STUDENTS' VOICE OF UTILIZING TECHNOLOGICAL TOOLS FOR THE PREPARATION OF   VIRTUAL DRAMA PERFORMANCE AT THE ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY

A thesis by:

Ade Dwiyanti

06011181924010

English Education Study Program

LANGUAGE AND ARTS EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

2023

STUDENTS' VOICE OF UTILIZING TECHNOLOGICAL TOOLS FOR

THE PREPARATION OF VIRTUAL DRAMA PERFORMANCE AT THE

ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA

UNIVERSITY

Thesis by:

Ade Dwiyanti

06011181924010

English Education Study Program

Language of Art Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

2023

Approve by

Advisor,

Dr. Rita Inderawati, M.Pd.

NIP 196704261991032002

Certified by,

Coordinator of English Education Study Program

Eryansyah, M.A., Ph.D

NIP 196907181995121001

STUDENTS' VOICE OF UTILIZING TECHNOLOGICAL TOOLS FOR

THE PREPARATION OF VIRTUAL DRAMA PERFORMANCE AT THE

ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA

UNIVERSITY

Ade Dwiyanti

06011181924010

This thesis defended by the researcher in the final program examination and

was approved by the examination committee on:

Day   : Wednesday

Date   : January, 04th 2023

EXAMINATION COMMITTEE APPROVAL:

1. Chairperson   : Dr. Rita Inderawati, M.Pd (   )

2. Member   : Erlina, S.Pd., M.Pd., M.Ed (   )

Indralaya, January 2023

Certified by,

Coordinator of English Education Study Program

Eryansyah, M.A., Ph.D

NIP 196907181995121001

ii

DECLARATION

I, the undersigned,

Name : Ade Dwiyanti

Students' Number : 06011181924010

Study Program : English Education

Certify that the thesis entitled "Students' Voice of Utilizing Technological Tools for the Preparation of Virtual Drama Performance at the English Education Study Program of Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Indralaya, January 2023

The Undersigned,

Ade Dwiyanti

NIM 06011181924010

iii

DEDICATION

This thesis took a great deal of time and energy, often at the expense of being with my loves one. Therefore, I wholeheartedly dedicate this thesis to:

First, the Almighty God, Allah SWT. Who has given me guidance, strength, power of the mind, protection and skills, and a healthy life.

Second, my beloved Mom and Daddy

Mrs. Monarsih and Mr. Arapik

Who always support me by providing their moral, spiritual, emotional, and financial support.

And lastly, to my sister(s) and my brother

Dian Eka Putri, Anisa, Intan Kurnia, and Muhammad Raffa Azka Putra

Who always provides a piece of word advice and encouragement to complete this thesis.

Motto:

Don't give up because of one bad chapter that happened in your life, keep going because your story won't end here. (Na Jaemin)
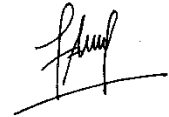
ACKNOWLEDGMENTS

First of all, I would like to say a lot of "alhamdulillah" and thank Allah SWT. Because it has given me many favors in my life until now. Because without Allah SWT. I would not be in this great place, namely English Language Education at the Faculty of Teaching and Education, Sriwijaya University. However, this thesis would not have been completed without the support and assistance of several people around me. For this reason, I would like to thank you with all my heart to:

1. My beloved family, especially my parents, sisters, little brother, and my aunt. Thank you for always supporting me, believing in me, praying for me, and giving me words that make me enthusiastic to finish my studies. Maybe words of thanks are not enough for all that you have given.

2. My advisor, Dr.Rita Inderawati, M.Pd., for the guidance and support throughout the completion of this thesis. . I'm really thankful to have such a motivational, supportive, responsive, and patient advisor like her.

3. The Head of the English Education Study Program, the Head of Department of Language and Arts Education, and the Dean of Faculty of Teacher Training and Education, and to all lecturers who taught me during my study at the English Education Study Program.

4. My friends, that would be impossible to write their names here. But you'll have indirectly provided support and also provided motivation so that this thesis can be completed well.

5. My beloved one, my best friend, who has always been by my side from the beginning of college until now. He always helps me, provides support and motivation, and has listened to my complaints.

6. Alternate Universe authors. Thank you ya ceu for your writing that is an entertainer for me.

7. SEESPA UNSRI 2019 Indralaya, for your support, memories, and help during my college at Sriwijaya University and for whose name that is possible can't mention here, thanks for everything.

8. 36 students have participated in this research. I always hope all of you who are my juniors will be successful in the future.

