ENGLISH THROUGH DRAMA CREATIVE ACTIVITIES FOR IMPLEMENTING PBL IN ELT CLASS

Aldi Hanif Nuansatrisna

English Education Program
Faculty of Teacher Training and Education
Universitas Ibn Khaldun, Bogor
trisnaaldi19@gmail.com

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengimplementasikan drama sebagai pembelajaran berbasis proyek yang tepat dalam pembelajaran dan pengajaran bahasa Inggris yang memberikan para pelajar banyak cara kreatif untuk belajar bahasa Inggris dan juga tujuan penelitian ini bertujuan untuk mencari menfaat-manfaat dalam menimplementasikan drama sebagai pembelajaran berbasis proyek untuk menarik motivasi pelajar. Penelitian ini diklasifikasikan sebagai studi kasus dan penelitian ini menggunakan metode kualitatif dalam mengumpulkan dan menganalisa data. Enam pelajar dipilih berdasarkan tingkat pencapaian akademik sebagai partisipan. Penilitian ini menggunakan diskusi kelompok terarah dan wawancara sebagai instrumen. Hasil dari penelitian ini mengindikasi bahwa ada empat alasan mengapa kegiatan drama dapat digunakan untuk mengimplementasikan pembelajaran berbasis proyek dalam pembelajaran dan pengajaran Bahasa Inggris, yaitu: (1) Meningkatkan sedikit kosakata khusus, (2) Membuat pelajar menjadi lebih percaya diri, (3) Sebuah kolaborasi yang baik terbangun, dan (4) Kreatifitas meningkat tetapi tidak signifikan. Lalu, manfaat-mandaat yang menarik motivasi para pelajar, yaitu: pertama, autonomi, para pelajar memiliki kontrol terhadap apa yang akan terjadi jika mereka terlibat didalam drama dan menjaga komunikasi yang baik. Kedua, kapabilitas, para pelajar percaya bahwa kemampuan diri sendiri dan juga kemampuan teman-temannya akan dapat menyelesaikan kegiatan drama sampai akhir entah itu akan berakhir dengan baik ataupun tidak. Dan yang ketiga, keterkaitan, dimana para pelajar dapat melakukan aktivitas yang dapat membantu mereka merasakan perasaan lebih terhubung anatara satu dengan yang lainnya dan lebih perhatian terhadap teman mereka yang mereka hormati.

Kata kunci: *kegiatan drama, pembelajaran berbasis proyek, pembelajaran dan pengajaran bahasa Inggris*

ABSTRACT

The purpose of this research is for implementing drama as a suitable project-based learning in English learning and teaching, which gives the student many creative ways for learning English and also for finding the benefit of implementing drama as project-based learning to attract student's motivation. This research classified as case study, also; this study uses qualitative research as a method in collecting and analyzing the data. Six students were chosen with academic level achievement to be participants. This research uses focus group discussion and interview as the instruments. The findings indicated that four reasons why drama activities can be used for implementing project-based learning in English learning and teaching: (1) Increasing a few distinctive vocabularies, (2) Making students became more confidence, (3) A good collaboration established, (4) and creativity was enhanced but not significantly. In addition, the benefits which attract student's motivation namely: first, autonomy, students have any control towards what will be happened if they are involved in drama and maintaining good communication. Second, capability, students believe that their own capability and their friends' capability is able to finish the drama whether it turned as good or not. Third, associated, where students can do activities that help them feel more connected to one another and more concern about friends they respect.

Keywords: drama activity, project-based learning, English learning and teaching.

INTRODUCTION

EFL is regarded as English as a foreign language and English is thought for those who learn English in non-English speaking countries (Peng, 2019). Indonesia has applied English as a foreign language because in which people should learn English in the condition where the language is not used for communication in their daily life and English is not spoken in the society (Setiayadi, 2008). There are many ways for teaching and learning English activities, one of them is in English drama activities. According to Kesta (as cited in Shakafa, 2012), drama is a window that not only permits its audience to look into the cultural values of the people but also

allows for reflecting a social life in which the reader can deduce and determine the culture and the way of living in any society. Drama activities are done in all stages of education. In addition, creative drama is considered important not only in education but also in many other fields. While school teachers, students, and other personnel in education are attending courses for self- development and use creative drama in their classes, those out of the field join creative drama activities (Koskal, 2003 as cited in Ozdemir, 2008).

