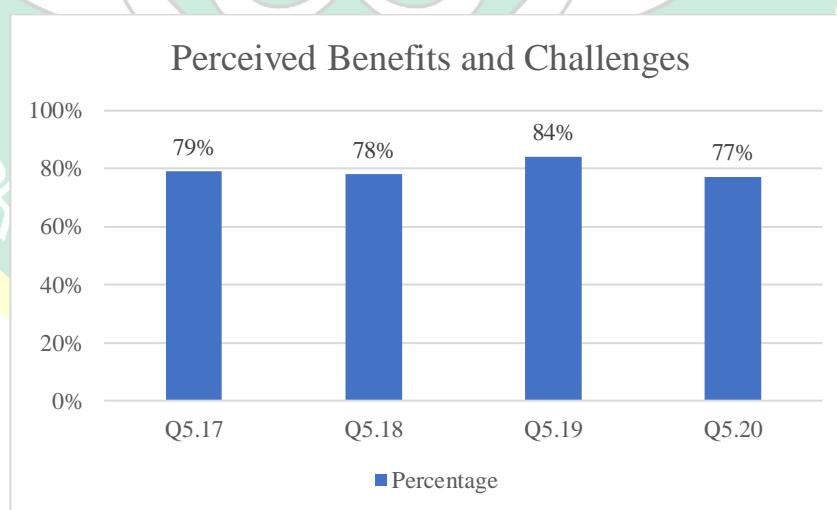
■ Percentage

Diagram Chart 4. 5 Column Chart of Fifth Indicator

From the diagram 4.5 above, it can be noted that all of those four statements the highest percentage is in Q4.19 which reached 84%. That means students' perception towards the drama project is very positive, and

leads them to feel that participating the drama project helped them to fathom their fear speaking in front of people. Then, the diagram 4.5 can be calculated to find the average percentage, and the value will be on 80%. Based on the table 3.4, the percentage can be classified that most of the respondents felt that the drama project helped them to fathom their fear speaking in front of people. It can be concluded that most of the students are aware in positive perception toward the indicator.

Their answers mostly agreed by joining the drama project increased their English comprehension, including gaining new vocabularies, using grammar properly, pronunciation, memorizing, building their confident and responsibility, social life, working as a team, public speaking, and respecting others. The others argued that it was a great chance to have wonderful memories along with the classmates. On the other hand, most of them felt struggles when they had to manage their times between rehearsal, other course's assignments, and external personal businesses. Others added that lots of revises made them struggle and had to work hardly on the project. As the result of the interview below:

Question: "What do you think are the most significant benefits of participating in English drama activities for the development of your English skills?"; "What challenges did you encounter during drama activities? How does it affect your learning experience?"

> *Manfaat yang paling menonjol kemampuan sosial dan speaking nya, menjadi lebih berani, menambah kepercayaan diri berbicara Bahasa Inggris di depan orang lain. Lalu untuk tantangan nya itu mengatur waktu bagi saya sendiri, membagi tugas dengan mata kuliah lain, jadi ada pressure sendiri dalam mengatur waktu. Untuk impactnya dari keampuan menulis udah terasa dalam penulisan naskah walau dibantu google dan teman-teman, selain itu listening karena latihan terus jadi terasa dan memperoleh kosakata baru, dan juga speaking karena memperhatikan ketika teman-teman latihan berdialog (R7).*
> *Speaking skill ya, sama kepercayaan diri lebih meningkat dari sebelum ada projek drama. Tantangan nya dari awal, kurang koordinasi antara script writer dan para pemain, banyak perubahan selama latihan, harus menghafal dialog terus (R12).*

Manfaat paling terasa lebih percaya diri, membantu kemampuan Bahasa Inggris seperti listening karena sering berlatih, menghargai dan mengerti satu sama lain. Untuk tantangan nya dari aku yang script writer harus sesuai bukunyna, harus dirombak beberapa kali, terus naskah banyak harus dipersingkat, atur grammarnya, jadi lumayan sulit (R15).

Besides, it also supported by the data from observations (the field notes of the observation can be seen on appendix 9), they had a lot of challenges since the first day they were informed that they had to conduct a drama project. It came such as lacks of resources and materials, issue on their budget, lots of revises, etc. Then, it can also be seen by the data from documentation of student' personal during the drama practices, as follow:

Figure 4. 5 Students' Challenges During Rehearsals
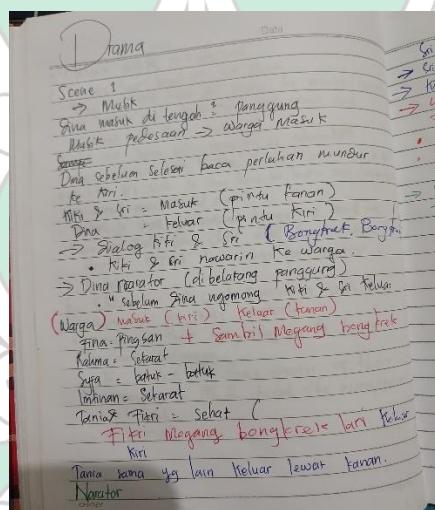
Figure 4. 6 Student' Personal Notes when Practicing
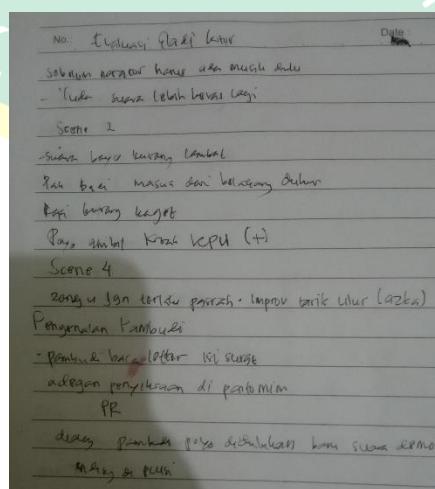
After analysing all of the data above, according to the result from questionnaire, by looking at the average percentage of the fifth indicator, it showed that 80% or most of the respondents felt that the drama project gave them plenty benefits, especially for their English skills, achieved new knowledge, social life, and many more. Even though, it was also cause them to faced many challenges during conducting the drama project such as lacks of resources, time preparation, materials, budget, and miscommunication, they still managed all of that.

Then, according to the result of the interviews, mostly students said that they perceived advantages for their speaking and listening skill since they were conducting a drama project. On the other hand, it strengthened them for speaking in front of people, made great communication among with the classmates, become more confident, learnt new skills, stimulated reality and encouraged self-expression. Meanwhile they also had to face the challenges during the project such as conflicts between classmates, miscommunication, time management, a lot of revises, and crashes when practicing.

Based on the elaboration above, it can be assumed that it is an accordance to the research of Altweissi & Maaytah (2022) that utilizing drama activity provides a chance to develop English language speaking abilities, and promotes fluid English language learning by casting-based manner of speaking skill practices. Then, accordance to the study by López Oterino (2022), the benefits of the drama such as improving students' spoken proficiency in English, developing new learning habits, skills and capacities in the English classroom, increasing students' engagement and knowledge, stimulating reality, encouraging self-expression and enabling linguistic exploration, and boosting students' confidence and self-assurance in using English by providing work-related experiences. On the other hand, by looking at the challenges they faced during the project, it is an accordance with the studies by Lešnik (2019) and Mardiani & Hanifah (2023), when students are facing challenges whether before or during the drama project,

they felt the lacks of drama resources, including funding, materials, and trained personnel. Then, not all students might feel comfortable participating in the project, experience anxiety that might cause the delay of rehearsals, miscommunication, and bad time management (Schenker, 2020).

Furthermore, comparing this study to the previous study by Bessadet (2022), drama project helps students understand language in a context, provides them with real-world experience of achievement, and gives them the self-assurance they need to navigate the world outside of the classroom. It approved by the students of this study received plenty new skills and knowledges out of the drama project.
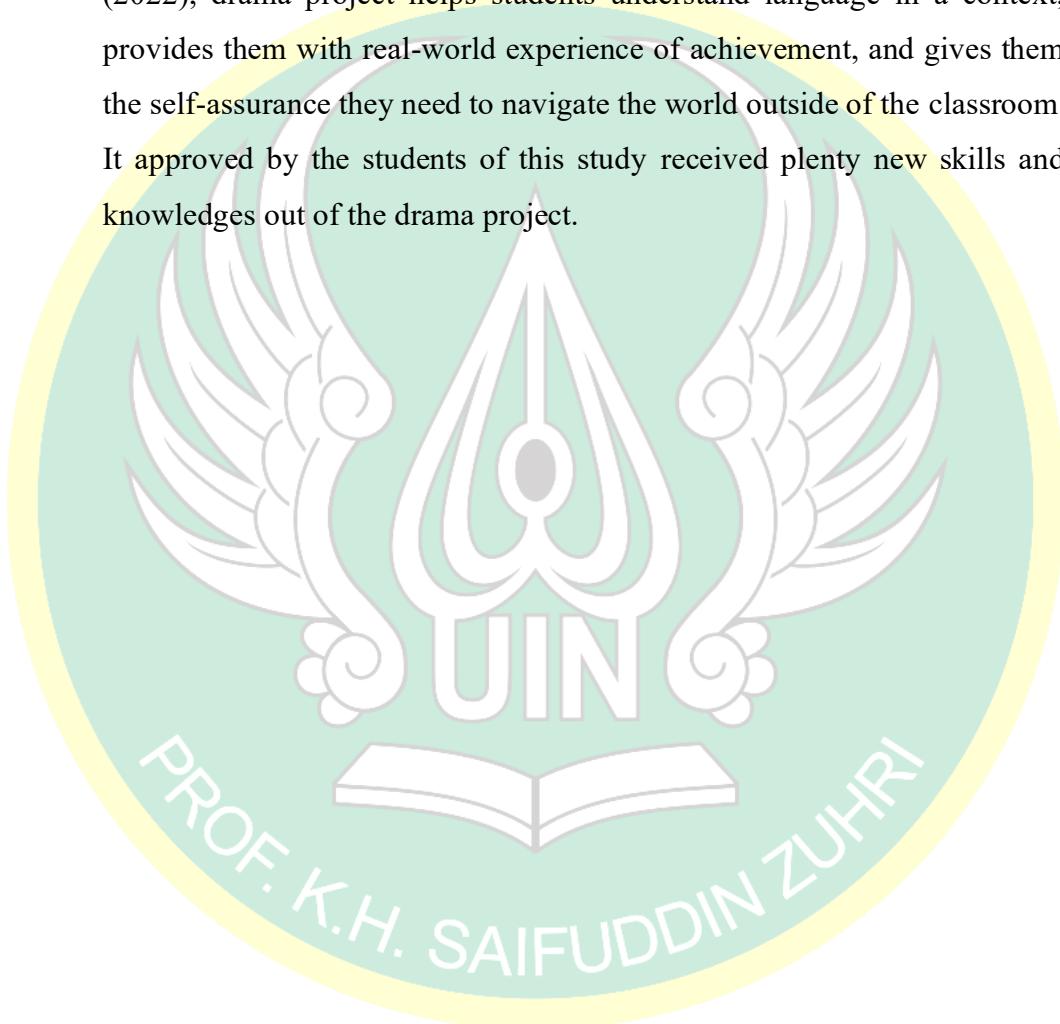
CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

According to the results of the research in 4th semester English students at UIN SAIZU Purwokerto in academic year 2023/2024, by exploring their perceptions towards the development of integrated English skills through drama as project-based learning, there had been used interviews with 15 students as the interviewee. It also was supported by documentations and observations, and also questionnaire to the research subject in total 112 respondents. Then, by setting five indicators for the questionnaire instrument, it was found the average percentage is 79% which means most of the respondents gave positive response toward the statements. The conclusion is also divided by two regarding to the objectives of the study, as follow:

1. **The Students' Perceptions to Integrated English Skills Development Through Drama as Project-based Learning**

    The study aims to explore the perceptions of 4th semester students regarding the development of integrated English skills through drama as a project-based learning (PjBL) approach. The findings suggest that students perceive drama activities positively as they facilitate the simultaneous enhancement of listening, speaking, reading, and writing skills. This integrated approach aligns with the understanding that language proficiency is best achieved when these skills are developed together, as they are interdependent in real-world communication. Students reported that engaging in drama not only improved their language skills but also fostered creativity, teamwork, and critical thinking, which are essential competencies in today's educational landscape. Thus, the integration of drama into the curriculum is seen as an effective method for enhancing students' overall English proficiency.

2. The Perceived Benefits and Challenges During the Drama Project

The second objective focuses on identifying the perceived benefits and challenges associated with using drama as a project-based learning method. The study reveals several benefits, including increased engagement and motivation among students, enhanced understanding of literary concepts, and improved interpersonal skills through collaborative projects. However, challenges were also noted, such as varying levels of comfort with performance tasks among students and potential difficulties in coordinating group activities. These insights highlight the need for teachers to provide adequate support and resources to address these challenges while maximizing the benefits of drama in language education. Overall, this research underscores the importance of considering student perceptions to effectively implement drama-based learning strategies in English education.

B. Limitations

The study focuses solely on 4th semester students at UIN SAIZU Purwokerto. Future research could benefit from a larger sample size across different academic years or institutions to enhance the generalizability of the findings. Then, conducting longitudinal studies would provide insights into how perceptions and skill development evolve over time with repeated exposure to drama-based learning. After that, while the current research explores student perceptions, future studies could incorporate more qualitative methods (e.g., interviews or focus groups) to gain deeper insights into individual experiences and the nuances of their perceptions regarding drama as a learning tool.

Furthermore, future research could compare the effectiveness of drama-based learning with other pedagogical approaches to determine its relative impact on language acquisition and student engagement. Then, including teachers' perspectives on implementing drama projects could offer a more holistic view of the educational process and highlight potential areas for teacher training and support.

C. Suggestions

There are some suggestions, especially for lecturers should consider integrating drama activities more systematically into the curriculum, particularly in courses focused on language skills. This can enhance student engagement and facilitate the development of integrated English skills. Then, provide clear guidelines and support to address challenges faced by students, lecturers should provide clear guidelines for drama projects, including expectations, resources, and timelines. Offering support throughout the project can help alleviate anxiety and improve student performance.

Additionally, students should take an active role in their learning by fully engaging with drama activities. Participation can enhance their understanding of language concepts and improve their confidence in using English. Students are encouraged to view challenges encountered during drama projects as opportunities for growth. Developing problem-solving strategies and resilience will benefit their overall educational journey.
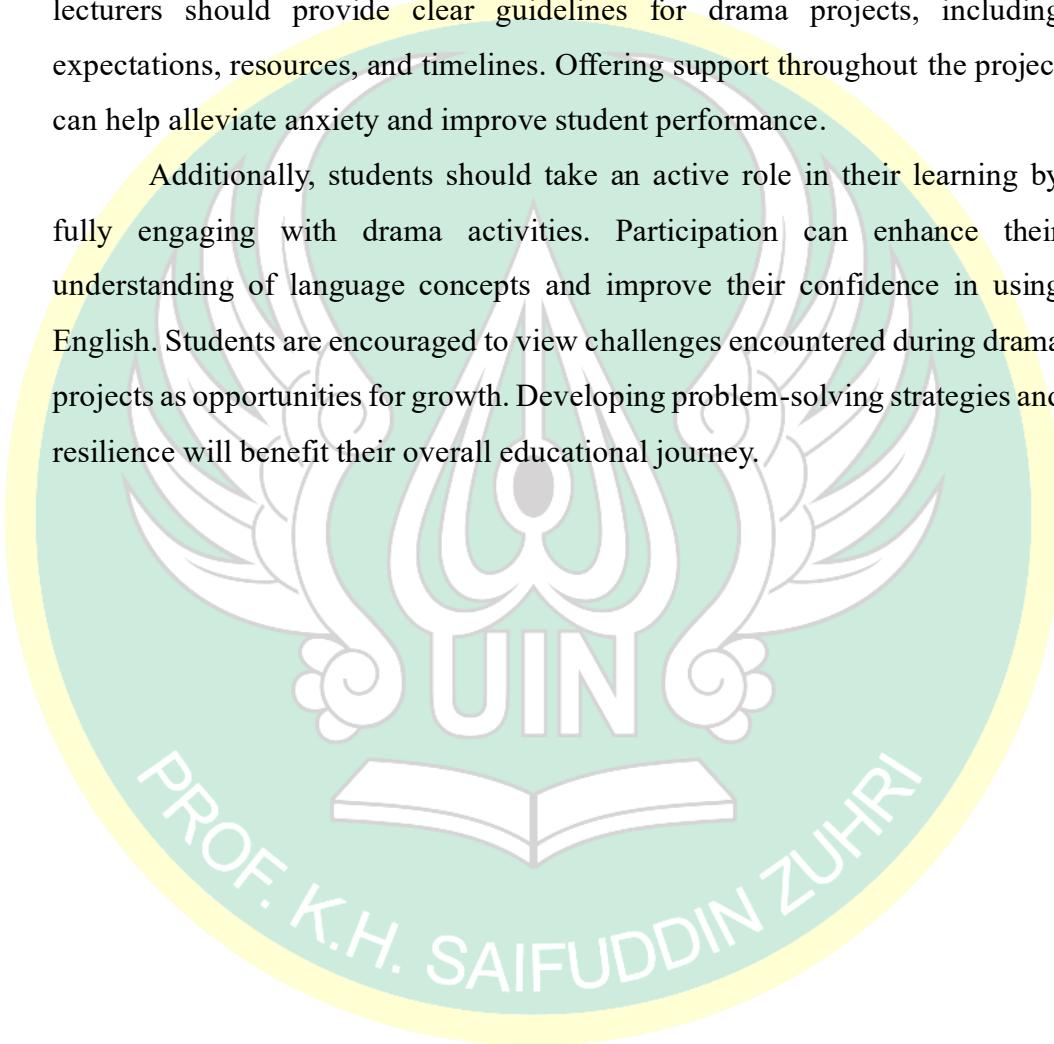
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APPENDICES

Appendix 1. Research Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor	: B.m.6994/Un.19/D.FTIK/PP.05.3/12/2024	09 Desember 2024
Lamp.	: -	
Hal	: **Permohonan Ijin Riset Individu**	

Kepada
Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Kec. Purwokerto Utara
di Tempat

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama : Fakhrezy Rizal Maulana
2. NIM   2017404092
3. Semester : 9 (Sembilan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Alamat : Prigi RT 01 RW 06 Sigaluh Banjarnegara
6. Judul : Exploring Students' Perception on Drama as Project-Based Learning for Integrated English Skills Development: A Case Study of 4th Semester Students at UIN SAIZU Purwokerto in Academic Year 2023/2024

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek : Pandangan mahasiswa terhadap Project-based Learning berbentuk drama Bahasa Inggris terhadap pengembangan kemampuan Bahasa Inggris serta manfaat dan tantangan yang didapat
2. Tempat / Lokasi : UIN Prof. K. H. Saifuddin Zuhri Purwokerto
3. Tanggal Riset : 09-08-2024 s/d 20-10-2024
4. Metode Penelitian : Penelitian Kualitatif dan Kuantitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

Appendix 2. The Official Letter of Research

**UNIVERSITAS ISLAM NEGERI PROFESSOR KIAI HAJI
SAIFUDDIN ZUHRI PURWOKERTO**
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

SURAT KETERANGAN

Yang bertanda tangan di bawah ini:

Nama   : Desi Wijayanti Ma'rufah, M. Pd.