<div align="right">

Palembang, Januari 2023

The researcher

Ade Dwiyanti

</div>

TABLE OF CONTENTS

LIST OF TABLE AND FIGURE

LIST OF APPENDICES

APPENDIX A Usul Judul Skripsi

APPENDIX B Surat Keterangan Pembimbing

APPENDIX C Surat Keterangan Izin Penelitian

APPENDIX D Thesis Consultation Card

APPENDIX E Surat Keterangan Validasi 1

APPENDIX F Surat Keterangan Validasi 2

APPENDIX G List of the Questionnaire

APPENDIX H List of the Interview Questions

STUDENTS' VOICE OF UTILIZING TECHNOLOGICAL TOOLS FOR THE PREPARATION OF   VIRTUAL DRAMA PERFORMANCE AT THE ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY

ABSTRACT

Education cannot run smoothly because of COVID-19. Therefore, in the Literature in ELT course, students and teachers made new innovations to present drama virtually using the Zoom application. This study focused on the student's perspective on utilizing technological tools in the preparation of virtual drama performances. In case, the students used some technological tools such as Canva, Zoom, and Pinterest applications for the virtual drama performance. This study was conducted by using the descriptive study, the population of this study is the fifth-semester students in the English Education Study Program at Sriwijaya University which consists of 36 students. The data were gathered by questionnaire and interview. The result shows that the students like and feel comfortable in using the technological tools in virtual drama. The students also perceive that utilizing technological tools can make them more creative and increase their motivation to learn. However, there are still some obstacles that cause the virtual drama to not run smoothly.

Keywords: Students Perspective, Virtual Drama, Technological Tools

CHAPTER I

INTRODUCTION

In this chapter, the researcher describes several things: (1) the background of the study, (2) the research question, (3) the research objective, and then the last one (4) the significance of the Study.

1.1 Background of the Study

Nowadays, technology has completely modified a lot of human beings' lives, thinking, and work (Grabe, 2007; Kurniawatik, Anggun Tri, Khaerunnisa, and Tasya, 2021). The term "era" is a crucial problem in many regions together with education. That is because technology has to turn out to be a highway of expertise switch in most countries. Technology has become popular because many humans use it to make their lives easier (Van, Dang, Pham, Nga Vo, & Ho Pham, 2021). According to Gapsalamov, et al., (2021), students can easily take advantage of existing technology in this era of globalization. Technology is currently used for education because it helps the learning process and the evolution of the knowledge. Technology can also be used as a communication tool between educators and students. In the pandemic era, technology is more useful because people can't meet face-to-face with each other. As a result, in the field of education, technology helps educators and students to learn and communicate even long-distance.

Many problems in Indonesia are related to education problems, one of which is COVID-19 (Batubara, 2021). In the early of 2019, COVID-19 has hit Indonesia and even the whole world, and many people have suffered from diseases due to this pandemic, and not even a few people have died. Limbong (2021) states that COVID-19 is killing so many people, and the COVID-19 pandemic also has become a nightmare for many people living in today's world, COVID-19 has destroyed the economy, and even every aspect of our lives, including the world of education. The Pandemic era certainly caused a lot of trouble for the community in this world. This can also teach people to be more

creative, especially in the field of education. At the time of the coronavirus, the students are required to be creative in any field. Technology has an important role in learning applications, especially during the COVID-19 pandemic like today. Technology plays a role as a medium in interacting between educators and students in online learning applications. In addition, technology also plays a role in facilitating educators to deliver learning materials as a result, learning continues even though it is not done face-to-face personally. In online learning applications, some obstacles are separate challenges for education actors related to using academic culture, including values, behavior, knowledge, skills, and the readiness of technology-related vehicles and infrastructure (Unik et al., 2020).

The 21st century is synonymous with the century of globalization and has brought modifications to all strains of existence (Dicky, Siagian, Manik, & Adila, 2022). Martinez (2022) also states that 21st-century getting to know is technology-based studying that is now developing rapidly. 21st-century studying can permit era-based mastering which is now growing rapidly. These technological developments inspire numerous traits, together inside the discipline of education. 21st learning itself has its traits and uniqueness, whereas getting to know executed in academic establishments must focus on 21st-century abilities. Tang, Vezzani, & Eriksson (2020) put forward that learning needs to be designed with the aid of 4C capabilities which encompass, 1) crucial or creative thinking abilities, 2) innovative and modern thinking skills, 3) communique skills, and 4) collaboration abilities. Similarly, the US-based Apollo training institution described 10 abilities that students need to take a look at in the 21st century, specifically in crucial thinking abilities, communique, leadership, collaboration, adaptability, productiveness and responsibility, innovation, international citizenship, potential, and spirit to work in entrepreneurship, as well as the capability to get admission to, analyze, and synthesize data (Barry, 2012). Thus, it is hoped that students will apply 21st-century learning skills by applying 4C, namely creative thinking, collaboration, communication, and also innovation.