The use drama in schools to teach is not a new concept. It has been around since ancient times in many different countries it has been introduced every day classroom. Philips (as cited in Elaldi, 2016) discusses drama activities combine acting and learning at the same time with.

Drama is a teaching methodology that offers many advantages. It can be integrated to all the subjects and is suitable for all the pupils (Comajoan, 2014). The use of drama in education is not new issue and not only suitable for elementary level but for adult as well (Manurung, 2018). Meanwhile Muther (as cited in Comajoan,2014) defines drama as an appealing teaching strategy which promotes cooperation, collaboration, self-control, goal-oriented learning as well as emotional intelligence skills. Drama can be activities for PBL because it offers creative criteria for the student.

Project-based learning is very effective approach that allows the students to throw out opinions about the topics covering fields of interest, to ask questions, to estimate, to develop theories to use different tools, to use the skills acquired in the context of real and meaningful life and allows learner to solve problem and answer question in creative way in the classroom and outside (Katz & Chard, 2000, as cited in Du at all. 2016).

21 century skill allows the drama as the activity for teaching English because the learning goals of 21 century skill has similar goals which is cooperative. The purpose of this research is for implementing drama as a suitable PBL in ELT, which give the student many creative ways for learning English and also for finding the benefit of implementing drama as PBL to attract student's motivation.

THEORITICAL FRAMEWORK
Definition of Drama
Drama is a window that not only permits its audience to look into the cultural values of the people but also allows for reflecting a social life in which the reader can deduce and determine the culture and the way of living in any society (Keshta, 2000 p.53 as cited in Shakfa, 2012 p.96). This perception is in line with the definition of Morgan (1987 as cited in Shakfa,

2012 p.96), in which he states that drama is an art of communication. In addition, Keshta cites that drama involves the whole living process from birth to death (2000 p.53 as cited in Shakfa, 2012 p.96). Therefore, drama is not only for appearing on stage but for life especially in the world of education, business, and other activity. Knowledge is obtained to real life, take lessons from their experiences, and reflect these lessons into real life.

While school teachers, students, and other personnel in education are attending courses for self-development and to use creative drama in their classes, those out of the field join creative drama activities (Köksal, 2003 as cited in Özdemir, 2008). Shakfa (2012) explains the learning of every language, including English, and the significance of each participating component and sub-component are closely dependent on the background of that language, such as the culture where that language is dominantly used. In this respect, literature paves the way to enlighten the path and the procedures employed in solving the difficulties students deal with in learning drama. Studies can help identify what students should know about the techniques involved in learning drama.

Drama as a Technique in Teaching
Fleming (2003 as cited in Comajoan, 2014 p.7) describes in a graphic the history of drama and theatre and the difference between them. In it we can see the division between both concepts, where drama was understood as a dynamic process for everyone where the method is learner-centered, whereas theatre was understood as a static product only for a small group where the method is teacher-centred. We can also see a more contemporary view where there has been a change in the way both concepts have been conceptualized. On the one hand, drama has seen the necessity to be more conceptualized with the need of a structure, a script and previous knowledge of the topic. On the other hand, theatre has been seen less authoritarian with more attention on the impact of the audience and a more fluid concept of acting and rehearsal.

Meanwhile Munther (2013 as cited in Comajoan, 2014 p.10) said defines drama as an appealing teaching strategy which promotes cooperation, collaboration, self-control, goal-oriented learning as well as emotional intelligence skills. Munther (2013 as cited in Comajoan, 2014 p.11) compares a conventional English class with a class which uses drama techniques and affirms that the conventional English class hardly gives the students an opportunity to use language with confidence and develop fluency in it. He argues that influential drama to improve language teaching is absorbed from learning as usual, in general the

drama influences learning English like memorizing vocabulary, speaking skill, and others. Therefore, if we only tell students to do something, the results are a little less than the result, it would be better if we monitor the results of their own development and what they have obtained during the process they are going through.