Jabatan   : Koordinator Program Studi Tadris Bahasa Inggris

Dengan ini menerangkan bahwa:

Nama   : Fakhrezy Rizal Maulana

NIM   : 2017404092

Semester   : 9 (sembilan)

Jurusan/Prodi : Tadris Bahasa Inggris (TBI)

Telah melakukan penelitian di program studi Tadris Bahasa Inggris UIN Prof. K. H. Saifuddin Zuhri Purwokerto.

Demikian surat ini dibuat untuk digunakan sebagaimana mestinya.

Dibuat di : Purwokerto
Tanggal   : 09 Desember 2024

Mengetahui,
Koordinator Prodi TBI

Desi Wijayanti Ma'rufah, M.Pd
NIP. 199212152018012003

Appendix 3. Questionnaire Instruments

No	Statement	Degree of Agreement				
		SD	D	U	A	SA
1.	I enjoyed participating in the drama activity.					
2.	The drama activity was more engaging than other classroom activities.					
3.	I felt confident while participating in the drama project.					
4.	The drama project helped improve my listening skills in English.					
5.	My speaking abilities improved as a result of the drama activity.					
6.	The drama activity helped me become better at reading in English.					
7.	Writing or contributing to the drama script improved my writing skills in English.					
8.	Overall, the drama project helped me develop multiple English skills at the same time.					
9.	The drama project helped me take responsibility for my own learning.					
10.	Working on a project like drama made learning English feel more practical and useful.					
11.	I was able to apply what I learned in the classroom to real-life situations during the drama project.					
12.	The project-based nature of the drama activity helped me stay motivated to learn.					

13.	Project-based learning through drama is more effective for me than traditional teaching methods like lectures or tests.					
14.	I was motivated to participate in the drama activity compared to other methods of learning English (e.g., lectures, tests).					
15.	I felt more motivated to learn English through drama than through traditional classroom methods.					
16.	The drama activity helped me stay engaged with the course content.					
17.	The drama activity helped me feel more confident in using English in real-life situations.					
18.	I was able to apply new vocabulary or grammar during the drama activity.					
19.	Participating in the drama activity helped me overcome my fear of speaking in front of others.					
20.	I would participate in another drama activity to further improve my English skills.					

Appendix 4. Expert Validation

SURAT KETERANGAN VALIDASI INSTRUMEN

Yang bertanda tangan di bawah ini:

Nama   : Desi Wijayanti Ma'rufah, M.Pd.

NIDN   : 199212152018012003

Setelah membaca, menelaah dan mencermati instrumen berupa pre-test dan post-test yang akan digunakan untuk penelitian dengan judul "STUDENTS' PERCEPTIONS OF INTEGRATED ENGLISH SKILLS DEVELOPMENT IN ENGLISH DRAMA ACTIVITIES: A CASE STUDY OF 4TH SEMESTER STUDENTS IN AN INTRODUCTION TO LITERATURE COURSE IN ACADEMIC YEAR 2023/2024" yang dibuat oleh:

Nama   : Fakhrezy Rizal Maulana

NIM   : 2017404092

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa lembar instrument penelitian tersebut,

	Layak digunakan
✓	Layak digunakan dengan revisi
	Tidak layak digunakan

Catatan (bila perlu)

....

....

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 19 September 2024
Validator,

Desi Wijayanti Ma'rufah, M.Pd.
NIDN. 199212152018012003

Appendix 5. Results of Questionnaire

Exploring Students' Perception on Drama as Project-Based Learning for Integrated English Skills Development: A Case Study of 4th Semester Students at UIN SAIZU Purwokerto in Academic Year 2023/2024

Perkenalkan nama saya Fakhrezy Rizal Maulana, mahasiswa semester 9 program studi Tadris Bahasa Inggris UIN SAIZU Purwokerto. Pada kesempatan kali ini saya sedang melakukan penelitian mengenai 'Exploring Students'
Perception on Drama as Project-Based Learning for Integrated English Skills
Development: A Case Study of 4th Semester Students at UIN SAIZU Purwokerto in
Academic Year 2023/2024'

Tujuan penelitian ini adalah untuk mengetahui tentang pandangan mahasiswa dan mengidentifikasi manfaat serta tantangan terhadap Project-Based Learning berbentuk drama berbahasa Inggris, untuk mahasiswa semester 4 program studi Tadris Bahasa Inggris Tahun Ajaran 2023/2024 UIN SAIZU Purwokerto.

Sehubungan dengan hal itu, saya memohon teman-teman mahasiswa kelas A, B, dan C berkenan untuk ikut serta mengisi survey berikut. Saya pastikan bahwa semua data dan informasi yang teman-teman berikan dalam kuesioner ini akan terjaga kerahasiaannya.

Terima kasih atas partisipasi teman-teman dalam mengisi form kuesioner ini.

Peneliti
Fakhrezy Rizal Maulana

Nama Lengkap *

Nanda Aprianur

Gender *

○ Male
◉ Female

Petunjuk Pengisian

Pilihlah jawaban yang sesuai menurut pandangan saudara mengenai pernyataan yang tertera.
Penggunaan Likert Scale:
1. Sangat Tidak Setuju
2. Tidak Setuju
3. Kurang Yakin
4. Setuju
5. Sangat Setuju

A. Pandangan Umum   *

1. Saya senang berpartisipasi dalam projek drama.

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

2. Projek drama lebih menarik dibandingkan projek kelas lainnya. *

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	○	◉	Sangat Setuju

3. Saya merasa percaya diri saat berpartisipasi dalam projek drama. *

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

B. Pengaruh Terhadap Kemampuan Bahasa Inggris   *

4. Projek drama membantu meningkatkan keterampilan listening saya.

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	◉	○	○	Sangat Setuju

5. Kemampuan speaking saya meningkat sebagai hasil dari projek drama. *

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	○	◉	Sangat Setuju

6. Projek drama membantu saya menjadi lebih baik dalam reading. *

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	○	◉	Sangat Setuju

---

7. Menulis atau berkontribusi pada naskah drama meningkatkan keterampilan writing saya. *

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	◉	○	○	Sangat Setuju

8. Secara keseluruhan, projek drama membantu saya mengembangkan berbagai keterampilan bahasa Inggris pada saat yang bersamaan. *

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	◉	○	Sangat Setuju

C. Project-Based Learning   *

9. Projek drama membantu saya bertanggung jawab atas pembelajaran saya sendiri.

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	○	◉	Sangat Setuju

10. Mengerjakan projek seperti drama membuat belajar bahasa Inggris terasa lebih praktis dan bermanfaat. *

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	○	◉	Sangat Setuju

76

11. Saya dapat menerapkan apa yang saya pelajari di kelas ke situasi kehidupan nyata selama projek drama. *

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	●	○	Sangat Setuju

12. Sifat berbasis projek dari kegiatan drama membantu saya tetap termotivasi untuk belajar. *

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	●	○	Sangat Setuju

13. Pembelajaran berbasis projek melalui drama lebih efektif bagi saya daripada metode pengajaran tradisional seperti kuliah atau tes. *

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	●	○	○	Sangat Setuju

D. Motivasi dan Keterlibatan *

14. Saya termotivasi untuk berpartisipasi dalam kegiatan drama dibandingkan dengan metode belajar bahasa Inggris lainnya (misalnya, kuliah, tes).

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	●	○	○	Sangat Setuju

15. Saya merasa lebih termotivasi untuk belajar bahasa Inggris melalui drama daripada melalui metode kelas tradisional. *

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	●	○	○	Sangat Setuju

16. Kegiatan drama membantu saya tetap terlibat dengan konten/isi mata kuliah. *

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	●	○	Sangat Setuju

E. Manfaat dan Tantangan *

17. Kegiatan drama membantu saya merasa lebih percaya diri dalam menggunakan bahasa Inggris dalam situasi kehidupan nyata atau dalam kelas.

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	●	○	Sangat Setuju

18. Saya dapat menerapkan kosakata atau *grammar* baru selama kegiatan drama. *

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	●	○	Sangat Setuju

19. Mengikuti kegiatan drama membantu saya mengatasi rasa takut berbicara di depan orang lain. *

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	●	○	Sangat Setuju

20. Saya akan berpartisipasi dalam kegiatan drama lain untuk lebih meningkatkan kemampuan bahasa Inggris saya. *

	1	2	3	4	5	
Sangat Tidak Setuju	○	○	○	●	○	Sangat Setuju

77

Gender
112 responses

- Male
- Female

76.8%

23.2%

A. Pandangan Umum   1. Saya senang berpartisipasi dalam projek drama.
112 responses

2. Projek drama lebih menarik dibandingkan projek kelas lainnya.
112 responses
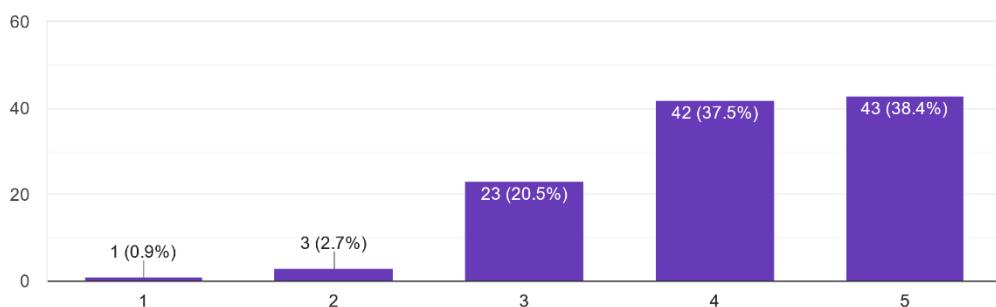
3. Saya merasa percaya diri saat berpartisipasi dalam projek drama.
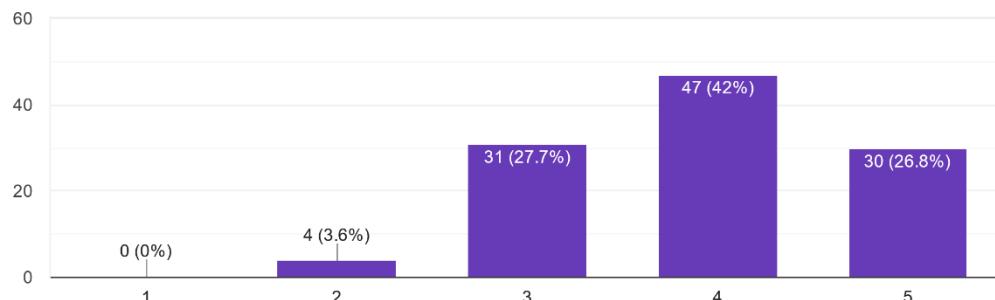
112 responses

B. Pengaruh Terhadap Kemampuan Bahasa Inggris   4. Projek drama membantu meningkatkan keterampilan listening saya.

112 responses
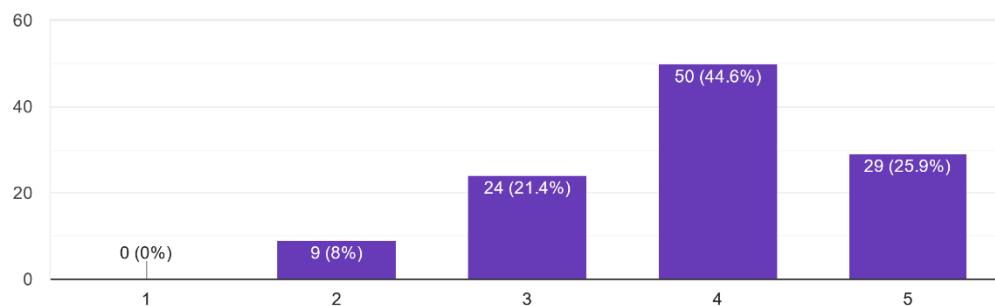
5. Kemampuan speaking saya meningkat sebagai hasil dari projek drama.

112 responses
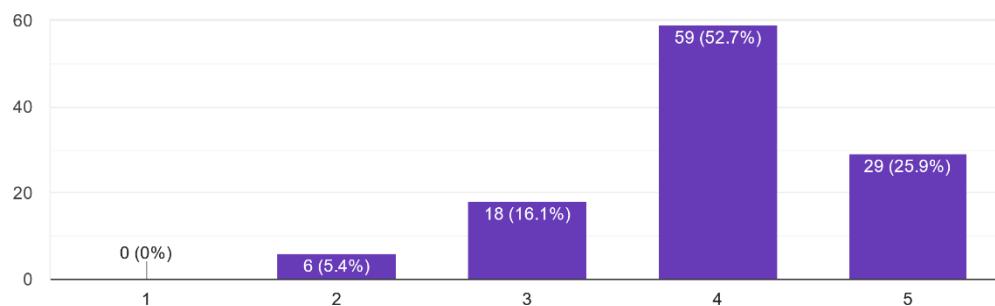
6. Projek drama membantu saya menjadi lebih baik dalam reading.

112 responses
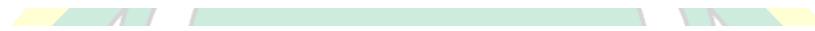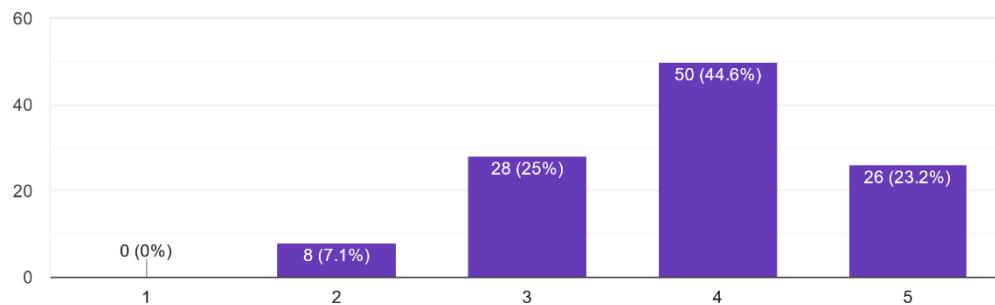
7. Menulis atau berkontribusi pada naskah drama meningkatkan keterampilan writing saya.

112 responses
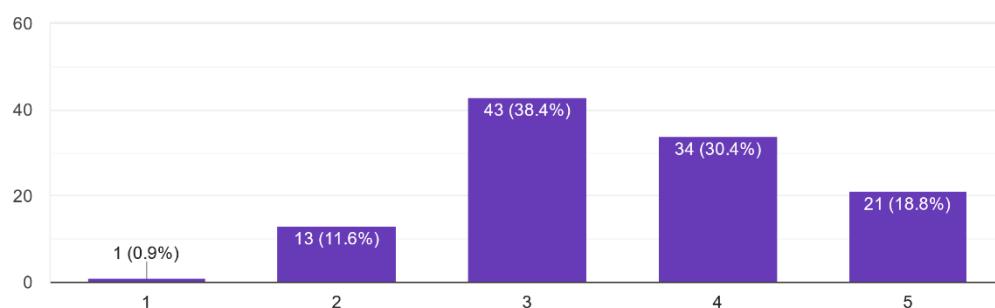
8. Secara keseluruhan, projek drama membantu saya mengembangkan berbagai keterampilan bahasa Inggris pada saat yang bersamaan.

112 responses
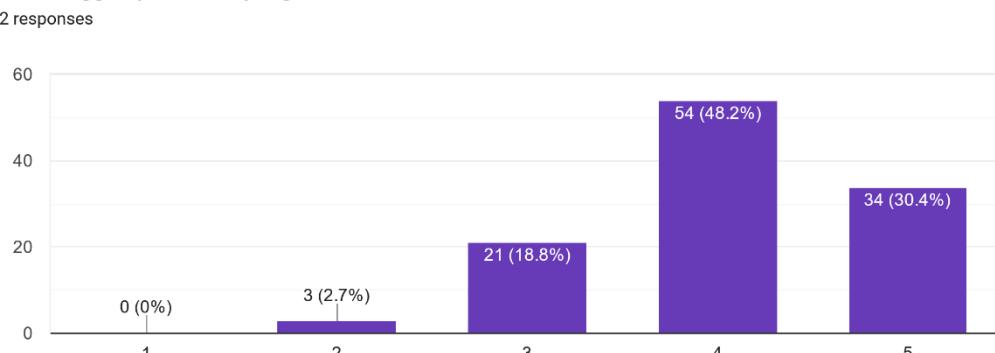
C. Project-Based Learning   9. Projek drama membantu saya bertanggung jawab atas pembelajaran saya sendiri.

112 responses
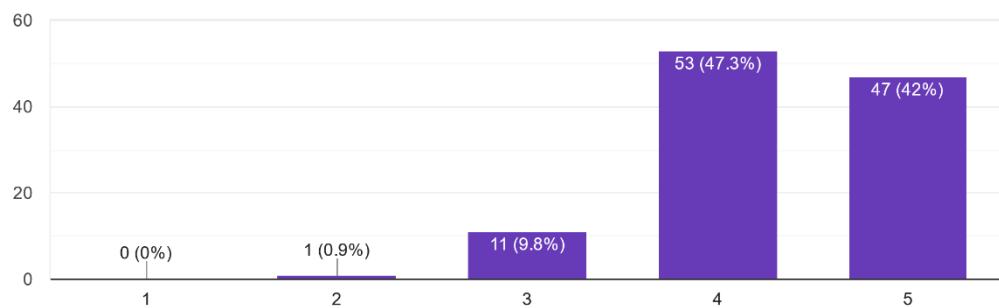
10. Mengerjakan projek seperti drama membuat belajar bahasa Inggris terasa lebih praktis dan bermanfaat.

112 responses
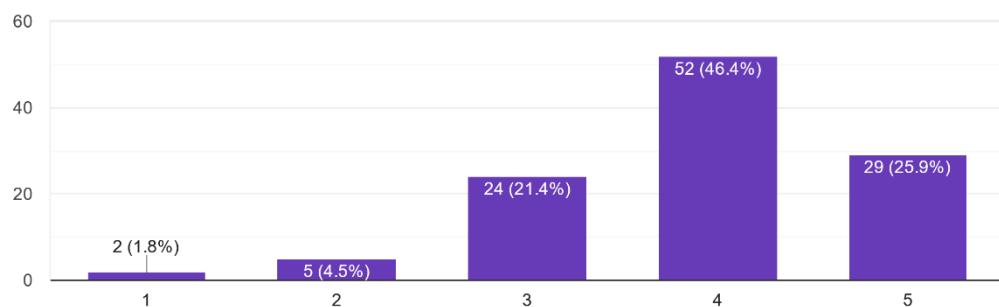
11. Saya dapat menerapkan apa yang saya pelajari di kelas ke situasi kehidupan nyata selama projek drama.

112 responses
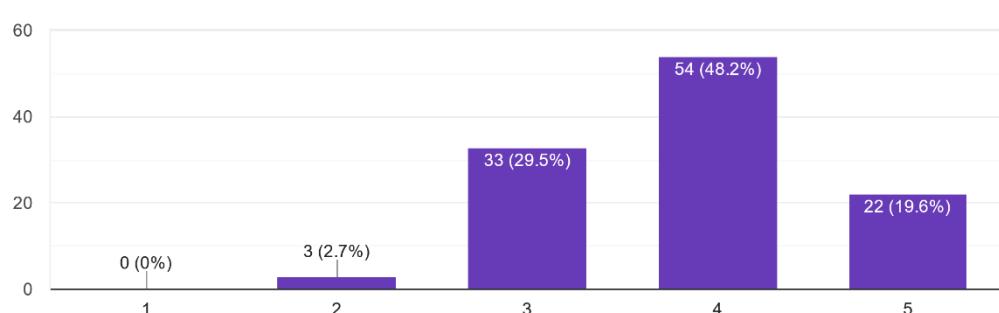
12. Sifat berbasis projek dari kegiatan drama membantu saya tetap termotivasi untuk belajar.