However, these technological developments inspire numerous trends, one example is consisting of the field of literature in the ELT course (Rosnaeni, 2021; Septiandini, et al., 2021; Inderawati, 2021). Short story, poem, film, drama, song, etc is a kind of literature. Many people love it because people not only want to search the information but also use them as entertainment. Literature is created by thought, feeling, and also the creators' experiences (Subhan, 2021). Many people are interested in investigating the story of human life, with all its behavior and consequences. Consequently, Literature is required to be used for various purposes including educational purposes (Subhan, 2016). Several research has been done and concluded by other researchers who argue that literature is an important course to improve students' literacy and creative thinking skills, such as the research that has been done by Porve, Rogers, and Soter (1990) and Spiegel (1998). However, since the spread of COVID-19, the learning of the Literature in ELT course has been disrupted because this course is one of a course that is usually carried out in practice. This course usually presents a drama live on stage. However, now it cannot be done by live drama performances because it is blocked by the COVID-19 virus.

As the researcher explained before, learning activities in universities are usually done on campus or offline (Indrerawati, 2022). Studying after the coronavirus outbreak has substantially shifted to an online mode wherein the college prepares a distance mastering device inside the shape of a learning control machine that comprises all lecturers to prepare the learning method absolutely (Inderawati, 2022). Likewise, one course that is affected by COVID-19 in universities is Literature in ELT courses. Activities that are disturbed in this course are drama. Drama is very beneficial for developing language talent for inexperienced people. Drama integrates language competence naturally (Maley & Duff, 2006). The virtual drama that has emerged since the COVID-19 pandemic does not affect and also reduces the creativity level of students in their work. Network and quota are very important things to support the smooth running of virtual dramas (Inderawati, 2022). In contrast to drama, virtual drama is done online or through technology. Virtual drama can't be done

without a smooth internet connection. That is why the researcher said that an internet connection is very important in running a virtual drama.

In the current situation, teachers choose to participate in making the era of using the student's learning media. Some research that has been done by (Hernandez, 2017; Wiyaka, et.al., 2018) confirmed that technology is the maximum critical aspect in language getting to know media because the use of technology can increase students' motivation. The researchers geared up with virtual age literacy, resourceful thinking, high-level questioning and sound reasoning, effective verbal exchange, and excessive productivity (Tinio, 2002). College students need them to develop their language abilities. One of the arguable problems in overseas language teaching is the level of use of generation required in writing instructions. Online learning getting to know requires teachers to suppose creatively and innovatively to draw college students' hobbies. Mastering media is the primary aspect of supporting instructors to make it show up. This study proves that the Canva, Zoom, and Pinterest software may be used to create studying media and also the tools that students used to develop their creativity through virtual drama.

According to Smaldino et al., (2008), the functions and benefits of Canva are divided into two, namely as a compliment and an alternative. Canva's complementary functions include (1) Canva makes it less difficult for teachers to create studying media, and (2) Canva utility Improves the online getting to know the process. They also said that Canva has three substitution features, (1) Canva software Improves studying media correctly, (2) Canva gaining knowledge of media is simple to distribute to students, and (3) Canva utility can help technology needs. Therefore, this study focused on the use of Canva as an alternative device to perform virtual drama.

Meanwhile, Zoom is a cloud-based totally provider presenting conferences and webinars and the ability to proportion content material and video conferencing. For instance, it allows English teachers in frictionless environments to carry their college students collectively to do more. Zoom is the chief in cutting-edge business video verbal exchange with a reliable, user-

pleasant cloud platform for video and audio conferencing, working together, chatting, and webinars across mobile gadgets, desktops, phones, and room structures. There are a few preceding research associated with making use of Zoom. Lowenthal, et.al (2020) states that many faculties, together with instructor educators, have chosen to transform their guides to living synchronous web conferences through the usage of net conferencing tools which includes Zoom. Zoom is an effective application that can replace face-to-face meetings virtually (Destianingsih & Satria, 2020). In this study, Zoom platform was utilized as the virtual stage for the students to perform drama.

Pinterest is an application that provides many images from various sources in other media that are collected into one based on the keywords you are looking for. Pinterest also has emerged as a popular online website for many folks that gather snapshots that help them plan, organize, and explore any subject matter. Launched in March 2010, Pinterest now has over 10 million users and is continuing to grow. Libraries and educators are beginning to explore this new form of social media and the way it can be used to connect to and encourage their consumers and college students. Based on Hansen, Nowlan & Winter (2012) Pinterest is starting to have an effect on the manner educators train and present facts and thoughts to their college students. The popularity of Pinterest has even stimulated different photo-primarily based social media websites along with learning. After growing a Pinterest account for the library, a listing of great practices has been created. The library looked at copyright considerations and advanced a sequence of questions to assist us to decide whether to pin or repin a photograph. With Pinterest, the creator will find an imagination based on the images that are created by someone before. In this study, Pinterest application was utilized if Canva did not provided images to make the setting or the background of the virtual stage.