Process drama is a genre of applied theatre in which participants, together with the facilitator, engage in the co-construction of a dramatic world (Bowell and Heap, 2001 as cited in Piazzoli, 2012). In the other hand, the field of Additional Language (AL) teaching, in the last two decades process drama has gradually gained recognition as a valid approach (Winston, 2011). In more Davies (1990) says about drama is appropriate as a teaching reference, specific, concrete terms, drama includes mime, role-playing, extended role-playing (or improvisation), simulation, interaction activities such as various forms of dialogues, and dramatized story-telling.

PBL and ELT

Project-based learning (PBL) provides opportunities for student to build these qualities, as well as more deeply learn traditional academic content and understand how it applies to the real world (Larmer et al. 2015). There are many ways that defines about Project based learning, that can be *model, method, approach or technique* Ozdemir (2006) says project-based learning is a *model.* Ozdemir claims that project-based learning very effective model for academic achievement. He claims PBL is an approach to classroom teaching and learning. Project-based learning is a very effective approach that allows the students to throw out opinions about the topics covering fields of interest, to ask questions, to estimate, to develop theories, to use different tools, to use the skills acquired in the context of real and meaningful life and allows learner to solve problems and answer questions in a creative way in the classroom and outside (Katz & Chard, 2000 as cited in Du et al. 2016).

Thomas's adopts five criteria to define PBL: 1) "Projects are central, not peripheral to the curriculum"; 2) "projects are focused on questions or problems that 'drive' students to encounter (and struggle with) the central concepts and principals of the discipline"; 3) "projects involve students in a constructive investigation"; 4) "projects are student-driven to some significant degree"; and 5) "projects are realistic, not school-like". Collaboration, as a matter of fact, should also be included as a sixth criterion of PBL (Thomas & Mergendoller, 2000 as cited in Du et al. 2016).

Stoller (2006 as cited in Du et al. 2016) defines PBL as: 1) having a process and product; 2) giving students (partial) ownership of the project; 3)

extending over a period of time (several days, weeks, or months); 4) integrating skills; 5) developing students' understanding of a topic through the integration of language and content; 6) collaborating with other students and working on their own; 7) holding students responsible for their own learning through the gathering, processing, and reporting of information from target language resources; 8) assigning new roles and responsibilities to students and teacher; 9) providing a tangible final product; and 10) reflecting on both the process and the product.

Experienced teachers know that when students are deeply engaged by a topic or a task, a lot of classroom management issues fade away. Students who used to disrupt class behave differently when they are doing active work on a project that engages them (Lambros, 2002 as cited in Larmer et al. 2015). Therefore, the teacher must know the position of the student when he feels he is bored in learning or assignments, the teacher used as a facilitator for giving motivates to students.

In another study of the dropout problem (Balfanz, 2007 as cited in Larmer et al. 2015), the author noted an additional benefit that projects give to students who are at risk:

"It is also paramount that avenues for short-term success through projects, performances, and experiential learning be built in. If you enter high school significantly below grade level it will require hard work and considerable time to produce quality high school work. In the meantime, students need to be experiencing success."

RESEARCH METHODOLOGY

This research classified as case study; A case study may be understood as the intensive study of a single case where the purpose of that study is to shed light on a larger class of cases (a population) (Gerring, 2007). This study uses qualitative research as a method in collecting and analyzing the data. Qualitative research methodology considered to be suitable when the researcher or the investigator either investigates new field of study or intends to ascertain and theorize prominent issues (Corbin J, Strauss A, as cited in Jamshed, 2014).

The participants of this study are one of private University in Bogor. Drama is the part of course in fourth semester, especially in English education department. There are six students were chosen with academic level achievement to be participants.

Instruments

Instrument as a tool of facilitation is used by the researcher for collecting the data in order to make the study becomes easier and more accurate. In this

research, the researcher using adapting instrument because the reliability and validity research study have been held on these instruments; Forum group discussion for implementing Project-based learning in ELT, Interview for knowing benefit of implementing project-based learning using drama in attract in student motivation learn English.

Data Collection and Data Analysis

In a field of investigating drama activity, the researcher collects the data from Focus group discussion, and Interview session. The process of collecting data from the Focus group discussion begins by first, identifying objectives, questions and participants. Second, choosing the appropriate moderator and selecting time and place. Last, Conducting research to discussing public drama activity, evaluating the findings that have got from the participants and reporting the findings.