112 responses
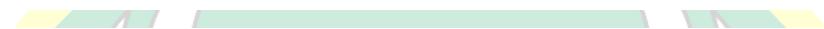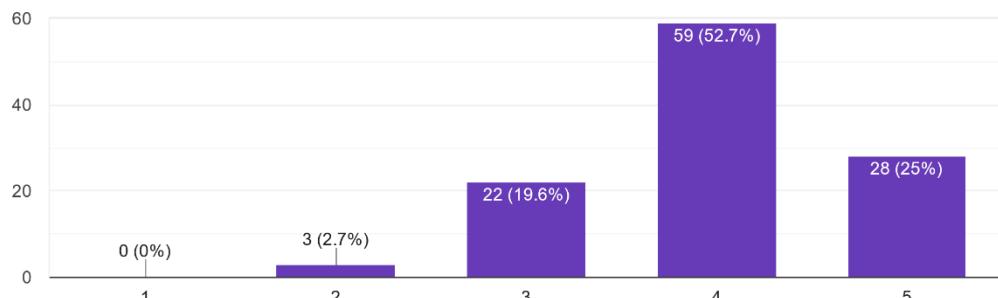
13. Pembelajaran berbasis projek melalui drama lebih efektif bagi saya daripada metode pengajaran tradisional seperti kuliah atau tes.

112 responses
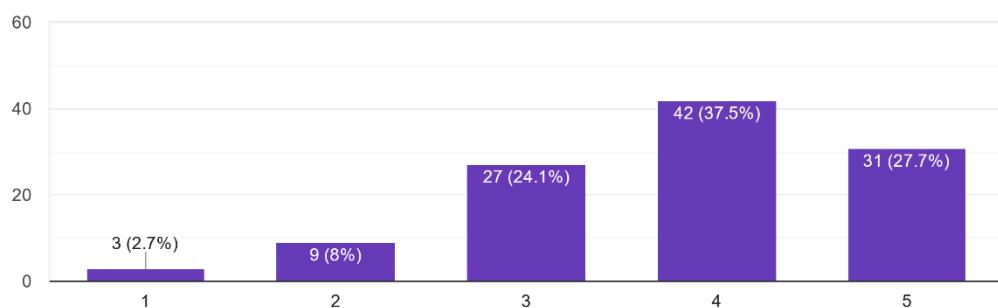
D. Motivasi dan Keterlibatan   14. Saya termotivasi untuk berpartisipasi dalam kegiatan drama dibandingkan dengan metode belajar bahasa Inggris lainnya (misalnya, kuliah, tes).

112 responses
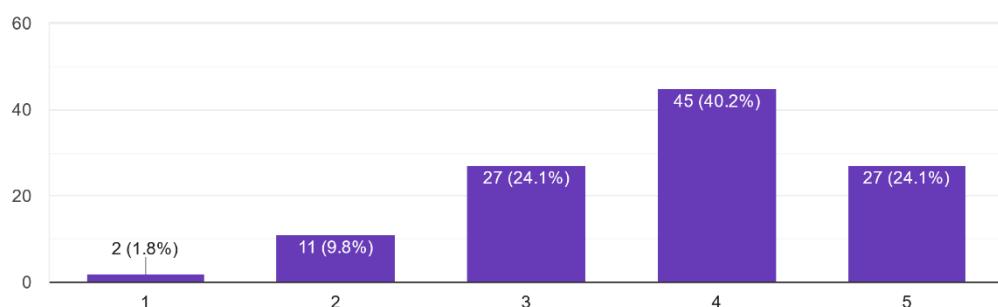
15. Saya merasa lebih termotivasi untuk belajar bahasa Inggris melalui drama daripada melalui metode kelas tradisional.

112 responses
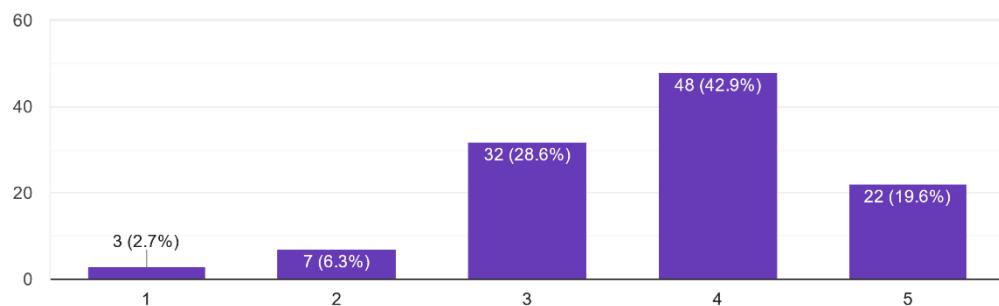
16. Kegiatan drama membantu saya tetap terlibat dengan konten/isi mata kuliah.

112 responses
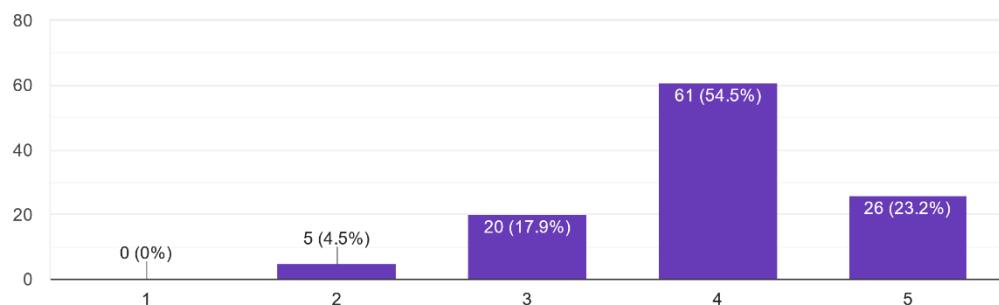
E. Manfaat dan Tantangan   17. Kegiatan drama membantu saya merasa lebih percaya diri dalam menggunakan bahasa Inggris dalam situasi kehidupan nyata atau dalam kelas.

112 responses
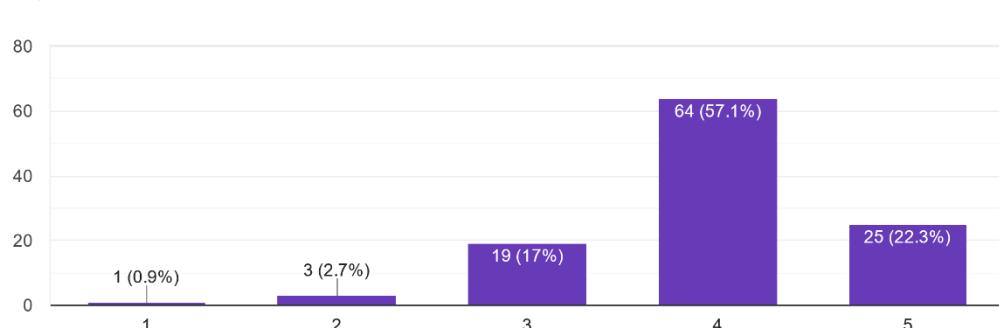
18. Saya dapat menerapkan kosakata atau grammar baru selama kegiatan drama.

112 responses
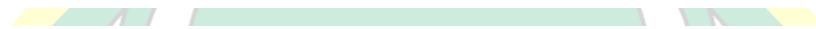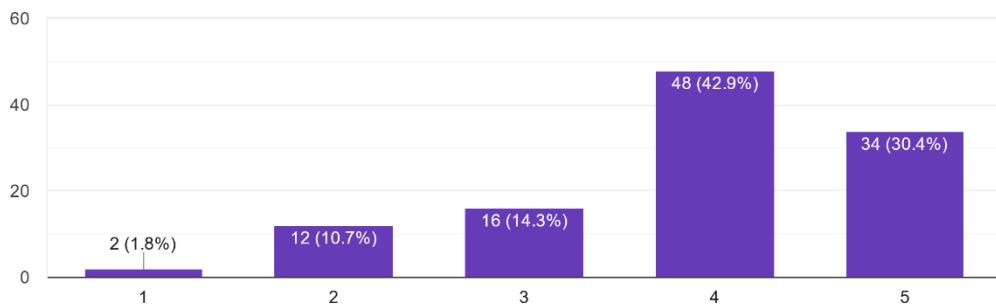
19. Mengikuti kegiatan drama membantu saya mengatasi rasa takut berbicara di depan orang lain.

112 responses
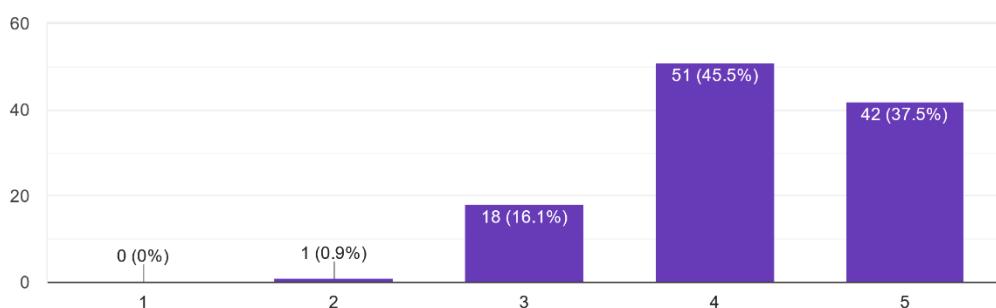
20. Saya akan berpartisipasi dalam kegiatan drama lain untuk lebih meningkatkan kemampuan bahasa Inggris saya.

112 responses
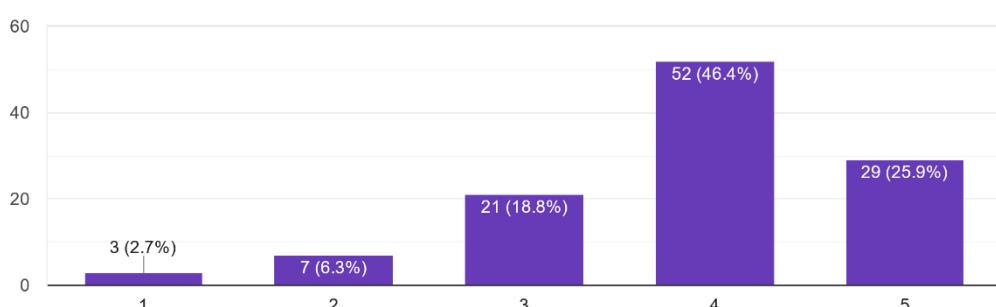
Appendix 6. Computation Outcomes

Resp.	G	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
D A	F	5	4	4	4	3	3	3	3	4	4	4	4	5	4	4	4	4	5	5	5
A D S	F	5	4	4	5	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	3
N A	F	4	5	4	3	5	5	3	4	5	5	4	4	3	3	3	4	4	4	4	4
A B U	F	5	4	3	5	5	4	4	4	5	5	4	4	3	4	5	5	4	4	5	5
C K S	F	5	5	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	5	4
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Sum		493	459	439	435	447	430	397	455	482	437	431	448	425	420	415	444	445	436	470	433
%		88%	82%	78%	78%	80%	77%	71%	81%	86%	78%	77%	80%	76%	75%	74%	79%	79%	78%	84%	77%
Avg%		83%				77%				79%					76%			80%			
Σavg%		79%																			

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Appendix 7. Interview Instruments

Interview guide:

1. Thank the participant for their time.
2. Briefly explain the purpose of the study and how their insights will contribute to understanding remote work experiences.
3. Assure confidentiality and obtain consent for recording

Questions:

1. Can you briefly describe your experience with the English drama activity in this course?
2. How do you feel about participating in an English drama that has affected your English learning?
3. Which specific English skills (e.g., speaking, listening, reading, writing) do you think have developed the most through English drama activities?
4. Can you give examples of times when you feel confident in using the English skills you've learned through drama?
5. How do you think this project-based learning through drama is different from other methods you have experienced in learning English?
6. What do you think are the benefits and disadvantages of using a drama-like PJBL approach to learning English?
7. What do you think are the most significant benefits of participating in English drama activities for the development of your English skills?
8. What challenges did you encounter during drama activities? How does it affect your learning experience?
9. How motivated are you to participate in the drama activity, compared to other classroom activities? Why?
10. Do you feel more involved in learning English through drama? If so, how?
11. How do you think English drama activities have affected your overall learning experience in this lesson?

12. Are there any particular moments or scenes from the drama activity that stand out to you as particularly memorable or impactful?

13. What feedback would you give to teachers about English drama activities?

14. Do you have any suggestions for improving the development of English skills through drama activities especially to this course?

Appendix 8. Transcript of Interviews

Date : September 26th, 2024

Interviewer : Fakhrezy Rizal Maulana (FR)

Interviewee : Rafi Akmal (R1)

FR : "Langsung aja, ini kan mau tanya-tanya soal pengalaman selama mengerjakan proyek drama bahasa Inggris. Yang pertama itu bisa dijelaskan secara singkat pengalaman dalam kegiatan drama bahasa Inggris itu seperti apa dalam matkul ini dari awal? Kamu tahu ternyata matkul ini mau ada drama bahasa Inggris itu pengalamannya gimana secara singkat aja?"

R1 : "Dari awal ya, pertama ya karena sebelumnya saya juga sudah pernah tampil drama, jadi ya biasa aja sih, mau drama ya sudah gitu. Tapi kan cuma karena durasinya berbeda dari drama yang pernah saya tampilkan sebelumnya, itu jadi tantangan baru."

FR : "Dramanya sebelumnya bahasa Inggris apa bahasa Indonesisa?"

R1 : "Bahasa Inggris juga."

FR : "Terus yang selanjutnya, perasaannya gimana pas ternyata itu berpartisipasi dalam drama ini, berapa besar mempengaruhi kemampuan bahasa Inggris?"

R1 : "Ya cukup memuaskan karena kan drama kan interaksi juga sama temen-temen lain, pastikan skill listening sama speakingnya juga terasa di drama itu. Terus reading juga kan kita membaca pasca sih. Ya kecuali writing sih, soalnya saya bukan scriptwriter."

FR : "Kalau bisa diurutkan, dari yang terampilan bahasa Inggris itu empat itu yang mana paling menonjol dalam perkembangan bahasa Inggris ya?"

R1 : "Paling menonjol itu listening sih. Soalnya kan dengerin pronunciation yang temen-temen yang ngomong Inggris sebagai foreign language kan beda-beda. Jadi berusaha memahami kata-kata. Listening, speaking. Speaking. Maka ya tampilkan kita berdialog berbicara. Setelah speaking, reading. Karena ya membaca naskah karena kita cuma tinggal reading aja gitu. Ya memahami sedikit-sedikit. Karena kalau cuma membaca kalang itu nanti sulit pas tampilnya. Supaya bisa improvisasikan, memahami juga."

FR : "Terus selanjutnya. Yang membuat pembelajaran drama bahasa Inggris project drama bahasa Inggris ini berbeda dari yang lain itu apa? Metode yang lain misalkan ya. Metode-metode pembelajaran dari matkulain itu yang paling membedakan."

R1 : "Sebenarnya kalau dari segi project based learningnya, dari matkulain juga banyak sih ya yang pakai project based learning. Cuma karena ini drama kita yang membedakan itu praktek langsung dengan skill kita yang telah kita pelajari sebelum-sebelumnya sih."

FR : "Terlibat secara langsung ya kan Iya terlibat secara langsung. Bukan cuma kayak teori gitu. Terus ke pendekatan project based learning kayak drama ini kan. Menurut masyarakat sendiri ini manfaat sama kerugiannya apa manfaatnya?"

R1 : "Kalau manfaatnya karena ya kita belajar bahasa Inggris ya manfaatnya bisa langsung prakteknya ini di dalam drama langsung. Kalau kerugiannya ini kan project based learning ini kan drama dari matkulia introduction to literatur. Nah itu kita jadinya waktunya itu buat belajar literaturnya itu jadi berkurang karena fokus buat latihan itu drama."

FR : "Terus yang selanjutnya adalah. Manfaat yang paling menonjol yang paling besar pengaruhnya terhadap perkembangan keterampilan kemampuan bahasa Inggris mas Raffi sendiri secara pribadi gitu."

R1 : "Speaking sih karena lebih confident aja waktu drama sudah dilatih berulang kali. Terus sama listening yang paling menonjol dua itu."

FR : "Terus yang selanjutnya adalah selama proses project drama ini tantangan apa yang ditemui mas Raffi selama proses ini?"

R1 : "Secara sosial aja sih mas. Soalnya kan ini melibatkan banyak orang drama yang sekarang berbeda sama drama yang saya lakukan sebelumnya. Itu lebih sedikit orangnya. Ini satu kelas ada 30 orang kerja sama kita paling yang ini kadang ada miskomunikasi."

FR : "Selanjutnya adalah seberapa termotivasi mas Raffi untuk terlibat dalam project drama ini dibandingkan misalkan ada kegiatan dalam drama lain atau kelas lain gitu? Seberapa termotivasi untuk ikut?"

R1 : "Ya termotivasi ya termotivasi sih. Soalnya kan ini juga sebagai tugas dari mata kuliah. Iya tugas akurat dari mata kuliah. Jadi ya berusaha semaksimal mungkin supaya saya bisa dapet nilai yang memuaskan."

FR : "Keterlibatan Keterlibatan Raffi dalam belajar bahasa Inggris dalam drama ini gimana? Keterlibatan maksudnya proses yang gitu?"

R1 : "Dari awal saya aku ini saya cukup terlibat biasa dalam drama karena yang kan kita ganti naskah. Di naskah pertama ini saya sebagai sutradara. Nah itu ya cukup terlibat dalam menyutradarai drama itu. Kayak membantu temen-temen yang lain juga di untuk improvisasi dan lain sebagainya Nah terus setelah ganti naskah ini saya ganti peran. Dari sutradara menjadi pemeran

utamanya di drama itu. Jadi keterlibatan saya ya cukup ada lah cukup terlibat."

FR : "Selanjutnya. Ada nggak sih momen atau adegan tertentu yang paling menonjol bagi Anda atau yang paling terkesan berdampak?"

R1 : "Dramanya itu sendiri sih. Karena dilihat langsung oleh pengaruh cerita itu sendiri sih Ahmad Tohari. Jadi itu sangat terkesan bagi saya. Selama proses latihan ya? Ya Yang paling terkesan ya kita jadi ini sih kayak waktu kebersamaannya loh jadi makin banyak."

FR : "Oke. Selanjutnya. Ada feedback nggak atau saran untuk pengajar atau dosen misalkan Kedepannya misalkan ada lagi. Misalkan ada saran nggak untuk pengajar untuk misalkan lebih spesifiknya drama bahasa Inggris gitu kedepannya?"

R1 : "Kalau saya rasa untuk saran ya. Kan ini di selama Miss Endang. Miss Endang sendiri tuh udah bener-bener menampingi dari awal sampai akhir. Dan juga memberi banyak perbaikan-perbaikan lah evaluasi. Kalau untuk saran saya sendiri sih. Udah nggak ada ya. Karena saya rasa sudah mendapatkan feedback yang cukup dan bantuan yang cukup dari dosen itu sendiri. Bahkan saya rasa lebih lah."

FR : "Tadi kan saran buat pengajar Sekarang untuk saran dalam pembelajaran untuk membangun keterampilan bahasa Inggris gitu melalui drama ada saran nggak? Misalkan entah itu dari waktunya. Atau misalkan dari proses awalnya gitu harus gimana gitu? Atau apa?"

