

**THE CHALLENGES OF PERFORMING VIRTUAL
EDUCATIONAL DRAMA BY THE FOURTH SEMESTER
STUDENTS OF ENGLISH STUDY PROGRAM UNIVERSITAS
SRIWIJAYA DURING THE COVID-19 PANDEMIC**

A Thesis by

Dion Renaldi

06011281722032

English Education Study Program

Language and Arts Educational Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

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DECLARATION

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Certify that thesis entitled "*The Challenges Of Performing Virtual Educational Drama By The Fourth Semester Students Of English Study Program Universitas Sriwijaya During The Covid-19 Pandemic*" is my work and I did not do plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia No. 17, 2010 regarding plagiarism in higher education. Therefore, I deserved to face court if I am found to have plagiarized this work.

Palembang, 1 Agustus 2022
The Undersigned,



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THESIS DEDICATIONS AND MOTTO

This thesis is dedicated to:

1. الله, I'm grateful for his *Rahmat, barakah*. I also thank him for giving me health, strength, and guidance to finish my thesis.
2. Rasulullah ﷺ, I'm thankful for his sacrifice and struggle for Islam and this World.
3. My parents (Budiono and Donna Arni), thanks for your support, Du'a, and love.
4. My great advisor, ibu Dra. Rita Inderawati M.Pd., thanks for your advice, help, and guidance;
5. My classmates and friends always support and help me, and be there for me whenever I need their help.
6. SEESPA UNSRI 2017, Thanks for their support, help, and best memory during my study at Sriwijaya University.
7. Anisa Lestari, the special woman in my life.
8. My Almamater.

ACKNOWLEDGEMENTS

The writer would like to thank god, الله *'azza wa jalla* without his help, it would not have been possible to finish this thesis. This thesis is conducted to finish and fulfill one of the requirements to acquire S-1 Degree in English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University. The writer would also like to express her greatest love to his dearest parents and siblings, Budiono, Donna Arni, Muhammad Haiqal, Tiara Asy-Syifaa Izzati, who always pray and support me every single day.

The writer would like to express his greatest gratitude to the most caring and inspiring advisor, Ibu Dra. Rita Inderawati, M.Pd. for every guidance, instruction, and advice in writing this thesis. Furthermore, the writer would also like to express her sincere gratitude to the Dean of the Faculty of Teacher Training and Education (Dr. Hartono, MA.), the head of the Language and Arts Department (Dr. Didi Suhendi, M.Hum.), the coordinator of English Education Study Program (Hariswan Putra Jaya, S.Pd., M.Pd.), all the lecturers of English Education Study Program who have taught her during the study.

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STUDY PROGRAM UNIVERSITAS SRIWIJAYA DURING THE COVID-
19 PANDEMIC**

ABSTRACT

English is the international language of the world, and mastering the language is a priority nowadays. In English there are four skills students need to master, one of them is speaking. Speaking is the skill that consists of producing systematic verbal utterances to convey meaning. This skill is often considered the hardest skill to be mastered. This study aims to find out the challenges students faced while preparing and performing virtual educational drama at Sriwijaya University. The study was conducted at Sriwijaya University, and the participants of the study were 73 students from the fourth semester of English Education at Sriwijaya University. For the approach, the writer uses a descriptive study. The writer used a questionnaire as the instrument to collect the data. The result of this study showed that the students faced several challenges while preparing and performing the virtual educational drama, most of the challenges they faced were related to technical issues.