The process of collecting data from the focus group discussion begins by preparing the participant and schedule, explain the interview topic or interview questions, provide interview questions with a private chat room, collecting the results of interviews and analyse the interview results.

Focus group discussion uses Probe questions, follow-up questions, and exit question for directing the discussion. Focus group discussion is implemented through room chat. The data gained by focus group discussion analysed by 1) Listing/ ranking, 2) Coding the key, idea and themes, 3) Content analysis, 4) Discourse analysis, 5) Conversation analysis.

The interview is conducted online using a personal private chat room, so the results of the interview will be automated, data analysis will follow these steps: 1) Data Reduction, 2) Data Display, and 3) Drawing Conclusion.

FINDINGS AND DISCUSSION

The reason drama activities can be used in implementing PBL in ELT

The researcher interpreted the result of focus group discussion. The result of the focus group discussion were the students' responses toward five questions that the researcher discussed to them; hence, it explained the reason drama activities can be used in implementing PBL in ELT.

Increasing a few Distinctive Vocabularies

Some of them thought that the drama provided a small increase in distinctive vocabularies, only a few of them got a word increased through the drama script. Others did not get a word increased because the vocabularies in the drama script were known beforehand.

Participant 4 and participant 5 pointed out "*If I only added vocabulary, that was also because of curiosity, So the improvement in English didn't increase because the text in the drama was memorized and poorly understood*".

On the other hand, participant 1 argued that *"there was no increase in the vocabulary of drama activities".* This statement was supported by participant 2.

Making Students became more Confidence

In this case, some of the participants agreed that drama activities made them felt more confidence, and some did not feel that they had improved because of the reason they had very short roles in drama performances. Some of the participants who took on many roles felt insecure after doing drama activity.

Participant 1 and 3 said "*I felt confident because, I wanted the results of this drama to be successful and not failed*" and 4 said "*I didn't feel confident even though I had many roles because I was really shy,*" the 5 said "*I got it. The role was a little bit so normal*".

A Good Collaboration Established

Good teamwork is proven to be able to solve obstacles in drama activities which results in a collaboration between individuals and groups. All of the participants strongly agreed that collaboration could be improved in English drama.

Participant 1, 4, and 5 agreed that *"group collaboration is getting better".*

Also, participant 2 supported this statement by said *"through collaboration between individuals, collaboration could work well".* And participant 3 said, *"even though there were still obstacles, collaboration could still be built".*

Creativity was Enhanced but not Significantly

Drama activity created creativity in individuals even though some did not agree, examples of creativity in dramas such as choosing costumes, properties and creating experimental games in drama scenes and creative ideas.

Participant 1 and 4 agreed that *"the creativity in the drama appeared".* This statement was supported by participant 2 and 3 by said *"individual creativity was increased".*

In addition, participant 5 pointed out *"there was no improvement because it felt that this followed the previous dramas".*

The researcher concluded that drama has influenced to their skills, some of them think that the drama provided a small increase in vocabulary, others did not get a word increase because the vocabulary in the drama script is known beforehand.

In this case, some of the participants agreed that drama activities increased their self-confidence, and some did not feel that they had improved because of the reason they had very short roles in drama performances. Some of the participants who took on many roles felt insecure after doing drama activities.

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The benefits of implementing Project-based learning using drama to attract in student motivation to learn English

The result of the interview were the students' responses toward six questions that the researcher asked to them and it explained the benefits of implementing Project-based learning using drama to attract in student motivation to learn English.

Autonomy
The first benefit that students got was autonomy because autonomy was a level in controlling what would happen and how it could be done. The questions that the author asked were *"Did you have any control about drama activities? How did you control it?"*

"Yes, it would be successful, if you were directly involved in the drama, then of course you had control." **R4**

"Of course, by focusing on contributing of ways to made drama activity success." **R1**

"Yes, by mastering the storyline in this drama and always maintaining good communication" **R5**
R = Respondent

As can be seen from the chosen samples of the data finding above, the answers toward to the questions were positive related to autonomy. Most of the students said that if they were involved to the drama activity, they had any control for deciding it would be success or not. One of them was maintaining good communication.