R1 : "Untuk langsung pembelajaran bahasa Inggrisnya ya. Iya. Sarannya ya mungkin kan karena kemarin itu kita langsung belajar bahasa Inggris Karena langsung jadi apa namanya. Masih banyak pronunciation yang salah-salah. Nah sebaiknya itu sebelum langsung ke drama itu. Ya keterampilan speaking kita itu ditingkatkan dulu sih ya. Soalnya itu juga kan bikin most komunikasi. Ya itu bikin most komunikasi."

FR : "Mungkin itu aja. Udah sih. Oke terima kasih Mas Raffi untuk waktunya."

R1 : "Sama-sama mas."

Date   : September 26th, 2024

Interviewer : Fakhrezy Rizal Maulana (FR)

Interviewee : Bayu Tegar Oktavian (R2)

FR : "Mas Bayu langsung aja untuk yang pertanyaan pertama bisa dijelaskan secara singkat aja gitu pengalaman anda selama kegiatan drama bahasa inggris ini di matkul Introduction to Literature?"

R2 : "Ya sebenarnya menyenangkan gitu sesuatu pengalaman yang baru, karena sebelumnya belum pernah."

FR : "Yang selanjutnya itu perasaanya gimana ternyata itu pas masuk matkul ini ternyata itu ada drama, projek drama bahasa inggris perasanya gimana mas Bayu bisa berpartisipasi dalam drama ini?"

R2 : "Ya awalnya sih terkejut ya setelah latihan-latihan gitu ternyata emang agak menyenangkan terus melatih ini ya speaking kita yaa."

FR : "Selanjutnya keterampilan dari bahasa inggris kemampuan bahasa inggris yang spesifik mana yang menurutnya itu paling berkembang selama proses drama ini?"

R2 : "Yang paling spesifik sih ya speaking nya. Kalau yang lain paling cuma rata-rata sih mas gak terlalu banyak improve kayak speaking gitu gak terlalu apa mengimprove gitu."

FR : "Selanjutnya bisa memberikan contoh pas mas Bayu ini kayak merasa percaya diri banget pas kayak misalkan ngomong bahasa inggris gitu dalam apa? melalui pembelajaran drama ini gitu, bisa sampai percaya gitu percaya diri dan ngomong kayak gini?"

R2 : "Karena perannya juga sih ya perannya sebagai Dukun terus pas ini pas saya bilang are you mocking me? gitu jadi saya rasa saya benar-benar menjiwai ini apa sih Dukun."

FR : "Selanjutnya menurut mas Bayu ini yang menjadi PjBL pembeda dari pembelajaran lain itu apa? pembelajaran projek berbentuk drama ini yang bikin beda dari projek-projek matkul-matkul lain gitu."

R2 : "Matkul lain ya rata-rata paling testnya kan tertulis ya jadi ini kalau pas drama praktek gitu jadi beda gitu, lebih tertantang."

FR : "Selanjutnya, ada gak sih manfaat atau kerugian yang dialami selama belajar melalui projek based learning ini seperti untuk drama ini?"

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R2 : "Manfaatnya sih ya jelas ngelatih skill yang speaking tadi ya juga melatih apa rasa kepercayaan diri coba tampil di depan orang lain kalau dari segi kekurangan sih gak terlalu sih ya tapi emang dari segi waktunya waktu terbatas."

FR : "Yang selanjutnya itu selama berkegiatan drama ini dari awal sampai akhir itu ada gak tantangan-tantangan bagi mas Bayu sendiri?"

R2 : "Kalau mempengaruhi sih dari mentalnya sih mas terus dari awal speaking itu agak belibat gitu ngapalin naskah terus tekanan dari matkul yang lain itu suruh ngumpulin tugas gitu jadi tantangannya itu kayak membagi waktunya itu agak susah. Pas perform kan dilihat banyak gitu orang itu bikin grogi terpampang gitu."

FR : "Yang selanjutnya itu seberapa termotivasi mas gayu itu dalam berpartisipasi kegiatan drama dibandingkan misalkan kegiatan lainnya di matkulain gitu entusias apa gak gitu?"

R2 : "Awalnya sih ya gak terlalu ya karena memang takut gitu kan awalnya terus setelah beberapa kali ngikut ternyata lumayan menyenangkan karena saya dapat kayak pemahaman bahwa manusia itu memang memiliki banyak muka gitu jadi kita bisa apa? menyimpulkan bahwa yang sebenarnya kita lihat itu mungkin sebenarnya bukan muka asli dari seseorang melainkan apa? Citranya."

FR : "Mas Bayu ini lebih kayak merasa terlibat banget dalam bahasa inggris atau gak terlalu gitu? kalau iya gimana? kayak merasa terlibat dari awal misalkan entah itu perencanaan apa?"

R2 : "tau-tau langsung ditunjuk sih mas, suruh jadi dukun gitu."

FR : "Menurut mas Bayu sendiri kegiatan drama bahasa inggris ini mempengaruhi pengalaman belajar sastra seluruh matkul introduction to literature gak?"

R2 : "Iya sih jadi kayak ngerasa apa ya dalam sastra itu ternyata ada begininya, Ya? kayak jadi tau lah gitu dalam introduction to literature itu gak cuma teori gitu langsung praktek langsung gitu. Ternyata dramanya itu juga kita ikut andil dibikin proyek gitu."

FR : "selanjutnya itu feedback umpan balik untuk pengajar atau dosenya sendiri ada gak?"

R2 : "Dari saya sih ya sarannya kayak lebih memperketat ini apa waktu latihan gitu soalnya kalau menurut saya pas kemarin drama itu kayaknya kurang juga pas awal-awal pengajarnya itu kurang menekankan harus latihan gitu."

FR : "Terus yang selanjutnya terakhir saran kalau tadi kan saran untuk pengajar sekarang saran untuk meningkatkan pengembangan keterampilan bahasa inggris melalui pekerjaan drama ada gak misalnya secara spesifik bagi makul ini gitu sarannya?"

R2 : "Hmm mungkin lebih ini ya kayak semua muridnya itu dilibatin gitu. Secara apa kayak pembuatan naskahnya gitu segala persiapan sebelum dramanya gak cuma kayak cuma aktornya yang latihan jadi kayaknya mungkin bisa dicoba setiap setiap siswa itu coba karakter gak jadi cuma kayak kamu jadi apa yang nyiapin ya ya udah gitu mungkin bisa dicoba dari siswanya mungkin dia lebih dapet gitu di aktornya gitu."

FR : "okok, paham. Jadi seperti itu saja untuk wawancaranya terima kasih mas Bayu untuk waktu yang telah diluangkan."

R2 : "sama-sama mas."

Date : September 26th 2024

Interviewer : Fakhrezy Rizal Maulana (FR)

Interviewee : Diva (R3)

FR : "Langsung yang pertama, Jadi itu kemarin kan habis drama gitu kan Project-based learning Introduction to literature, berbentuk drama bahasa inggris. pertanyaan pertama itu bisa jelaskan secara singkat enggak pengalaman anda selama kegiatan project drama Bahasa inggris di matkul Introduction to literature?"

R3 : "Pengalaman yang pas drama sih mulai dari prosesnya ya prosesnya itu lumayan panjang lumayan banyak latihan-latihan nah disitu tuh ini loh. Sebelumnya udah pernah, Bahasa Indonesia, tapi di pondok."

FR : "Selanjutnya gimana perasaan mbak Diva bisa berpartisipasi dalam Drama bahasa Inggris ini yang telah pasti mempengaruhi Pembelajaran bahasa Inggris mbak Deva itu?"

R3 : "Seneng banget sumpah. Jujur seneng terus jujur sangat terbantu sekali Bahasa Inggrisnya. Terutama di speakingnya mas. Disitu kan kita kan latihan-latihan terus ya. Jadi setiap latihan tuh baca skrip-baca skrip. Nah disitu kan kalau ada kata yang salah itu bakal di improve-improve-improve terus. Jadi sangat terbantu skill speaking saya gitu."

FR : "Selanjutnya dari basic English Kan ada empat itu, yang disini speaking, reading, listening sama writing gitu kan. Nah dari keempat itu ada bagian

mana yang paling spesifik yang bagi mbak Diva itu paling berkembang melalui proyek drama bahasa Inggris."

R3 : "Speaking. Karena saya itu kan juga pemeran ya mas dan saya itu dialognya setiap scene itu lebih banyak otomatis berbicara saya itu lebih banyak juga. Jadi kemampuan speaking saya lebih meningkat ketimbang yang tiga skill lainnya."

FR : "Yang selanjutnya, bisakah mbak Diva ini memberikan contoh pas mbak Diva kayak merasa percaya diri dalam menggunakan seperti speaking-nya, ya speaking-nya yang telah dipelajari melalui drama?"

R3 : "Ada sih efeknya pas setelah drama itu kan bener-bener kepercayaan diri saya kan diuji ya. Jadi setelah-setelah itu saya tuh lebih aktif mas. Lebih aktif maju di depan kelas gitu karena saya nggak malu lagi karena pas udah drama itu bener-bener pengalaman yang amazing banget bagi saya. Saya bisa berdialog di depan orang yang sangat banyak. Jadi untuk saya lebih percaya diri. Mau itu salah atau benar pokoknya saya lebih berbicaranya lebih itulah lebih percaya diri lah gitu."

FR : "Oke yang selanjutnya menurut mba Diva sendiri gimana pembelajaran berbasis projek yang melalui drama ini jadi beda dari projek misalkan aktivitas yang lain gitu Di matkul-matkul lainnya jadi pembeda gitu?"

R3 : "Pembedanya itu lebih kerjasama kita di dalam satu tim itu. Lebih ini loh apa ya lebih kompak solidaritas kita itu. Lebih kompak jadi tuh saya merasa tuh kita tuh sekelas tuh jadi deket di dalam projek drama ini tuh. Sekelas tuh jadi komunikasi juga lebih baik."

FR : "Selanjutnya menurut Mbak Diva ini manfaat sama kerugian dalam Project-based di drama Bahasa Inggris itu apa?"

R3 : "Kalau advantage-nya ya itu kerjasama kita tuh makin meningkat. Terus speaking skill saya, terus dalam saya berkomunikasi itu meningkat juga. Kekurangannya itu, waktu saya banyak kebuang karena latihan-latihan. Terus tuh tenaga juga, tenaga ya banyak terkuras lah karena latihan juga lebih ke personal lah mas."

FR : "Ada nggak sih tantangan gitu. Tantangan sampai bahkan bisa mempengaruhi pengalaman belajar mba Diva juga?"

R3 : "Tantangannya tuh pas bagian nari itu saya kan nggak suka nari ya. Nah peran saya itu nari di sana. Nah itu tuh bener-bener tantangan bagi saya dan itu tuh nggak berpengaruh sih di bahasa Inggris, cuma berpengaruh di ini di apa di fisik ya."

FR : "Yang selanjutnya itu seberapa termotivasi Mbak Diva Dalam berpartisipasi kegiatan drama ini?"

R3 : "Termotivasi sih, karena beda, lebih kayak juga terlibat prakteknya secara langsung. Tugas lain menurut saya itu lebih boring mas ketimbang drama."

FR : "Apakah mbak Diva merasa kayak lebih tertarik terlibat dalam belajar bahasa inggris melalui drama."

R3 : "Keterlibatan saya sih saya cuma jadi peran saja. Jadi saya lebih terlibat dalam cara berbicara. Kemampuan berbicara saya aja yang lebih meningkat, karena emang saya terlibatnya disana."

FR : "Oke oke, oke terus yang selanjutnya ini, ada nggak feedback atau umpan balik untuk pengajar atau dosen tentang projek ini?"

R3 : "Untuk kedepannya, saya harap Mrs Endang tuh selalu ada loh mas, proyek drama ini tuh setiap tahun ada gitu loh. Mungkin dengan tema yang lebih luas lagi, seperti misalnya ke ranah barat gitu kan, ke kerajaan-kerajaan Inggris gitu kan, saya tuh antusias sama itu loh mas, mau ngeliat drama itu, kayak gitu."

FR : "Ada saran yang Mbak Diva miliki untuk meningkatkan pengembangan keterampilan bahasa Inggris melalui kegiatan drama? Dalam hal ini berarti matkul Introduction to Literature?"

R3 : "Lebih materi mengenai drama itu lebih ditekankan lagi. Kalau kita kemarin itu kan nggak ditekankan itu tuh online yang materi buat drama itu ya. Biar dari situ tuh ngasih stimulus kepada mahasiswa-mahasiswa gitu loh. Juga Iya, motivasinya lebih ditekankan lagi juga. Supaya dari awal tuh mereka tuh semangat buat ngelakuin itu, drama."

FR : "Ok, insyaallah itu saja mba diva wawancaranya, sekali lagi terima kasih untuk meluangkan waktunya."

R3 : "sama-sama mass."

Date : September 26th 2024

Interviewer : Fakhrezy Rizal M (FR)

Interviewee : Brenda (R4)

FR : "Mas Brenda, langsung aja ya yang pertama itu bisa dijelaskan gak Mas Brenda sendiri secara singkat pengalaman Mas Berenda dalam kegiatan projek drama bahasa Inggris ini, melalui matkul Introduction to literature."

R4 : "Sebelum-sebelumnya saya sering di pondok buat drama. Menurut saya kan berbeda disini. Melihat dari audiens dan tempatnya. Audiensnya lebih beragam dan tempatnya lebih luas gak kayak pondok kan, kalau pondok cuma paling dilihat temen atau guru. Lebih menantang gitu."

FR : "Perasaan Mas Berenda ketika tahu Bisa berpartisipasi dalam drama bahasa Inggris ini Yang pasti udah memengaruhi pembelajaran bahasa Inggris?"

R4 : "Ya, awalnya orang kaget sama saya Sudah lama gak drama Karena setelah lulus kan jarang drama di kompetisi Ini aku drama Kayaknya itu sedikit tantangan lagi untuk percaya diri lagi tampil."

FR : "Dari keempat yang basic English skill misalkan kan listening, speaking, writing, reading itu Bagian mana yang buat Mas Berenda itu Paling spesifik itu yang paling spesifik paling berkembang melalui drama bahasa Inggris ini?"

R4 : "Menurut saya speaking karena sering untuk mengucapkan teks-teks dialog."

FR : "Selanjutnya Menurut Mas Berenda ini Gimana pembelajaran proyek melalui drama ini Kayak terasa berbeda dari metode lain?"

R4 : "Menurut saya paling pembeda ini Kita seakan-akan itu mandiri gitu Jarang apa? Dosen memberi masukan memang Tapi untuk pengembangan yang lebih najinnya itu Kita kerjasama antara teman-teman Menurut saya paling susah karena Kurang koordinasi dan kurang Kerjasama."

FR : "advantages sama disadvantages menggunakan PjBL ini Proyeknya disini melalui drama ini ada enggak untuk pembelajaran Bahasa Inggris?"

R4 : "Ini apa Dari segi Pengembangan bahasanya Dari apa kan sebelum drama Kan kita sudah dibuatkan semacam Source text Apa saja yang akan diuruskan Sedangkan menurut saya Kalau cuma mengandalkan text ini Nanti Penghidupan karakternya itu kurang Jadinya kita bisa Menantang kita untuk beringat Imaginasi apa yang Kata text apa yang akan kita gunakan. Kalua kekurangannya sangat menyita waktu sih."

FR : "Selama kegiatan proyek drama bahasa inggris ini ada enggak sih tantangannya ditemui Entah itu yang bisa mempengaruhi Pengalaman belajarnya mas Brenda sendiri?"

R4 : "Tantangannya kayak ditemui misalkan mungkin waktunya atau misalkan tugasnya keteteran membagi dengan waktu tugas lain dan Latihan."

FR : "Seberapa termotivasi mas Brenda Untuk berpartisipasi dalam kegiatan drama ini?"

R4   : "Saya cukup termotivasi Karena Ini harapan dari dosen Untuk kelas kita Khususnya Untuk dapat menampilkan drama apalagi ditonton pak Ahmad Tohari sendiri."

FR   : "Bagian terakhir ini ada gak feedback untuk pengajar? Dan juga untuk matkul ini?"

R4   : "Kurang menekanan untuk bagian deadline teksnya karena menurut saya bagian teksnya itu pembuatan teksnya itu cukup lama. Mungkin bagian Pronuncation. Pronuncation karena drama menurut saya bagian pengucapannya itu paling penting mungkin di dalam kelas itu dapat ditambahkan kayak baca teks."

FR   : "Ok mungkin ini sudah semuanya. Terima kasih sudah mau meluangkan waktunya mas Brenda."

R4   : "terima kasih kembali mas."

Date   : September 26th 2024

Interviewer   : Fakhrezy Rizal Maulana (FR)

Interviewee   : Bagus Irham Maulana (R5)

FR   : "Langsung aja mas Irham, yang pertama itu bisa gak dijelaskan secara singkat pengalaman mas Irham dalam kegiatan drama ini melalui Matkul Introduction to Literature?"

R5   : "Dalam matkul ini saya mendapatkan beberapa pengalaman yang sangat berarti bagi hidup saya. Karena disini saya bisa mengembangkan diri saya sendiri yang dimana lebih terfokuskan dalam segi speaking dan berinteraksi dengan umum. Yang kedua saya mempelajari bagaimana pronunciation itu diterapkan dan bagaimana reading yang baik itu diterapkan dalam hal itu karena semua itu adalah elemen-elemen penting dalam proyek drama terlebih Bahasa Inggris. Pernah buat juga dulu pas SMP itu di Pondok, pas SMA itu di Pondok juga. Pakai Bahasa campuran."

FR   : "dari keempat skill yang paling berpengaruh, paling berkembang melalui kegiatan bahasa Inggris buat mas Irham sendiri?"

R5   : "skill berbicara nya sih, selain itu gesture juga hehe."

FR   : "Bagaimana pembelajaran proyek melalui drama ini berbeda dengan metode yang lain menurut mas Irham?"

R5 : "Pembeda itu? Karena proyek ini itu melibatkan kita sendiri, lebih practical sedangkan dari proyek-proyek lain itu kita melibatkan mungkin pemikiran saja."

FR : "Menurut Mas Irham sendiri advantage sama disadvantage-nya itu apa? Penggunaan PJBL untuk drama ini?"

R5 : "Manfaatnya itu kayak kita meskipun disitu satu matkul tapi kita bisa meraih semua matkul dalam artian kita meraih elemen yang dibahas dalam bahasa Inggris gitu gak cuma listening aja, tapi semua aspek-aspek didalamnya."

FR : "Selama kegiatan drama, proyek drama bahasa Inggris ini ada gak tantangan yang ditemui mas Irham?"

R5 : "Untuk tantangannya itu lebih bodoh amat dengan orang lain Karena apa? Karena kalau misalnya kita memikirkan orang lain tapi kita tidak fokus dengan job desk kita Sama aja kita tidak memikirkan Karena kita masih memikirkan pelajar orang lain tidak professional."

FR : "Selanjutnya Seberapa termotivasi Mas Irham untuk bisa berpartisipasi dalam kegiatan drama dibandingkan dengan kegiatan kelas lain gitu?"

R5 : "Masih condong ikut acara drama sih Kalau di rating 1 per 10 paling 10, jadi sangat termotivasi."

FR : "Selanjutnya dalam proyek drama ini Mas Irham sendiri terlibat cukup banyak gak perannya dalam pembuatan yaitu mungkin pembuatan script atau cuma kayak build bagian perannya doang?"

R5 : "Untuk drama ini saya berpartisipasi dalam peran mengatur tata letak terus mengatur kostum sebagian."

FR : "Saran buat Mas Irham sendiri terkait drama bahasa Inggris ini ada gak?"

R5 : "Sarannya mengubah semua pelajaran jangan pakai radio karena percuma Ada sebagian yang bisa mendapatkan Tapi kalau misalnya project yang dimana Project itu yang dilakukan dengan secara praktek mendalam itu pasti akan mendapatkan hikmahnya."