Keywords: *Virtual Drama, Speaking, Descriptive Study*

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Chapter I

Introduction

1.1 Background of the Study

Among the four skills of the English language, speaking is classified as a productive skill. Nunan (2003) defines speaking as the productive oral skill that consists of producing systematic verbal utterances to convey meaning. According to Bygate (2001), Speaking involves the development of a specific type of communication skills. This skill is often categorized as the most challenging one to be mastered because it requires production. Therefore, many researchers have conducted studies to find the best way to master this skill. Drama is recently considered an effective way to teach speaking. Holden (1982) states that drama is when learners play a role or pretend to put themselves into imaginary situations outside the context in the classroom, or characters and skins of another person. Cheng et al. (1999) define Interactive drama as an activity in language learning where each student in the class acts in a distinct role with specific goals and then interacts with other students in the class to tell or deliver a story and complete common goals. Drama gives a natural language skills integration and promotes the students an interaction that more focused on meaning (Maley & Duff, 2005). While Phillips (2003) defines that drama as a motivator fostering speaking in an active learning environment. Furthermore, drama can develop social communications among students from different places and cultures, therefore drama can be defined as a basic instrument of cross-cultural education and communication (Akbulut & Vural, 2017).

Covid-19 has been a pandemic for almost 2 years. According to the CoronaTracker, Indonesia has reached over 35000 deaths in a year. In China, the country where the coronavirus was found for the first time, the government has initiated various rules and emergency management mechanisms such as social distancing, lockdown of cities, and the shutdown of educational institutions including schools and universities (McAleer, 2020). In Indonesia, the educational institution closures began on March 23rd, and in some provinces such as Jakarta, Banten, Aceh, and others started early on March 16th, 2020 (Kumparan, 2020).

The closures have negatively impacted 60.2 million learners and 2.3 million educators who study and teach at 425,451 educational institutions from early childhood to higher education (Rahiem, 2020).

On the other hand, the government forced the educational institutions to maintain the continuity of the teaching and learning process in the middle of a pandemic. Nadiem Makarim, The Ministry of Education and Culture has published several circulars regarding the prevention of the Covid-19 spread, including Surat Edaran Nomor 36962/MPK.A/HK/2020 which establishes online learning during the Covid-19 Pandemic. He stated that in this situation right now, teachers and students must be able to utilize the use of technology optimally, he added the concept of technology do not replace teacher, but it is used to strengthen the potency of teacher and students. (*DetikNews*, 2020). Due to the facts, all teachers and lecturers must continue to proceed with the teaching without initiating a face-to-face meeting with the students to prevent the coronavirus spread. Therefore, virtual education seems like the best solution to the problem since technology have also developed to the next level.

In the English Education Study Program of Sriwijaya University, all students from the fourth semester must perform a drama show as a final exam for Literature in the ELT Course. Yet, since all the teaching and learning activities in Sriwijaya University must be derived into a virtual one, therefor performing a virtual drama could be an option and an innovation for the students (Inderawati, 2022).

The main purpose of this study is to find out what challenges the students found in preparing for the virtual drama performance. The participants of this study were fourth-semester students of the English Education Study Program of Sriwijaya University. The writer decided to choose them as the participants because they are the students who will perform the virtual drama therefore they are proper and easily accessible.

1.2 Problems of the Study

The problems of the study are:

1. What challenges did the students find in preparing and performing the virtual drama performance?

1.3 Objectives of the Study

1. To find out what challenges the students found in preparing and performing the virtual drama performance.

1.4 Significance of the Study

This study is expected to be beneficial for the writer, students, and also teachers, and lecturers. It could be a piece of additional information about what kind of challenges they would engage in performing a virtual drama performance. The writer hopes that students would know what challenges and defiances of a virtual drama performance before they perform one. By knowing the challenges, students can prepare everything as solutions to the challenges, this study could also be an evaluation of their works on virtual drama performance. It also could be beneficial for the lectures to find out what kind of challenges executing a virtual drama performance. After finding out, the writer hopes that the teacher/lecturers would improve their teaching quality so that they would be able to help their students to overcome the problems and find solutions to the challenges. Lastly, it is expected that this study could be beneficial information for the writer by knowing the challenges in performing a virtual drama performance. Additionally, this study could also be a reference source for further studies and a renewal of the previous ones.

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