Capability

The next benefit was capability, capability was the feeling of students that they could be successful in doing this activity. The questions that the author asked were *"How could you be sure if you were able to finish drama activities? Did you believe with your friends about their* capability *in doing drama activities?"*

From the questions above, there were some responses that were given by the students:
"With teamwork, we were sure that this activity could be completed successfully, even though it was not very good. Yes, I did." **R5**

"I was very confident because we gave our best effort. Of course." **R6**

"We had tried our best. Yes, I did. I trusted them all." **R2**
R = Respondent

Based on the example above, it explained that they were very sure and confident that their capability could complete this drama activity whether it turned as good or not. Also, they believed that their friends' capability was able to finish the drama activity.

Associated
The third benefit was associated, where people could do activities that helped them felt more connected to one another and more concerned about friends they respected. The questions that the author asked were *"What did you feel when your friends did mistakes in drama activities? Did you care about your friend's mistakes? If yes, what did you do to your friends?"*

From the questions above, there were some responses that were given by the students:
"*I was getting annoyed because it was annoying."* **R6**

"I was mad. Yes, I did. I would advise them more and more, so that the same mistakes did not happen again." **R5**

"Yes, I did. I cared, my best way was to reprimand them and monitored them so they could be consistent again and I would ask why he made that mistake, then shared with other friends and asked what solutions were suitable for their mistakes." **R1**
R = Respondent

The chosen examples showed that the associated turned good because they would help their friends when they made mistakes and tried to give solution, although for the first feeling they felt sort of annoying.

DISCUSSION

Some of students felt that their skills have improved and some of them do not feel any improvement due to certain factors, in terms of English. For example, there is an increase even though it is few increased, the factor is that they were only obtain based on the script they have, it will be. but in terms of pronunciation, language gestures, and tone of language they feel increased, while for those who do not feel it increases at all it is because the factor gets a little role and is only behind the stage, they also feel an increase in self-confidence as they can perform in front of many people and are confident in their role. All participants in drama activities will definitely try to make the drama activities will be successful, there will be take and give that they get from each other.

According to the findings of this study, motivation towards to the students in drama course is absolutely needed and it carries some benefits. The benefits are autonomy, capability and associated. Autonomy is where the feeling of voluntary appears in drama activity, also; giving contribution without any excuses. Motivation is a key factor that influences the extent to which learners are ready to learn autonomously (Spratt, Humphreys & Chan, 2002).

In addition, capability, it is usually felt in the beginning and the end of drama activity, where in the beginning, the feeling of nervous, tense or low of confident affect someone's capability. But in the end of drama activity, capability has appeared although not all of the students cannot have that capability. the teacher should offer constructive feedback on how students can effectively increase their competence so that they can attain the outcomes that they desire (Noels, 2013)

The last but not least, associated, it is most of the students agree that drama activity is not easy as they think because the students have to build a team which is for getting the goals that they want, although surely among them, there is some problems and different thought. Hence, having associated one with another has to applied and sharing and giving lack and solution are applied. Relatedness is undermined by students who are perceived to be cold and uncaring, leaving other students feeling unvalued and isolated. (Noels, 2013).

CONCLUSION

After concluding the research on drama activities for implementing project-based learning in English learning and teaching, there were four reasons why drama activities can be used for implementing project-based learning in English learning and teaching: 1) Increasing a few distinctive vocabularies, 2) Making students became more confidence, 3) A good collaboration established, 4) and creativity was enhanced but not significantly. The benefits which attract student's motivation namely: first, autonomy, students have any control towards what will be happened if they are involved in drama and maintaining good communication. Second, capability, students believe that their own capability and their friends' capability is able to finish the drama whether it turned as good or not. Third, associated, where students can do activities that help them feel more connected to one another and more concern about friends they respect.

SUGESSTION

The students should realize that nowadays the importance of English skill is considered important not only in education but also in many other fields. Learning English drama can develop their motivation in learning English.

Drama can be activities for project-based learning because it offers creative criteria for the student, also; it allows learner to solve problem and answer question in creative way in the classroom and outside.

This research has a limitation: hence, future researchers may need to administer a valid and reliable test to collect the data at the beginning and the end of the research. In addition, applying English drama activities as project-based learning in English learning and teaching brings several benefits for the students.

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