FR : "Kalau ini buat saran gitu feedback untuk matkul introduction to literature ini ada gak?"

R5 : "Saran itu mending untuk matkul ini kita fokuskan kepada matkul yang dimana dilakukan dalam outdoor Kenapa Karena ini project akhirnya itu adalah drama Yang dimana drama itu sebelum-sebelumnya juga membahas puisi dan narasi ataupun susunan-susunan itu pasti kita akan belajar di pas awal Jadi lebih dominan itu untuk kedepannya belajarlah di outdoor."

Date   : September 26th 2024

Interviewer   : Fakhrezy Rizal Maulana (FR)

Interviewee   : Diana (R6)

FR   : "Pertama itu bisa dijelaskan secara sikat gak pengalaman Mbak Diana selama ikut kegiatan drama bahasa Inggris?"

R6   : "Pengalamannya kayak lebih ke bangun kekeluargaan sih di dalam kelas Kayak yang tadinya kurang deket satu sama lain jadinya bisa lebih deket dan jadi bikin semuanya aktif berpartisipasi."

FR   : "Gimana perasanya Mbak Diana bisa berpartisipasi dalam drama bahasa Inggris ini yang mempengaruhi pembelajaran bahasa Inggris?"

R6   : "Seneng seneng banget karena pengalaman pertama juga gak pernah sebelumnya main drama kayak gitu terus apalagi kan dramanya langsung bahasa Inggris kayak gitu jadinya seneng."

FR   : "Dari buat Mbak Diana sendiri skill yang paling berkembang itu lalu kegiatan drama bahasa Inggris itu apa?"

R6   : "Karena aku ikut karena saya ikut nulis juga bantuin nulis itu di writing, terus di grammarnya juga kan ada yang salah kadang kayak pake past tense atau pake present harusnya, sama pronunciation."

FR   : "Selanjutnya itu menurut Mbak Diana pembelajaran proyek melalui drama bahasa Inggris ini Yang jadi pembeda dari metode lain yang pernah dialami ada gak?"

R6   : "Ada sih, karena sebenernya sama aja kayak presentasi ya tampil cuma kan bedanya kalau presentasi tuh kita tampil di depan temen-temen kelas doang sama satu dosen kalau drama tuh bedanya kita lebih show off tentang diri kita sebagai karakter mungkin jadinya lebih banyak yang nonton."

FR   : "Oke selanjutnya advantage sama disadvantage penggunaan pendekatan PjBL ini seperti drama bahasa Inggris gitu apa?"

R6   : "Manfaat dari dramanya Jadi, jadi lebih deket sama dosen yang mengampu Sama temen-temen sekelasnya juga, manfaatnya juga Dari temen-temen mungkin bisa lebih itu. kayaknya di waktu? Iya di waktu mungkin karena lebih berat."

FR   : "Selanjutnya itu selama berkelihatan drama ini ada gak sih tantangan bagi Mbak Diana?"

R6 : "Tentangannya di waktu Karena kan misalkan kita kuliah dari pagi sampai siang Nah terus siangnya udah capek Terus untuk latihan itu susah Iya paling susah cari waktu latihan."

FR : "Selanjutnya itu seberapa seberapa memotivasi Mbak Diana untuk berpartisipasi dalam kegiatan drama dibandingkan kegiatan kelas lainnya gitu?"

R6 : "Sangat amat termotivasi karena termasuknya ini kelasnya kayak yang seru gitu kan Itu kan untuk proyek akhir dan dibilangin dari awal dari awal semester udah dibilangin jadi sangat excited."

FR : "Selama proyek drama bahasa Inggris ini Mbak Diana ini lebih terlibat banyak perannya gak atau cuma bagian misalkan tadi bagian PJ sama writingnya gitu?"

R6 : "Perannya di ya lebih ke ngatur anak-anak, ngawasin mereka. Jadi lebih ke bagian produksinya mas."

FR : "Oke yang terakhir saran ini ada dua saran. nah feedbacknya itu yang pertama buat dosen pengampu sendiri kedua untuk matkulnya ada?"

R6 : "Saran buat Miss Endang Sarannya Mungkin bisa lebih di follow up setiap pertemuan Dari Karena kan latihan drama tuh dimulai setelah UTS Jadi dari awal semester ke UTS. Dan ungkin di kelasnya tuh di kelas pas Materi poetry Itu kita bisa Present Poetry gitu kita disuruh bikin poetry mungkin terus nanti kita present jadinya lebih tau dulu Awal-awalnya Baru ke drama terus pas dramanya Ini sih kayak Penjelasan tentang dramanya Kurang detail kemarin."

FR : "Saya rasa sudah semuanya. Jadi terima kasih atas waktunya yang telah diluangkan teman-teman jadi terima kasih saya tutup untuk wawancara ini."

R6 : "sama-sama juga mas."

Date : September 27th 2024

Interviewer : Fakhrezy Rizal Maulana (FR)

Interviewee : Indri Nur Aziza (R7)

FR : "Untuk yang pertama itu pertanyaannya bisa Mbak Indri jelaskan gak secara singkat pengalaman Mbak Indri ini dalam kegiatan drama Bahasa Inggris selama yang kemarin Semester 4. Sebelumnya kayak udah pernah Ikut drama apa belum?"

R7 : "Kalau kegiatan drama sendiri belum pernah baru di semester kemarin dan Seru sih apalagi kebagian jobdesk sebagai Script writer. Lalu cukup menantang karena dari Mrs Endang sendiri ada keinginan dari kelas Kami itu kelas B Untuk naskahnya itu Sedikit lebih berbeda Dari yang lain Kalau kelas A dan C kan endingnya melankolis ya sedih kalau Mrs Endang ingin suatu yang berbeda dari kelas kami."

FR : "Gimana perasaan Mbak Indri bisa berpartisipasi dalam drama Yang pasti ya mempengaruhi pembelajaran?"

R7 : "Seneng saya sangat excited ya. Apalagi dengan temanya tuh ngambil cerita dari Pak Ahmad Tohari. Terus dari teman-teman juga, walaupun awalan tuh memang sedikit kesulitan ya dalam mengatur teman-teman namun di akhir juga teman-teman sangat terbuka."

FR : "Dari keempat itu Mbak Indri sendiri ini Yang paling berkembang Paling banyak perubahannya itu meningkat skillnya apa?"

R7 : "Bagian skill writing sama yang listening kan dari writing kan saya sendiri nulis naskah dan itu sambil ditranslate saya juga sambil belajar untuk ngatur sentence-nya walaupun juga dibantu sama teman-teman yang lain-lain. Terus juga untuk keterampilan listening kan setiap latihan itu selalu ada reka ulang adegan dialog-dialog."

FR : "Yang selanjutnya menurut Mbak Indri ini gimana pembelajaran project ini berbentuk drama ini kayak merasa berbeda dari metode yang lain gitu?"

R7 : "Berbeda ya mas apalagi persiapannya itu cukup lama dan Itu hampir Memakan waktu setengah semester sendiri ya untuk drama itu Bahkan kayak untuk untuk materi yang lain itu cuma beberapa kali pertemuan."

FR : "Menurut Mbak Indri ini apa advantages sama disadvantages dalam penggunaan PjBL ini kan bentuknya drama?"

R7 : "Kelebihannya gitu ya kayak banyak dari anak-anak yang memang Punya minat dan kesukaan sendiri terhadap Dunia literatur ya dan ini Juga sangat Membantu mereka. Kekurangannya jelas di waktunya mepet, ter pressure terus apalagi ditambah projek lainnya."

FR : "Selanjutnya Selama kegiatan drama bahasa Inggris ini Mbak Indri ini Ada tantangan tersendiri gak sih?"

R7 : "Tantangan sendiri ya paling Itu sih mas kayak Apa namanya Peran waktu manajemen waktu Dari saya sendiri ditambah projek matkul lain."

FR : "Seberapa termotivasi Mbak Indri untuk berpartisipasi dalam Kegiatan drama ini?"

R7   : "Entusias banget juga Saya senang soalnya kayak Sosialisasi sama temen gitu Kumpul-kumpul sama temen kayak Itu kan menambah kedekatan dengan Gitu kan sama temen gitu Terus juga memang projectnya Cukup menarik dan cukup menantang."

FR   : "Yang selanjutnya itu Apakah Mbak Indri itu Terlibat, merasa terlebih terlibat Dalam belajar bahasa inggris?"

R7   : "Iya mungkin Kalau peran Enggak sih kayak saya kan Tadi balik lagi saya cuma script writer Dan Apa sih figuran Gak terlalu banyak Menggunakan apa namanya Dialog-dialog."

FR   : "bagian terakhir ini Feedback Ada tidak sih untuk dosen dan matkul sendiri?"

R7   : "Mungkin kayak Untuk Naskah atau dan sebagainya Cara pengelolaan kelasnya Menurutku sudah cukup bagus ya Cuma balik lagi ke mahasiswa Kayak mereka mau mengerjakan kapan. Controlling nya sih. Terus enurut saya cukup sih Kayak Anak-anak Teman-teman pun bisa Tetap bisa kayak memperhatikan Poin-poin yang harus Dikembangkan Dalam drama."

FR   : "Untuk itu Terima kasih waktunya Mbak Indri Untuk melakukan waktunya Dan juga telah menjadi narasumber"

R7   : "sama-sama juga mas."

Date   : September 27th 2024

Interviewer   : Fakhrezy Rizal Maulana (FR)

Interviewee   : Nanda (R8)

FR   : "pertama ini bisa Mbak Nanda jelaskan gak cara singkat pengalaman Mbak Nanda dalam kegiatan drama bahasa Inggris dalam matkul ini?"

R8   : "Sebelumnya aku emang belum pernah ikut drama jadi perasaan pertama tuh kayak kaget gitu Terus langsung ditunjuk jadi sutradara juga tadinya berdua nah tapi kata Miss Endang itu disuruh sutradara satu aja Nah itu malah jadi saya yang jadi sutradara terus jadi pertama ngerasa tuh kayak berat banget."

FR   : "Selanjutnya gimana sih perasaan mana Anda bisa berpartisipasi dalam drama bahasa Inggris ini yang pasti ya mempengaruhi pengalaman belajar?"

R8   : "Paling kadang ngerasa capek gitu karena setiap latihan tuh kan kita bénu tuh latihan sore Kadang lari sampai maghrib gitu maghrib sih udah pulang,

tapi kan abis itu harus ngerjain tugas lagi yang keempat mata kuliah yang terintegrasi itu jadi kayak kadang ngerasa capek."

FR : "Selanjutnya dari keempat basic inggris gitu ada nggak sih yang paling menonjol peningkatannya?"

R8 : "Dari aku sendiri sih paling apa ya, speaking kali ya karena aku jadi sutradara kadang disuruh ya coba ini sih gimana gitu kayak pronunciasinya gimana ya walaupun aku masih rata-rata yang kurang baik dalam speaking atau pronunciasinya jadi kalau semenjak drama itu aku jadi sering baca naskah."

FR : "Menurut Mbak Nanda sendiri pembelajaran project ini melalui drama ini yang jadi beda dari metode lain-lain itu apa?"

R8 : "Iya sih paling ini kan jadi tugas akhir jadi kita harus ya paling beda sendiri karena harus ya paling banyak bener-bener disiapin jadi kita harus bener-bener apa ya mempersiapkan dengan baik gitu ya."

FR : "kelebihan kekurangan menggunakan pjbl project-based learning berbentuk drama ini untuk pembelajaran bahasa inggris itu apa"

R8 : "Kelebihannya udah jelas meningkatkan itu ya mas skills speakingnya dan listening buat temen-temen dan saya sendiri juga kayak gitu gak sih"

FR : "menurut mbak nadri ini manfaat yang paling signifikan gitu dari partisipasi kegiatan drama bahasa inggris untuk pengembangan ya mbak ini mbak nadri ya"

R8 : "Ya apa ya ya meningkatkan skill apa ya itu yang tadi yang speaking sama listeningnya. Sama membangun confident jelas."

FR : "selanjutnya selama kegiatan drama ini ada gak sih tantangan tersendiri yang mungkin gak itu mempengaruhi belajarnya mbak nanda sendiri?"

R8 : "Tantangannya bagiku sendiri tuh kadang orangnya apa ya susah ngebagi waktu jadi ya kayak gitu terus gampang ke apa ya strike jadi kadang lagi ngerjain tugas ini terus kepikiran drama."

FR : "seberapa termotivasi mbak nadri untuk bisa berpartisipasi dan dalam kegiatan drama dibandingkan misalkan kegiatan kelas lain?"

R8 : "Karena aku sendiri suka apa ya matkul ini karena kan matkul literatur itu kayak aku suka karena pertamanya tuh tentang apa sih tentang puisi gitu terus ini tentang novel-novel gitu."

FR : "Mbak nadri sendiri ini merasa kayak lebih terlibat bagiannya banyak itu dalam bahasa inggris melalui drama ini iya apa gak sih?"

R8 : "Iya iya karena aku sebagai itu sih ya mas sutradara jadi paling banyak terlibat speaking pas latihannya gitu handle. Awal sampe akhir."

FR : "Ini bagian yang terakhir ini tadi yang feedback buat dosen dan mata kuliah ada?"

R8 : "follow up itu pas awal awal kita apa ya latihan itu kan miss endang ya mungkin miscommunication juga sama pj nya jadi kita apa ya jadi kurang terus jadi sering apa sih ganti script itu karena kita udah bikin script udah sampe selesai dan pas kita udah miss endangnya minta dipraktekin langsung tapi itu disuruh dirombak lagi. peningkatan writing sama speakingnya mas karena kan buat script writernya itu mereka mungkin pertama awal bikin bahasa indonesianya dulu nah pas ditranslate ke bahasa inggris."

FR : "Berarti udah semuanya ya terus terima kasih waktunya terima buat teman nanda sama mbak indri tadi udah nunggu agak lama ya nunggu."

R8 : "gak papa kok mas, sama-sama juga hehe."

Date : September 27th 2024

Interviewer : Fakhrezy Rizal Maulana (FR)

Interviewee : M Hanif Q (R9)

FR : "Oke, langsung aja Mas Hanif, jadi bisa dijelaskan gak secara singkat aja pengalaman Mas Hanif selama mengikuti kegiatan drama bahasa Inggris ini secara singkat aja pengalaman, kayak sebelumnya udah pernah ikut drama belum sebelum ini atau apa?"

R9 : "Oke, untuk sebelumnya pernah menikmati suatu drama ketika SMK, itu lebih ke drama klub ya, extra klub-klub Inggris."

FR : "selanjutnya itu gimana sih perasaan mas hanif sendiri pas tau berpartisipasi dalam drama ini?"

R9 : "cukup excited to be honest dan cara mempengaruhi itu kayak lebih tahu bagaimana menghilangkan demam panggung sih, menambah kepercayaan diri, public speaking."

FR : "Seharusnya dari basic English itu kan ada listening, speaking, writing, reading itu yang paling berpengaruh, paling berkembang melalui drama ini yang mana?"

R9 : "Yang paling signifikan speaking."

FR   : "menurut mas hanif sendiri gimana PjBL ini bisa jadi pembeda dengan metode yang lain?"

R9   : "Nah, bedanya tuh ke arah kita tuh bener-bener harus ekspresif, loud, and clear to be heard by the audience, because gak semua pendengar atau penonton dari drama itu bisa bahasa Inggris, menjadikan kita harus bener-bener lebih gak terlalu cepat, lebih gak terlalu lambat, biar mereka masih terdekerasa oleh atmosfer dari drama tersebut."

FR   : "Oke yang selanjutnya bisa dijelaskan gak kayak advantages sama disadvantages penggunaan ini PjBL?"

R9   : "kerasa perbedaannya bagusnya itu karena kita bisa kayak memfasihkan bahasa kita. Kayak bisa membedakan, oh kalimat kita ngomong ini misal ke seseorang tuh harus begini juga. Kekurangannya mungkin durasi pelatihannya itu lebih lama sih."

FR   : "Terus bagi Mas Henif sendiri ini manfaat paling signifikan bisa berpartisipasi dalam projek bahasa Inggris secara dalam pengembangan keterampilan ada gak?"

R9   : "Karena salah satunya itu kan balik ke speaking, pronunciation. Dan ketiga itu kayak gesture to be familiar with people."

FR   : "Terus selama mengikuti kegiatan drama ini, ada ga sih tantangan tersendiri waktu ngikutin entah dari awal, ngikutin proses projek drama?"

R9   : "kalua bagi saya sendiri tantangannya harus mengurus banyak orang, dari Latihan, yang malas dating, ini itu, crash di beberapa waktu Latihan dll mas."

FR   : "Selanjutnya sampai gimana sih Mas Hanif sendiri termotivasi bisa untuk berpartisipasi dalam kegiatan drama ini."

R9   : "Termotivasi karena kita terjun langsung ke kegiatan itu dan mengekspresikan how do we express and send our message through the drama itself to people itu bener-bener termotivasi karena gak biasanya lah ya kayak pembelajaran tuh kayak kita harus ketemu sama banyak orang dan orangnya yang bahkan gak tau bahasa inggris pun kayak kita jelasin gitu itu cukup it's fun."

FR   : "Selanjutnya ini dari mas anief sendiri tuh kayak lebih terlibat bagiannya di dalam bahasa inggris melalui drama ga sih?"

R9   : "Ketika dalam projectnya awalnya iya terus ketika perannya diganti dari aktor ke cuman direktor itu kayak lebih bantu buat narasinya terus berapa kalimat pronunciation biar kayak digambarkan lebih emotion gitu."

FR : "Ini bagian yang berakhir jadi ada gak sih umpan balik feedback gitu terutama untuk mengajar berarti dalam hal ini kan Mrs Endang sendiri gitu?"

R9 : "Probably for Mrs Endang like i know that miss endang like prepare some mentor for us to be able to learn from them when practicing the drama but i wish like miss endang would have a little bit more free time to watch us progress not all the class at least like mungkin once a month to see the progress, banyak yang kurang termotivasi."

FR : "Terus feedbacknya untuk meningkatkan Ini pembelajaran Bahasa Inggris matkul ini ada gak?"

R9 : "To be honest i think like it would be more effective if the theory is not much it's more like practice to creating the poem to understanding the poem and understanding the drama so we can actually know how impactful the poem."

FR : "Saya cukupkan terima kasih atas waktunya telah diberikan untuk menjadi narasumber."

R9 : "terima kasih kembali mas."

Date : September 27th 2024
Interviewer : Fakhrezy Rizal (FR)
Interviewee : Maulana Kevin 'Alawi (R10)

FR : "Bisa dijelaskan tidak secara singkat pengalaman Mas Kevin sendiri dalam kegiatan drama bahasa Inggris ini?"

R10 : "Ya, pengalaman secara singkat menyenangkan ya, kesan pertama menyenangkan karena ini pertama kalinya gimana pembelajaran bahasa Inggris yang memang basicnya adalah suatu praktek, benar-benar dituangkan dalam suatu kegiatan berbahasa inggris."

FR : "Terus dari kemampuan bahasa Inggris sendiri Mas Kevin ini, dari mengikuti kegiatan drama bahasa Inggris ini, apa sih yang paling berkembang?"

R10 : "Yang paling berkembang mungkin kepercayaan diri saya dalam menggunakan bahasa Inggris ya, dan juga speaking dan listening skill juga."

FR : "Selanjutnya menurut Mas Kevin sendiri Pembelajaran project based learning untuk drama ini Yang bikin beda dari metode-metode lain di mat ke lain apa sih?"

R10 : "Mungkin perbedaannya ini langsung melibatkan kepada siswa ya Karena projectnya memang diberikan kepada siswa dan siswa sendiri yang harus menyelesaikannya."

FR : "Selanjutnya menurut Mas Kevin sendiri gimana sih kelebihan kekurangannya pendekatan PjBL ini untuk drama kasus ini?"

R10 : "Secara kelebihannya kayak tadi mungkin mahasiswa langsung turun ke lapangan untuk membuat project namun kekurangannya karena ini sifatnya team ya jadi kadang susah dalam mengajar atur waktu dan anggota tim"

FR : "Kegiatan drama ini, ada nggak sih tantangannya yang ada pilihan lain dari persiapan atau pas lagi penampilan?"

R10 : "Mungkin tantangannya selain kerjasama tim, juga dalam penguasaan naskah ya."

FR : "Setelah itu, seberapa termotivasi mas Ketensi bisa untuk berpartisipasi dalam kegiatan drama dibandingkan misalkan ada proyek di matkul lain?"

R10 : "Karena mungkin ini pengalaman pertama saya, jadi saya tertarik mengikuti proyek ini. Apalagi yang membedakan menggunakan bahasa asing bahasa Inggris, dari klub saya sendiri. Dan ini cukup menarik untuk saya"

FR : "Mas Kevin sendiri merasa lebih terlibat ambil perannya dalam belajar bahasa Inggris disini gak?"

R10 : "Cukup terlibat karena kan ini selama drama menggunakan bahasa Inggris dan pembelajaran juga menggunakan bahasa Inggris."

FR : "Yang bagian terakhir, feedback untuk dosen pengampu terhadap drama bahasa Inggris ada?"

R10 : "Ada beberapa, satu monitoring karena mungkin lebih diseringkan monitoringnya supaya latihan bisa berjalan dengan lancar. Termasuk juga pembuatan naskah ya bisa. Selanjutnya soal penjelasan sejarah-sejarahnya bahasa Inggris ditingkatkan lagi."

FR : "Oke, jadi sudah tercapai semuanya. Terima kasih kepada Mas Kevin atas waktunya. Dan juga kesempatannya telah menjadi narasumber"

R10 : "sama-sama mas."

Date : September 27th 2024

Interviewer : Fakhrezy Rizal (FR)

Interviewee : Mutiara (R11)

FR : "Mutiara Yang pertama langsung aja, bisa gak dijelaskan secara singkat aja pengalaman Mbak Mutiara dengan kegiatan drama bahasa Inggris?"

R11 : "pengalamannya sangat menyenangkan dan saya sangat-sangat enjoy menjalani narator di drama tersebut Karena pengalaman saya pribadi saya baru pertama kali, jadi saya sangat tertantang dan berterima kasih karena bisa mengambil peran itu."

FR : "Dari basic English itu, dari empat misalnya ada listening, speaking, writing, dan reading itu bagaimana sih yang Mbak Mutiara terasa sangat senang dan improved more?"

R11 : "Kalau bagi saya sendiri itu di reading sama speaking."

FR : "Selanjutnya menurut Mbak Mutiara sendiri alam yang membuat proyek drama ini berbeda dari metode-metode lain, gitu, proyek-proyek lain di marko lain itu apa sih?"

R11 : "Kita ditantang ya ditantang untuk keluar dari zona nyaman Kita kan gak terlalu bisa drama gak terlalu bisa mengekspresikan Dan kita ditantang untuk bisa menyajikan drama itu sesuai dengan karakternya masing-masing, more challenging."

FR : "Setelah itu menurut Mbak Mutiara sendiri kelebihan sama kekurangannya penggunaan PjBL drama ini dalam belajar bahasa Inggris apa sih?"

R11 : "Kelebihannya jadi kita lebih kreatif ya untuk menjadi kreatif lebih mau mengeksplor diri. kekurangannya masih kurang di itu manajemen waktu dan kedisiplinan untuk latihannya."

FR : "Menurut Mbak Mitya sendiri manfaat paling signifikan gitu bisa berpartisipasi kegiatan drama Inggris Untuk pengembangan kemampuan bahasa Inggris?"

R11 : "kemampuan speaking nya meningkat jelas mas."

FR : "Selanjutnya selama kegiatan proyek drama ini dari awal sampai tampil itu tantangannya apa sih yang dirasakan dari Mbak Mutiara sendiri?"

R11 : "Tantangannya yang pertama harus menghafal Menghafal kan cukup susah ya apalagi pakai bahasa Inggris Itu yang paling tantangan buat saya Terus juga memperbaiki vocabulary."

FR : "Selanjutnya seberapa termotivasi Mbak Mitya Rasyid bisa berpartisipasi dalam kegiatan drama ini?"

R11 : "Kalau direct dari 1 sampai 10 saya milih 9 Karena saya sangat enjoy dan bikin kreatif."

FR : "Yang selanjutnya apakah Mbak Mutiara ini merasa lebih terlibat dalam belajar bahasa Inggris melalui drama gitu?"

R11 : "saya kan jadi narator jadi banyak vocabulary yang gak saya tahu jadi saya tahu banyak grammar-grammar yang saya masih salah dibenarkan lagi"

FR : "terakhir ada gak saran untuk dosen pengampu dan juga untuk matkul ini sendiri?"

R11 : "lebih banyak monitoring Biar kayak apa ya latihannya itu lebih maksimal. ya persiapannya untuk dramanya lebih dipanjangkan lagi apa ya Kayak biar waktunya persiapannya itu panjang lah cuma beberapa bulan."

FR : "saya cukupkan untuk wawancara dengan Mbak Mutiara Terima kasih atas kesempatan dan waktu luangnya."

R11 : "sama-sama mas."

Date : September 27th 2024

Interviewer : Fakhrezy Rizal (FR)

Interviewee : Yayi (R12)

FR : "Mba Yayi yang pertama, bisa gak sih jelaskan secara singkat pengalaman mengikuti drama bahasa Inggris ini?"

R12 : "udah pernah ikut, tapi bukan inggris. Ya, pengalaman saya, saya sangat senang dengan adanya drama ini dan tentunya drama ini tuh sangat mendidik Apalagi bagi kami, mahasiswa bahasa Inggris."

FR : "Setelah itu, dari misalkan yang basic Inggrisnya, itu kemampuan kayak listening, reading, dan lain-lain itu Bagian mana sih Yang benar-benar dari Mbak Yayi ini ter-improve signifikan?"

R12 : "Tuh dalam skill speaking dan listening Karena kita kan jadi aktor juga harus mendengarkan lawan-lawan bicara."

FR : "Percaya diri ya Iya Selanjutnya menurut Mbak Yayi sendiri, pembelajaran project-based learning berbentuk drama ini Yang bikin beda dari misalkan metode-metode lain itu dalam belajar bahasa Inggris, apa sih?"

R12 : "Kalau pembelajaran biasa itu kan kayak cuma ceramah ya di kelas Kalau drama itu lebih ke praktikal dan lebih interaktif"

FR : "Terus, bisa dijelaskan nggak dari project-based learning berbentuk drama ini Advantages sama disadvantages, kelebihan atau kekurangan?"

R12 : "Kelebihannya itu, mahasiswa lebih tadia, lebih mampu mempraktikan dari apa yang dipelajari Semuanya itu terlibat dan lebih aktif gitu Dan, oh iya kerugiannya atau kekurangannya itu Saat latihan itu membutuhkan waktu yang cukup lama."

FR : "Selanjutnya, manfaat yang paling dirasa gitu, signifikan dari berpartisipasi drama ini Untuk pengembangan kemampuan bahasa Inggris bayi sendiri?"

R12 : "Seperti tadi itu, speaking skill ya Sama persediaan diri lebih meningkat dari sebelum ada latihan drama itu."

FR : "Selama mengikuti kegiatan drama ini, ada nggak sih tantangan yang Datang gitu?"

R12 : "Awal itu, kita satu kelas kurang koordinasi antara script writer Sama tokoh-tokohnya yang ikut Itu kadang di tengah udara latihan Tapi nanti diubah lagi ini tokohnya. Banyak tantangan lah."

FR : "Seberapa termotivasi Mba Yayi bisa berpartisipasi dalam kegiatan drama Dibanding mungkin kegiatan di matkulain gitu?"

R12 : "Sangat bermotivasi ya, karena saya lihat dari body line itu kayak nggak ada kegiatan... Satu matkul yang mementeskan sampai ada kegiatan di situ jadi termotivasi."

FR : "Selanjutnya, apakah Mba Yisi merasa lebih terlibat perannya bagiannya dalam belajar bahasa Inggris melalui drama nggak?"

R12 : "Iya, terlibat Karena harus komunikasi yang aktif dengan anggota lain, seperti itu Dan terlibat berlatih sehingga nanti."

FR : "terakhir, ada gak feedback khususnya untuk dosen dan untuk matkul ini sendiri?"

R12 : "Jadi ada potokannya, dan mulai kita bikin script-by-script itu kapan Terus nanti mulai belajar naskahnya kapan, sama mulai di lebih spesifikin lagi. Terus prevensi Latihan, banyakin teori drama, karena emang kurang gitu."

Date   : September 30ᵗʰ 2024

Interviewer   : Fakhrezy Rizal (FR)

Interviewee   : Imtinan (R13)

FR   : "Aku akan tanya soal yang pertama itu, secara garis besarnya dulu gimana sih, bisa kalian gambarkan gak kayak pengalaman secara keseluruhan berpartisipasi dalam proyek drama ini?"

R13   : "seneng banget baru pertama kali. Banyak belum taunya tapi karena, ya kita kan semuanya belajar ya nah sering berjalannya waktu, kita juga jadi tau juga banyak pengalaman baru."

FR   : "Oke, yang selanjutnya ini Terkait kemampuan kalian, skill kalian Gimana sih, dari drama ini tuh Bisa mempengaruhi kemampuan kalian, entah itu dari listening, speaking, reading, sama writing kalian Dari tempat itu, mana sih yang paling meningkat gitu?"

R13   : "Aku, writing sih Karena saya writer, karena sebagai penulis naskah juga."

FR   : "Terus yang selanjutnya ini Bagian yang project based learning Menurut kalian ini Gimana sih project based learning ini Berbeda dari metode pembelajaran yang lain Misalkan ya kuliah Atau kuis dan lain-lain membantu kemampuan Bahasa Inggris kalian?"

R13   : "Project based learning ini kan aktif ya jadi mahasiswa itu berperan di dalamnya gitu daripada kalau yang di kelas misalnya metode ceramah kan itu ngantuk yang dengerin-dengerin yang tidur."

FR   : "Terus dari drama ini tuh kayak apa kalian tuh bisa memetik pelajaran gak sih kayak misalkan dari proses drama ini latihan dan performa bisa kalian terapkan di kehidupan kalian?"

R13   : "Banyak banget kayak kita memulai egois disiplin disiplin waktu juga iya terus punya rasa tanggung jawab juga, kerjasama, manajemen waktu."

FR   : "Terus yang selanjutnya nih, ada gak sih kayak kalian itu selama dari awal entah itu dari matpol, pas lagi latihan sama pas perform ini, menghadapi tantangannya secara khusus itu berbagai mempengaruhi gak sih?"

R13   : "Paling kalau aku sih dari script writer ya, jadi harus nulis skrip dengan grammar yang menarik dan dikejar dateline."

FR   : "Setelah mengikuti proyek drama Inggris ini, seberapa termotivasi kalian sih untuk bisa terpartisipasi gitu?"

R13   : "sangat termotivasi sih untuk belajar lebih khususnya keterampilan Bahasa inggris."

FR   : "yang terakhir ada gak saran untuk dosen pengampu sendiri atau bahkan untuk mata kuliah nya?"

R13   : "Untuk dosen lebih sering mendampingi, karena sering miscommunication, kita masuk mata kuliah bentuknya latihan, ga ada absen jadi sering banyak yang menyepelekan gak berangkat. Waktu persiapan harusnya lebih lama karena projek besar. Saran aku untuk mata kuliah ini setiap tahun diadain, untuk materinya bagus sih, penyampaiannya enak. Bagus lokal, tapi bisa juga luar cerita dari Sumatra dll jadi menambah pengetahuan cerita di Indonesia."

Date   : September 30th 2024

Interviewer   : Fakhrezy Rizal (FR)

Interviewee   : Rizki Amalia (R14)

FR   : "Yang pertama oke bisa dijelaskan gak sih pengalaman secara singkat gitu secara singkat kalian itu berpartisipasi dalam projek drama ini selama mengikuti mata kuliah ini gitu?"

R14   : "Kalau saya sendiri kan drama udah pernah waktu saya 12 bebahasa indonesia jadi waktu ada matkul ini apa kemarin ya literatur ya itu kayak senang aja gitu."

FR   : "Gimana sih drama bahasa inggris ini bisa mempengaruhi kemampuan kalian misalkan ya dari basic inggris kan ada listening, speaking, reading, sama writing, mana yang improve banget?"

R14   : "Speaking English ya yang jadi aktor-aktor gitu karena kan dan disitu menurut aku vocabnya itu bukan vocab yang ke akademis gitu"

FR   : "Gimana sih menurut kalian ini projek drama ini yang jadi pembeda gitu dari metode pembelajaran yang lain misalkan entah itu kuliah pembelajaran biasa atau kuis-kuis gitu?"

R14   : "lebih ke praktik langsung dan berkolaborasi dengan semuanya untuk satu projek."

FR   : "Selanjutnya, ada gak sih manfaat atau kerugian yang dialami selama belajar melalui projek based learning ini seperti untuk drama ini?"

R14 : ""Manfaatnya sih ya jelas ngelatih skill yang speaking tadi ya juga melatih apa rasa kepercayaan diri coba tampil di depan orang lain kalau dari segi kekurangan sih gak terlalu sih ya tapi emang dari segi waktunya waktu terbatas""

FR : "Apa sih yang Jadi Bikin drama bahasa Inggris ini Manfaat paling signifikan gitu Untuk drama belajar bahasa Inggris?"

R14 : "Semakin lama semakin kumpul-kumpul gitu jadi tahu mengenal yang lain terus selama entah itu pas awal pas awal latihan-latihan sampai pertama itu ada gak sih tantangan yang ditemukan di hadapi dalam proses drama ini. Selain itu ya mengasah juga keterampilan inggris kita semua mas."

FR : "Selama kegiatan proyek drama bahasa inggris ini ada enggak sih tantangannya ditemui entah itu yang bisa mempengaruhi Pengalaman belajarnya mba sendiri?"

R14 : "Tantangannya kayak ditemui misalkan mungkin waktunya atau misalkan tugasnya keteteran membagi dengan waktu tugas lain dan Latihan mas."

FR : "Selanjutnya ini. Selanjutnya Selama mengikuti berpartisipasi dalam proyek drama ini dibanding kegiatan kelas lain, gitu kan, proyek lain itu, seberapa termotivasi sih mengikuti?"

R14 : "Ya, soalnya kayak, ya emang sih bagus, kayak menghasilin proyek gitu ya, tapi kayak, bagus sih, apalagi waktu itu kan pas ulas tadi ya, menjelang ulas, jadi persiapan untuk mata kuliah yang lain, challenging but fun motivated"

FR : "Terus kayak misalkan dari kegiatan drama ini tuh mengubah sikap kalian gak sih selama belajar bahasa Inggris yang misalkan sebelum drama ini kalian bahasa Inggrisnya kayak gini-gini, habis mengikuti drama ini kayak ada yang sesuatu yang berubah gitu?"

R14 : "Suatu mau drama, soalnya kan ngapalin transkip. Itu kayak jadi ya berubahnya waktu mau drama aja. Kalau udah kembali lagi ke seharian mungkin ya tetep"

FR : "Terakhir Mungkin sih saran yang kalian miliki untuk meningkatkan projek drama semacam ini. Yang pasti ya mungkin mendukung pengembangan pembelajaran kemampuan bahasa Inggris. Entah itu mungkin saran buat secara umum aja. Atau mungkin buat dosen. Atau buat introduksi ke literatur makul"

R14 : "Kalau selama latihan beliau malah membaskah ya. Beliau pengen yang apa gitu ya. Mungkin sedikit kesulitan di cerita yang pernah. Terus yang ini. Mungkin ada saran gak misalkan dari terkait konteks drama kesimpulannya.

Apakah misalkan kemarin kan. Mengangkat karyanya lokal Pak Ahmad Tohari gitu. Untuk kedepannya mungkin ada saran mungkin yang dari luar kota. Atau mungkin yang mengambil cerita dari luar negeri gitu."

Date   : October 2nd 2024

Interviewer   : Fakhrezy Rizal (FR)

Interviewee   : Imam (R15)

FR   : "Pertama ini Bisa dijelaskan nggak sih secara singkat aja pengalaman kalian ini Selama mengikuti berpartisi pasti dalam proyek drama pada matakuliah Introduction to Literature gitu?"

R15   : "Kalau untuk saya sendiri kan sudah pernah ikut sudah ditentukan sama gurunya sendiri temanya, judulnya, ceritanya tentang ini loh textnya pun sudah dibuatkan jadi kita cuma rak text aja tapi kan untuk yang kita sendiri ceritanya, temanya, skripnya dan juga bahasanya yang pasti berbeda dari waktu SMA Kan bahasa Indonesia."

FR   : "Selanjutnya ini masuk yang bagian skill kalian gimana sih dari project drama itu Mempengaruhi kemampuan bahasa inggris kalian Misalkan bahasa inggris kan ada Listening, speaking, reading sama writing Nah dari misalkan keempat mana paling berkembang?"

R15   : "Yang mostly speaking dan listening gitu alau yang lainnya kalau lainnya ga terlalu."

FR   : "Selanjutnya kita masuk yang project based learning, PjBL Menurut kalian ini project drama ini menggunakan metode pembelajaran ini Itu yang jadi pembeda dari metode yang lain?"

R15   : "Jadi pembeda, paling jelas itu ini tuh perlu proses mas karena drama itu bukan instan perlu dilatih perlu menyusun skrip terus juga perlu adanya evaluasi tiap latihan, jadi bedanya sama kegiatan kuliah biasa ya kalau kuliah biasa"

FR   : "Selanjutnya advantage sama disadvantage penggunaan pendekatan PjBL ini seperti drama bahasa Inggris gitu apa?"

R15   : "Manfaat dari dramanya Jadi, jadi lebih deket sama dosen yang mengampu Sama temen-temen sekelasnya juga, manfaatnya juga Dari temen-temen mungkin bisa lebih itu. kayaknya di waktu? Iya di waktu mungkin karena lebih berat."

FR : "Selanjutnya Selama kegiatan drama bahasa Inggris ini mas Imam ini Ada tantangan tersendiri gak sih?"

R15 : "Tantangan sendiri ya paling Itu sih mas kayak apa namanya peran waktu manajemen waktu dari saya sendiri ditambah projek matkul lain."

FR : "Setelah itu, seberapa termotivasi mas Ketensi bisa untuk berpartisipasi dalam kegiatan drama dibandingkan misalkan ada proyek di matkul lain?"

R15 : "Karena mungkin ini pengalaman pertama saya, jadi saya tertarik mengikuti proyek ini. Apalagi yang membedakan menggunakan bahasa asing bahasa Inggris, dari klub saya sendiri. Dan ini cukup menarik untuk saya."

FR : "Seberapa termotivasi mas Imam Untuk berpartisipasi dalam kegiatan drama ini?"

R15 : "Saya cukup termotivasi Karena Ini harapan dari dosen Untuk kelas kita Khususnya Untuk dapat menampilkan drama apalagi ditonton pak Ahmad Tohari sendiri"

FR : "yang terakhir, ada gak, saran untuk dosen pengampu atau untuk mata kuliahnya sendiri?"

R15 : "Menurut saya tema, mungkin lebih dibebaskan, lalu kedua soal koordinasi baik dari dosen dan tak lain dari pembimbing yang lain juga. Jadi gak simpang siur informasinya. Ketiga mungkin drama ini dijadikan UTS, bukan menjadi nilai akhir kelulusan mata kuliah, dan juga ga harus penilaian nya di waktu pertemuan ke-8. Untuk mata kuliahnya sendiri, saya agak bingung projek akhirnya drama tapi pas waktu awal kita banyak belajar tentang sejarah dll. Kurang pembekalan untuk dramanya, apalagi pemberitahuan projek drama agak mepet pertengahan mata kuliah, mungkin baiknya sudah dipesankan bahwa akan ada projek drama"

FR : "Baik. Bisa dipahami. Terima kasih waktunya mas imam telah mau menjadi narasumber saya"

R15 : "sama-sama juga mas."

RESULT OF OBSERVATIONS

FIELD NOTES I

Date:		Time:	
May 2nd and 16th 2024		08.30-10.10 WIB	
Place:		Participants:	
Building H		4 TBI B	

Class	Observations
4 TBI B	After the mid-term test, the students were instructed to make a drama project for the final assignment of Introduction to Literature course. Adaptation of a story from Ahmad Tohari's book, one story for one class. After that, making a stewardship structure for the project including the production crew and the cast of the drama. Then, instruction was given for the next week to make two acts after they had done read the story and chosen the main plots. Revising had got about changing the main plot of the story which focusing Mr. Pambudi changed into Mr. Badi's point of view. Revising had to be done in a week later on May 16th and continuing the

	rehearsal by script reading along with the lecturer. Feedbacks were given on how the story should be directed by the class.
	According to the first observation, it can be seen that the class got really hard to adapt and make the project at first. In addition, because of their lacks of preparations and knowledge about conducting a drama, the struggles felt during the rehearsals.

FIELD NOTES II

Date:	Time:
May 31st, 2024	07.00-10.30 WIB
Place:	Participants:
UIN SAIZU field and Pasca Sarjana Building	4 TBI A & 4 TBI B

Class	Observations
4 TBI A	The rehearsal was done at UIN SAIZU field at 07.00. The first activity was introduction from the instructor/companion, as the researcher doing research and the companion for the class. The next one was checking the students if all had gathered there. Then, checking was done about how far they

	had rehearsal for the drama. If so, they were slightly reading the script drama together, then doing the rehearsal from the first scene until the last scene. After that, feedbacks were given for the students about the technical, body language, expressions, body blocking, stage management, grammar correction for the script, pronunciations, and also listening to the other cast for the dialogue and speak clearly. Then, they practiced again from the start after getting the feedback. For around an hour and half of the rehearsal, after that they got several points to be improved for the next rehearsal. At 08.45, the class had ended.
	From the observation, it can be seen that there were several main mistakes and misconception to be improved. They were still feeling difficult about blocking, memorizing the script, acting, and speaking dialogues clearly and loudly. At some points, it was also found that their pronunciations were incorrect for some words and phrases. It was also exposed in the script for some grammatically incorrect sentences.
4 TBI B	At 09.00, the rehearsal was done in the Pascasarjana building, until around 15 minutes to get everyone in the room. The

researcher introduced himself and tell the reason and the agenda during this class. Getting to know how far they had practiced for the drama project. Then, start the activity from the first scene until the scene they had worked on. Achieving some feedbacks and corrections about reading the script frequently, speaking to be loud and clear, including stage blocking, expressions, body language, grammar checking on the script, and other technical stuff. After that, they practiced again for some scenes and ended the class by the instructor giving some tips and advices until 10.30.

From the observations, whether from class A or B, they got difficult from memorizing the dialogues, since they hadn't finished the script yet, and also for some technical aspects such as stage managing and blocking.

FIELD NOTES III

Date:	Time:
June 9th, 2024	13.00-15.00 WIB
Place:	Participants:
Building H	4 TBI C

Class	Observations
4 TBI C	The rehearsal was done around 10 minutes after all the students had come at 13.00. Before beginning, the researcher introduced himself and tell the reason and the agenda for the class. Then, they started from the first scene until scene that they had working on. Because of revising and improving script, they couldn't do the rehearsal at maximum. They had to keep memorizing new script and dialogues. Then, the researcher gave some feedback which they had to read closely to the script, checking the pronunciation of difficult words how to say it properly, and correction for some technical issues, including manging the stage, blocking, expressions, body language, etc. After that, they re-started from the beginning and giving some improvements. Last activity was getting some tips and advices and the class ended around 15.00

After doing three observations, mostly the main issues between those three classes were memorizing the dialogues, more script changing, blocking, and |

	lack expressions. However, after getting some advices, they could progressively practice it.

FIELD NOTES IV

Date:	Time:
June 19th, 2024	15.00-17.45 WIB
Place:	**Participants:**
UIN SAIZU Field	4 TBI A, 4 TBI B, 4 TBI C

Class	Observations
4 TBI A, B, C	In this rehearsal, the rehearsal was from all of three classes. Gathered in the field at around 3 p.m., some speeches from the lecturer of the course, then continuing it by doing the rehearsal from the class that had to perform first (B, A, C). after all the classes had shown the performance for about 2 hours long, the next activity was giving feedbacks by the lecturer and the instructors for each class, including to look properly on how they speak and listen to each other, and read the script frequently for better undestanding. The lecturer ended the rehearsal at around 17.40 and let the students getting back home.

	From this rehearsal observation, it can be seen that they progressively improved for most aspects, managed the blocking, acting, more expressive, using properties, even though some students still using the script for reading the dialogues. However, they changed a lot from the previous rehearsals.

FIELD NOTES V

Date:	Time:
June 22nd, 2024	09.00-11.00 WIB
Place:	Participants:
Building L2	4 TBI A

Class	Observations
4 TBI A	They started the rehearsal at around 09.30 after all of the students gathered. Doing the practice from the first scene until the end. Fixing some issues, improving expressions, dialogues including grammar, fixing how the casts getting in and out from the stage, etc. After that, practicing the dancers, some monologues, and restarting the rehearsal for around an hour and half. We ended the rehearsal at 11.00 and getting back home for all of the students.

	They progressively improved most of the aspects, such as grammar, speaking, acting, expressions, blocking, and using properties as well as using the sound effects.

FIELD NOTES VI

Date:	Time:
June 25th, 2024	16.00-17.00 WIB
Place:	**Participants:**
Building A5	4 TBI C

Class	Observations
4 TBI C	In this rehearsal observation, it was done along with the companion from class C. They started at 16.00 from the first scene until the end with the lighting practical and sound effects. Then, feedbacks and advices were given for some parts that need improvement. Ended the rehearsal at around 17.00 and getting back home for the class C. From the observation, it can be concluded the class C were doing it much better than previous rehearsals. They managed the blockings, expressions, speaking, dialogues,

	supporting technical such as sound effects, lighting, properties, and acting.

FIELD NOTES VII

Date:	Time:
June 26th, 2024	13.00-16.00 WIB and 20.00 WIB
Place:	**Participants:**
Auditorium Building	4 TBI A, B, C

Class	Observations
4 TBI A, B, C	At 13.00, the final rehearsal was done at auditorium building since the building chosen as the stage for the drama performance. They practiced from the first scene until the end beginning from class B, A, and C as the last performance. They had to practicing so as to manage how the real stage the next day when they performed. At 16.00, they got some rest then doing the rehearsal again at 20.00 to do it with real lighting technical. However, they can only do it for one scene, because they had to spare the time with the mathematics students that also would do the performance the same day with the English students. Then the feedbacks were given about how should they speak even loudly and clearly, listen to

	the correct pronunciation again, and read the script for understanding more about the story. After getting some practices with the lighting issues, they were getting back home for resting and save the energy for the performance day.
	From the observations for all of three classes, it can be concluded that all of them were ready to perform. They were amazingly improved since the first rehearsal.
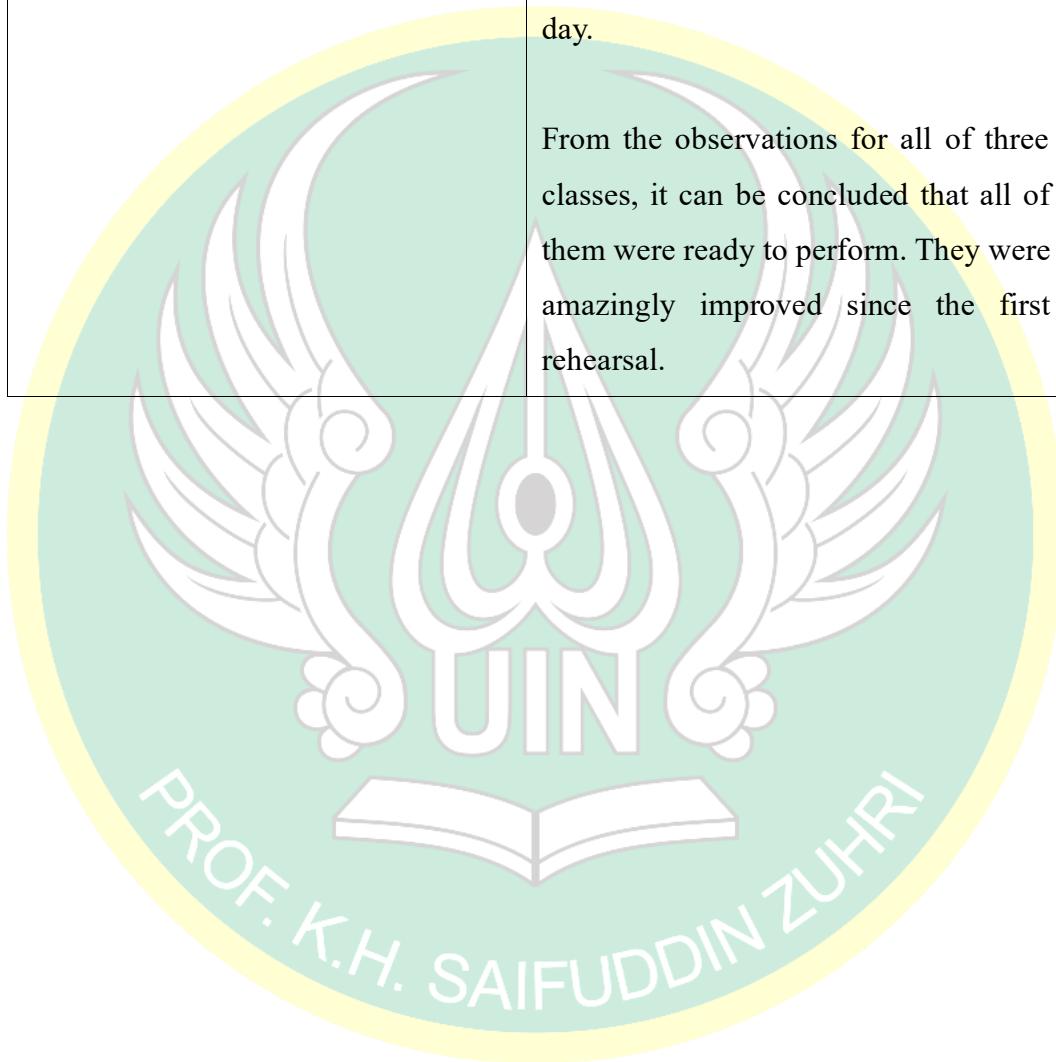
Appendix 10. Documentations

RPS

	FORMULIR	No Dokumen	Un.19/LPM/F/05/001
	RENCANA PEMBELAJARAN SEMESTER (RPS) **FAKULTAS TARBIYAH DAN ILMU KEGURUAN** **UIN PROFESOR KIAI HAJI SAIFUDDIN ZUHRI** **PURWOKERTO** Alamat: Jl. A. Yani No. 40 A, Telp. (0281) 635624 Purwokerto 53126	Tanggal Terbit	9 Februari 2022
		No. Revisi	III (tiga)

Mata Kuliah	Kode	Bobot sks	Semester/Prodi/Kelas	Tanggal Penyusunan
Introduction to Literature	TBI 61121	2	4/TBI/ A, B, C	6 Februari 2023

OTORISASI 8 Februari 2023	Dosen Pengampu Mata Kuliah	Penanggung Jawab Mata Kuliah	Koordinator Program Studi Tadris Bahasa Inggris
	Endang Sartika, M.A.	Maulana Mualim, M.A.	Desi Wijayanti Ma'rufah, M.Pd.

Capaian Pembelajaran (CP)	**CPL Program Studi**
	CPL Prodi (diambil dari dokumen SKL dan CPL Diktis Pendis Kemenag tahun 2018)
	1. Bidang Sikap dan Tata Nilai
	5. Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain;
	6. Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan;
	S12. Mampu beradaptasi, bekerja sama, berkreasi, berkontribusi, dan berinovasi dalam menerapkan ilmu pengetahuan pada kehidupan bermasyarakat serta memiliki wawasan global dalam perannya sebagai warga dunia.
	2. Bidang Pengetahuan
	4. Menguasai pengetahuan dan langkah-langkah dalam mengembangkan pemikiran kritis, logis, kreatif, inovatif dan sistematis serta memiliki keingintahuan intelektual untuk memecahkan masalah pada tingkat individual dan kelompok dalam komunitas akademik dan non akademik;
	10. Memfasilitasi pengembangan potensi kebahasaan peserta didik secara optimal;
	18. Melakukan pendalaman bidang kajian Bahasa Inggris sesuai dengan lingkungan dan perkembangan jaman;
	3. Bidang Keterampilan Umum
	1. Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam kontek pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya;
	3. Mampu mengkaji implikasi pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora sesuai dengan keahliannya berdasarkan kaidah, tata cara, dan etika ilmiah dalam rangka menghasilkan solusi, gagasan, desain atau kritik seni
	4. Bidang Keterampilan Khusus
	9. Mampu berbahasa Inggris sebagai alat untuk memperluas wawasan keilmuan, keislaman, seni, budaya, dan peradaban;
	CP Mata Kuliah
	CP Mata Kuliah
	- Mahasiswa mampu mendefinisikan literature dengan memperhatikan ciri-ciri literary works
	- Mahasiswa mampu mengidentifikasi elemen-elemen penyusun literary works dan membedakannya dengan nonliterary works

	- Mahasiswa mampu mengidentifikasi pentingnya peran sastra Inggris dalam perkembangan Bahasa Inggris secara general. - Mahasiswa mampu menyusun rangkuman sederhana tentang *History of English Literature* mulai dari Old hingga Modern times - Mahasiswa mampu mengidentifikasi Literary Genres beserta ciri-cirinya termasuk di dalamanya *Poetry, Prose dan Drama* - Mahasiswa mampu menganalisa makna puisi dalam *English and America Poetry* - Mahasiswa mampu menganalisa *poetic language* dalam *Poetry* - Mahasiswa mampu menganalisa unsur-unsur intrinsic dan ekstrinsik dari *English Prose*/Novel baik *classic novels* maupun pop-novels - Mahasiswa mampu mengidentifkasi jenis-jenis drama dalam *English Literature* - Mahasiswa mampu bekerjasama dalam menampilkan sebuah performa pertunjukkan drama dalam Bahasa Inggris.
Deskripsi Mata Kuliah	Deskripsi mata kuliah, meliputi : Mata kuliah *Introduction to Literature* memaparkan konsep dasar tentang definisi literature dan perkembangan literaty production dalam sastra Inggris. Mata kuliah ini juga memaparkan 3 macam literary genres yang meliputi poetry, prose dan drama, Mata kuliah ini diharapakan dapat memberikan pengetahuan dasar tentang literary analysis dengan memaparkan elemen-elemen dalam sebuah karya sastra. Mata kuliah ini juga diharapkan mampu memperkaya khayasanah pengetahuan Bahasa Inggris mahasiswa Tadris Bahasa Inggris dari segi karya sastranya. Materi perkuliahan ini meliputi: 1. Literature and literary production 2. The History of English Literature from old to modern times (Briefly) 3. The Significant of English Literature Towards the development of English Language 4. Literary Genres 5. Poetry 6. Prose 7. Drama 8. Approaches to literary interpretation 9. Indonesian Literature written or translated in English Perkuliahan ini dilakukan dengan pendekatan ekspositori, inkuiri, dan discoveri dalam bentuk pebelajaran aktif seperti elisitasi dalam rangka problem solving, brainstorming (curah pendapat), small group discussion, paper presentation, reading guide, workshop, information search, active debate, ceramah interaktif, dan drama performances. Kuliah dilakukan secara luring dan daring menggunakan media Google meeting atau zoom meeting. Sedangkan pengumpulan tugas menggunakan google classroom, sementara untuk diskusi formal dan informal dilakukan melalui telegram group dan diskusi langsung di kelas. Penguasaan materi dievaluasi melalui kuis, pertanyaan-pertanyaan setelah kuliah dan UTS, UAS, dan tugas yang dikumpulkan sebagai portofolio.

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Pertemuan Ke	Kemampuan Akhir yang Direncanakan Pada Tiap Tahapan Pembelajaran Untuk Memenuhi CP Mata Kuliah	Bahan Kajian Terkait Dengan Kemampuan Yang Akan Dicapai
1	2	3
1	Mahasiswa mampu mendefinisikan pengertian *literature* dan mengidentifikasi ciri-ciri *literary works*	**Literature and Literary Production** Pengantar mata kuliah *Introduction to literature* dan learning kontract 1. Definition of literature 2. The elements of litetary works 3. Literary productions 4. The fuction of studying English Literature for English Department Students 5. The significant of English Literature toward the development of English Language
2	Mahasiwa mampu menyusun rangkuman sederhana tentang perkembangan *English Literature* dari *old times to modern times*	**The History of Englis Literature (Brief)** 1. Old English Literature 2. Renaissance to the Restoration preiod 3. The Restoration to the Englightment preiod
3	Mahasiwa mampu menyusun rangkuman sederhana tentang perkembangan *English Literature* dari *old times to modern times*	**The History of Englis Literature (Brief)** 1. The Romantic Age 2. The Victorian Age 3. The Modern Age **Tugas Mahasiswa, Portofolio 1:** Mahasiswa menuliskan rangkuman *the history of English literature* dalam bentuk mind map atau dengan menggunakan metode *cornell note taking*. Tugas dikumpulkan secara manual di kelas
4	Mahasiswa mampu mengklasifikasikan literary genre berdasarkan bentuk karya sastra	**Literary Genre** 1. Poetry 2. Drama 3. Prose
5	Mahasiswa mampu menjelaskan pengertian *poetry* dan mampu mengidentifikasi *language features of poetry*	**Poetry** 1. Definition of Poetry 2. Features of poetry 3. Poetic Language
6	Mahasiswa mampu mengidentifikasi karakteristik *British Poetry* perdasarkan pada aspek tekstual dan kontekstual	**British Poetry** 4. Edmund Spencer's *The Faerie Queen* 5. John Donne's *The Good Morrow, The Sun, and The Flea* 6. John Milton's *Paradise Lost* 7. William Wordsworth's *Tintern Abbey* 8. Tennyson's *Tithonus, The Lotos Eaters, Ulysses* 9. Robert Browning's *My Last Dutches* **Tugas Mahasiswa, Portofolio 2:** Mahasiswa bekerja dalam kelompok yang terdiri dari 3-4 anak. Masing-masing kelompok memilih salah satu puisi dari list diatas, kemudian menuliskan makna interpretasi dari masing-masing puisi yang telah dipilih kemudian dijelaskan dan dipresentasikan di kelas.
7	Mahasiswa mampu mengidentifikasi karakteristik *American Poetry* berdasarkan pada aspek tekstual dan kontekstual	**American Poetry** - Emily Dickinson's *Because I could not stop for death* - T.S. Elliot's *The Love Song of J. Alfred Prufrock, The Wasteland* - R.W. Emerson's *Give all to Love* - Robert Frost's *Fire and Ice, Nothing Gold can stay* **Tugas Mahasiswa, Portofolio 3:** Mahasiswa bekerja dalam kelompok yang terdiri dari 3-4 anak. Masing-masing kelompok memilih salah satu puisi dari list diatas, kemudian menuliskan makna interpretasi dari masing-masing puisi yang telah dipilih kemudian dijelaskan dan dipresentasikan di kelas.
8	UTS	

9	Mahasiswa mampu mendefinisikan prose serta mampu mengidentifikasi unsur intrinsik dan ekstrinsik dalam suatu karya sastra	**Prose**
		1. The definition of prose
		2. Fiction and non fiction
		3. Instrinsic elemnets of prose:
		  a. Characters and characterization
		  b. Plot
		  c. Setting

		d. Theme
		e. Point of view
		f. Style
		4. Extrinsic elements of prose:
		a. Author's life
		b. Historical background
		c. Cultural background
		d. Social Background
10	Mahasiswa mampu menganalisa unsur intrinsik dan ekstrinsik *English Classic Novels*	**Classic Novels** 1. Jane Austin' *Pride and Prejudice* 2. Jane Austin's *Sense and Sensibility* 3. Joseph Conrad's *Hearth of Darkness* 4. Charless Dicken's *A Tale of Two Cities* 5. Emily Bronte's *Wuthering Heights* **Tugas Mahasiswa, Portofolio 4:** Mahasiswa dibagi dalam kelompok. Setiap kelas dibagi menjadi 2 kelompok. Masing-masing kelompok ditugasi untuk membaca 1 novel classic. Setiap anggota kelompok bertanggung jawab untuk membaca 1 chapter setiap novel dan membuat rangkuman ceritanya. Mahasiswa bercerita berdasarkan hasil rangkuman yang telah mereka buat secara bergilir berdasarkan chapter dala novel.
11	Mahasiswa mampu menjelaskan ciri-ciri novel popular dan korelasinya dengan media lain seperti film termasuk keberadaan novel berbahasa Inggris di negara dunia ketiga	**Popular Novel** 1. J.K Rowling's *Harry Potter* 2. Paulo Coelho' *The Alchemist/ Inverno* 3. Novel Indonesia berbaha Inggris/ Terjemahan
12	Mahasiswa mampu menjelaskan pengertian dan fungsi English drama berdasarkan jenis-jenisnya.	**Drama** 1. Definition of drama 2. The types of English Drama 3. The Function of English Drama
13	Mahasiswa mampu membaca dan meninterpretasikan makna dalam naskah drama.	**Drama** 1. Shakespeare's *Romeo and Julliet, A Midsummer Night's Dreams* 2. Christopher Marlowe' *Dr. Faustus* 3. Samuel Becket' *Waiting for Goddot* 4. Arthur Miller's *Death of a Salesman*
14	Mahasiswa mampu menuliskan naskah drama dalam Bahasa Inggris dengan mengadaptasi dari drama aslinya ataupun mengadaptasi dari novel	**Writing English Drama Script:** 1. Steps in writing drama scipt 2. Adapting drama script from the original drama script 3. Writing drama script from a novel
15	Mahasiswa mampu mendemonstrasikan penampilan drama secara berkelompok	**Tugas Mahasiswa 5:** Mahasiswa dibagi menjadi 2 kelompok besar untuk masing-masing kelas. Setiap kelompok membentuk tim pertunjukan drama. Masing-masing anggota kelompok memiliki tugas yang berbeda-beda meliputi actor, penulis naskah, mereka yg bekerja dibalik layar termasuk tim setting panggung, musik, make up and costum, dll. Setiap kelompok memilih cerita yang akan mereka tampilkan dalam project akhir berupa penampilan drama.
16	UAS	**Project: Dama Performances**

A. Metode dan media pembelajaran

Pelaksanaan kuliah dilakukan dengan menggunakan pendekatan active learning dengan menekankan project-based learning (PBL). Perkuliahan juga dilakukan dengan menggunakan berbagai strategi pembelajaran, yakni: brainstorming, interactive lecturing, active debate, diskusi kelompok, presentasi, dan performance.

Adapun perkuliahan dilaksanakan dengan blended learning yaitu dengan menggabungkan perkuliahan secara luring amupun daring. Dikarenakan perkuliahan dilaksanakan terbatas selama masa pandemic, maka kegiatan seperti presentasi dapat dilaksanakan secara online dengan cara mahasiswa membuat rekaman presentasi dan diupload di youtube lalu didiskusikan dalam telegram group. Sementara kegiatan lain dapat dilaksanakan secara luring di kelas maupun outdoor di luar kelas terutama untuk diskusi novel.

B. Pengalaman Belajar Mahasiswa

1. Mahasiswa memiliki pengelaman dalam membaca English literature sebagai salah satu media yang dapat mereka gunakan untuk lebih memahami penggunaan Bahasa Inggris terutama dalam konteks sastra.
2. Mahasiswa mampu menuliskan rangkuman sederhana tentang perkembangan English literature sekaligus pentingnya peran sastra Inggris dalam perkembangan Bahasa Inggris.
3. Mahasiswa berpengalaman dalam membaca dan menginterpretasikan puisi dalam Bahasa Inggris, sekaligus memahami poetic language yang digunakan dalam puisi.
4. Mahasiswa berpengalaman dalam menganalisa karya sastra utamanya novel dengan menelaah unsur intrinsic dan ekstriknya.
5. Mahasiswa berpengalaman dalam mengadaptasi novel atau drama yang sudah ada menjadi naskah drama yang siap untuk dipentaskan dalam Bahasa Inggris
6. Mahasiswa berpengalaman dalam bekerjasama dalam tim untuk mensukseskan penampilan drama sebagai project Bersama.

C. Evaluasi Pembelajaran

Evaluasi terdiri dari:1) evaluasi proses, dan 2) evaluasi hasil.

Evaluasi proses terkait dengan proses perkuliahan yakni partisipasi dan keaktifan perkuliahan maupun diskusi kelas dengan bobot 10 %. Adapun evaluasi hasil belajar dalam bentuk ujian tengah semester, ujian akhir semester, dan penugasan dengan proporsi bobot UTS 20 %, UAS 40 % dan penugasan dan portofilo sebesar 30 %.

D. Referensi

Utama:

1. Carter, Ronald and McRae, John. (2017). *The Routledge History of Literature in English Britain and Ireland Third Edition*. London and New York: Routledge Tailor and Francis Group
2. Albert, Edward. (1979). *History of English Literature Fifth Edition*. New Delhi: Oxford University Press
3. Godden, Malcom and Lapidge, Michael. (2013). *The Cambridge Companion to Old English Literature Second Edition*. Cambridge : Cambridge University Press
4. Nayar, Pramod K. (2009). *A Short History of English Literature*. New Delhi: Cambridge University Press India Pvt. Ltd

Pendukung:

1. Jane Austin' *Pride and Prejudice*
2. Jane Austin's *Sense and Sensibility*
3. Joseph Conrad's *Hearth of Darkness*
4. Charless Dicken's *A Tale of Two Cities*
5. Emily Bronte's *Wuthering Heights*
6. J.K Rowling's *Harry Potter*
7. Paulo Coelho' *The Alchemist/ Inverno*
8. Shakespeare's *Romeo and Julliet, A Midsummer Night's Dreams*
9. Christopher Marlowe' *Dr. Faustus*
10. Samuel Becket'*Waiting for Goddot*
11. Arthur Miller's *Death of a Salesman*
12. Ahmad Tohari's *The Dancer*

E. Ketentuan Tambahan (Kontrak Belajar)

1. Tugas kuliah merupakan komponen terpenting dalam evaluasi perkuliahan ini, untuk itu tugas semestinya dikerjakan dengan sebaik-baiknya dan sejujur-jujurnya. Tugas yang terbukti melanggar kode etik akademik seperti melakukan plagiasi dengan sengaja tidak akan diterima dan mahasiswa yang bersangkutan akan menerima konsekuensi serendah-rendahnya nilai C atau seburuk-buruknya E (Nilai tidak dikeluarkan).
2. Jika tugas mengandung muatan dari sumber lain maka WAJIB hukumnya mencantumkan sumber yang jelas.
3. Sumber tidak asal-asalan diambil dari internet atau website yang tidak dapat dpercaya, disarankan untuk merujuk pada buku, artikel ilmiah, atau website resmi yang dapat dipercaya.
4. Mahasiswa wajib hadir mengikuti perkuliahan minimal 75% (maksimal 3 kali alpha) selama 14 kali pertemuan
5. Mahasiswa wajib ikut serta dalam kegiatan project akhir (drama) dan melaksanakan tugas dengan sebaik-baiknya

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Mata kuliah   : Introduction to Literature   Nama Kelas   : 4TBIA
Dosen Pengajar   : ENDANG SARTIKA, S.Pd.I.,M.A.

No	NIM	Nama	Pertemuan	Alfa	Hadir	Ijin	Sakit	Presentase
	Peserta Reguler							
1	2017404131	FAUZIATUL KHUSNA	16	1	12	3		75
2	224110404001	AKILATUN NISA	16		16			100
3	224110404002	ANISA INDRIANA	16		16			100
4	224110404003	ANNISA DILA HARIYANTI	16		16			100
5	224110404004	ANUGERAH ASHA MULIA HATI	16		16			100
6	224110404005	ASRI YULISA WATI	16		15		1	93.75
7	224110404006	BAGUS IRKHAM MAULANA	16		16			100
8	224110404007	BRENDA PRASETIO	16		16			100
9	224110404008	BUNGA ANISA	16		15	1		93.75
10	224110404009	DEA SYAFIRA ULIL AMALIA	16		14	1	1	87.5
11	224110404011	DIANA PRATIWI	16		16			100
12	224110404012	DINA RAHMAWATI	16		16			100
13	224110404013	DINA SEPTI RIYANTI	16		16			100
14	224110404014	DIVA NAILLUL AUTARY	16		16			100
15	224110404015	DWI MAESITOH	16		16			100
16	224110404017	FAISA LAILI SHOFA	16		16			100
17	224110404018	FATHI ZULFA GHIFARI	16	2	13	1		81.25
18	224110404019	FIKRI FEBRI NASRULLOH	16		16			100
19	224110404020	FINA ARTA FITRIANA	16		15		1	93.75
20	224110404021	FITRI ROFI`ATUNNIDA	16		16			100
21	224110404022	HANAN AMAR MUSANIF	16		16			100
22	224110404023	IMTINAN MAULIDA FADHILAH	16		15	1		93.75
23	224110404024	JAMILAH	16		16			100
24	224110404025	LU LU U HIDAYATUNNISA	16		16			100
25	224110404026	LYANINGTYAS	16		14	1	1	87.5

26	224110404027	MAYLINDA FRISCA LARASATI	16		16			100
27	224110404028	NAELA LAJA	16		15		1	93.75
28	224110404029	NISA ZINNIRAH	16	1	14	1		87.5
29	224110404030	NURFINA ZAHROH	16	1	15			93.75
30	224110404031	OLIVIA AVERROES	16		16			100
31	224110404032	PUAN MAHARANI	16		15		1	93.75
32	224110404033	PUTRI HAIFATUS SOLIKHAH	16		16			100
33	224110404034	RAHMA EMILIA	16		16			100
34	224110404035	RISMA RIZQIYAH	16		15	1		93.75
35	224110404036	SAHRUL BAROKATUR RIZKI	16		13	3		81.25
36	224110404037	SALSABILA AZZAHRA KHOIRUNNISA	16		15	1		93.75
37	224110404038	SANIA NURLITA	16		16			100
38	224110404039	SEPTI SETIANINGRUM	16		15		1	93.75
39	224110404040	SEPTIBINAR MAHARA AZANI	16		16			100
40	224110404042	SRI MULYATI	16		16			100
41	224110404043	SYIFA SALSABILLA	16		16			100
42	224110404044	TANIA ANANDA	16		15	1		93.75
43	224110404045	YULIATI	16		15	1		93.75

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No	NIM	Nama	Pertemuan	Alfa	Hadir	Ijin	Sakit	Presentase
	Peserta Reguler							
1	214110404083	EKA SALSA RAHMAWATI	16	1	13		2	81.25
2	214110404120	MARUF WALIYUDIN	16	3	11	1	1	68.75
3	224110404046	ADELIA RAHMADANI	16		16			100
4	224110404047	ADITYA GUNADHARMA	16		16			100
5	224110404048	AGUSTINA DEWI SRI ASTUTI	16		16			100
6	224110404049	ARGITA NURSELA	16		16			100
7	224110404050	ARIZKA MUTIARA DHINA	16		14	1	1	87.5
8	224110404051	AULIA BAETY UMAFANI	16		16			100
9	224110404052	BAYU TEGAR OKTAVIAN	16		16			100
10	224110404053	CHARISMA NURUDUHA	16		16			100
11	224110404054	CINTIYA KARTIKA SARI	16		14	2		87.5
12	224110404055	DARIN DZAHABINA NIRMALA PUTRI	16		16			100
13	224110404056	DWI AGUSTINA	16		16			100
14	224110404057	FIRYAL QONITHATUL LUTHFIYAH	16		16			100
15	224110404058	HASNA NAURAH NAZIHAH	16		16			100
16	224110404060	INDRI NUR AZIZAH	16		16			100
17	224110404063	LENI PUJI LESTARI	16		15		1	93.75
18	224110404064	LINDA MUSLIKHAWATI	16		14	1	1	87.5
19	224110404066	MUHAMMAD SYAFIQ AL HAZMI	16		16			100
20	224110404067	NANDA APRIANUR	16		16			100
21	224110404068	NAZIHA ZANDJU NURISHA	16		16			100
22	224110404070	NENSA ARISTIN	16		16			100
23	224110404073	RAFI AKMAL SAPUTRA	16		16			100
24	224110404074	REVALINA INDRIYANI PUTRI	16		16			100
25	224110404075	RIRIS RISTIANI	16		16			100

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26	224110404076	RIZKI AMALIA KHASANAH	16		16			100
27	224110404079	SITI FADHLIKA KHOIROTUNNISA	16		15		1	93.75
28	224110404081	SOBRIATI FI AMRINA	16		15		1	93.75
29	224110404082	SUCI MAOLIDA	16		16			100
30	224110404083	SUSI INDRIANI	16		15		1	93.75
31	224110404084	TRIA ANIZAR RAMADHANI	16		16			100
32	224110404088	YUDHA PUTRA ADJIE KURNIA	16		16			100

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Dosen Pengajar : ENDANG SARTIKA, S.Pd.I.,M.A.

No	NIM	Nama	Pertemuan	Alfa	Hadir	Ijin	Sakit	Presentase
	Peserta Reguler							
1	224110404089	AMELIA SALSABILA	16		16			100
2	224110404090	ASHAK ASSEGAF SAFATILAH	16		16			100
3	224110404091	BANI DIGY ABDILLAH	16		15		1	93.75
4	224110404092	DAMAR IMAM PRASOJO	16		15	1		93.75
5	224110404093	DEVINA RAUDHATUL JANNAH	16		15	1		93.75
6	224110404094	DIMAS FIKRI RIYADI	16		16			100
7	224110404095	DWI PUTRI AULIA	16		16			100
8	224110404096	ELSYA EKA SETYANINGRUM	16		15	1		93.75
9	224110404097	FADILLAH MUBAROK	16		16			100
10	224110404098	FARHAD ZILVAN AULIA MR	16		16			100
11	224110404100	FATIMAH HUWAIDA	16		13	3		81.25
12	224110404101	FIRSTIANA IZZATUL AZKIYAH IR	16		16			100
13	224110404102	FITRA ROSADIN	16		16			100
14	224110404103	FIZLI AZEFI AZRA	16	3	10		3	62.5
15	224110404104	IFA YULIA AGESTI	16		16			100
16	224110404105	IMANI ULUL AZMI	16		16			100
17	224110404106	INTAN MUTIA ASNAL FITRI	16		16			100
18	224110404107	KHOLIS ANDINI	16	4	12			75
19	224110404108	LULU EPRILINA	16		15		1	93.75
20	224110404109	M ATFAL MUAZIFA HILWAH	16		16			100
21	224110404110	M. FERDI ARDIANSYAH	16		14		2	87.5
22	224110404111	MAULANA KEVIN ALAWI	16		16			100
23	224110404112	MOHAMAD HANIF QURATAAYUN	16	1	15			93.75
24	224110404113	MUHAMMAD NURCHOLIS	16		14	1	1	87.5
25	224110404114	MUTIARA MAY SOLEKHA	16		15	1		93.75

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26	224110404115	NABILA ALZAHROH	16		15	1		93.75
27	224110404116	NADIA SYIFA SALSABILA	16		16			100
28	224110404117	NAILAL INAYAH	16		15		1	93.75
29	224110404118	NAZZUA AZZAHROH	16		14	2		87.5
30	224110404119	RIZKY APRIANI	16		16			100
31	224110404121	SALWA NAVIZA RAHMA	16		15	1		93.75
32	224110404123	SEPTIA JINGGA PUTRI SANI	16	1	14		1	87.5
33	224110404124	SITI ANIFAH	16		16			100
34	224110404125	SYABRINA NURFATRIAN SAHARANI	16		16			100
35	224110404126	TANALINA HASNA	16		16			100
36	224110404127	UMI KHOEROTUNNISA	16		16			100
37	224110404129	WILUJENG DIAS PRASTI	16		16			100
38	224110404130	WULANDARI	16		14	1	1	87.5
39	224110404131	YAYI RIFDAH ANANTA	16		16			100

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Figure 1 Class Rehearsals

Figure 2 Rehearsal of Three Classes

Figure 3 Interviews with interviewee

Figure 4 Interview with Interviewee

Appendix 11. Curriculum Vitae

A. **Self-Identity**
1. Name : Fakhrezy Rizal Maulana
2. Student Number : 2017404092
3. Place/Date of Birth : Banjarnegara, 4 Agustus 20000
4. Adress : Prigi RT 01/06 Sigaluh, Banjarnegara,
   Jawa Tengah, 53481
5. Father : Ruwiyanto
6. Mother : Mafiatun

B. **Education**
1. MAN 2 Banjarnegara
2. UIN Prof. K. H. Saifuddin Zuhri Purwokerto

C. **Organizational Experience**
1. Sekretaris OSIM MAN 2 Banjarnegara
2. Kesekretariatan BES Pondok Pesantren Darussalam Purwokerto
3. Bidang Kajian Seni Teras Bahasa dan Budaya (TBB) Banyumas

D. **Publication**
1. Mualim, M., & Maulana, F. R. (2023). EFL Teachers' TPACK and Their Espoused Use of ICT Based on SAMR Models. ELT Echo: The Journal of English Language Teaching in Foreign Language Context, 8(1), 97-112.
2. Maulana, Fakhrezy R. (2024). Fenomena *Ndadi* atau *Mendem* dalam Kesenian Ebeg di Era Modernisasi. Dalam Azizah (Ed.), Persoalan Kearifan Lokal dan Keindonesiaan dalam Beberapa Perspektif (hlm. 190-196). Penerbit CV. Rumah Kreatif Wadas Kelir.

Purwokerto, 9 Desember 2024

Fakhrezy Rizal Maulana
NIM. 2017404092