Based on the explanations put forward by researchers it can be concluded that Zoom, Canva, and Pinterest are very useful for virtual drama shows. According to Inderawati (2022), another advantage of Zoom as a technological tool in this virtual drama is that it provides a different experience for the

audience and us as creators, which a live stage show will not provide. For the audience, watching dramas through the Zoom application is very different from the condition of the audience in a live stage play, where they can't really see the facial expressions of the actors because the distance between the stages is far and the audience is quite far away. Virtual drama through the Zoom application allows viewers to see it more closely and intimately, they can participate in the feelings played by the actors easily by watching it up close through their cellphone or computer displays.

The process of using Zoom, Canva, and also Pinterest is expected to be a motivation and also creativity for students and lecturers in the pandemic era to produce essential works in the field of education. Based on the researchers explain above, this research focuses on the student's voice in utilizing technological tools in preparing virtual drama performances, especially in 4th-semester students' English education at Sriwijaya University which has done Literature in ELT class. The researcher also used a descriptive study to do this research.

1.2 Research Question
The research question of this study is:
1. What are the students' voices about utilizing technological tools for the preparation of virtual drama performance in the English Education study program at Sriwijaya University?

1.3 Research Objective
The objective of this study is:
1. To describe the students' voices about utilizing technological tools for the preparation of virtual drama performance in the English Education study program at Sriwijaya University.

1.4 The Significance of the Study

Theoretically, this study describes the students' voices about utilizing technological tools for the preparation of virtual drama performances at the English Education study program at Sriwijaya University. In practice, this research should provide an overview to readers and students about the use of technology in the process of making virtual dramas. Most importantly, this study is expected to help readers and students to be more creative, especially in the 21st century, and overcome difficulties in making English virtual dramas.

REFERENCES

Arifin, S., & Maharani, L. (2021). Assessing User Experience of a Mobile Application Using Usability Questionnaire Method. *AISM, 4*(1). doi:https://doi.org/10.15408/aism.v4i1.20265

Aryana, I. B. (2019). Pembelajaran Untuk Meningkatkan Kompetensi 4c (Communication, Collaboration, Critical Thinking Dancreative Thinking) Untukmenyongsong Era Abad 21. *1.*

Ayoub, J. (2019). Effective Use of Zoom Sessions (a Synchronous Learning Strategy) to Foster Success and Motivation of Lebanese University Students in Bekaa: A Case Study. *Journal of Letters, Nature, and Science.* Retrieved 12 3, 2022, from https://www. awraqthaqafya. com/601

Barry, M. (2012). *what skills will you need in the future?* AZ University of Phoenix, Tempe: Phoenix Forward.

Batubara, B. M. (2021). The Problems of the World of Education in the Middle of the Covid-19 Pandemic. *Budapest International Research and Critics Institute-Journal, 4*(1), 450-457.

Brahma, I. A. (2020). Penggunaan Zoom Sebagai Pembelajaran Berbasis Online Dalam Mata Kuliah Sosiologi dan Antropologi Pada Mahasiswa PPKN di STKIP Kusumanegara Jakarta. *Aksara: Jurnal Ilmu Pendidikan Nonformal, 2*, 97-102.

Brunner, J., & Cul-Ture, T. (2007). The Intellectual and Policy Foundations of the 21st Century Skills Framework. *Partnership for the 21st Century.*

Cleaver, S. L., & Wood, C. L. (2018). Using Pinterest to Find and Share Evidence-Based Practices. *SAGE Journals, 54*(2). doi:doi/10.1177/1053451218765212

Dicky, Siagian, A. E., Manik, S. G., & Adila, L. (2022). THE CONCEPT OF HIGH QUALITY 21st CENTURY INDONESIAN HUMANS. . *JOURNAL OF*

HUMANITIES, SOCIAL SCIENCES AND BUSINESS (JHSSB). doi:DOI:10.55047/jhssb.v1i3.149

Fuady, I., Sutarjo , M. S., & Ernawati, E. (2021). Analysis of Students' Perceptions of Online Learning Media During the Covid-19 Pandemic (Study of E-learning Media: Zoom, Google Meet, Google Classroom, and LMS). *Randwick International of Social Science Journal, 2*(1), 51-56. doi:https://doi.org/10.47175/rissj.v2i1.177

Gapsalamov, A. R., Vasilev, V. L., Bochkareva, T. N., & Akhmetshin, E. M. (2021). Current global development trends and their impact on the educational and economic systems. *Linguistics and Culture Review, 5*(S4), 591-606. doi:https://doi.org/10.21744/lingcure.v5nS4.1674

Grabe, M. (2007). *Integrating technology for meaningful learning (5th ed.).* Boston MA: Houghton Mifflin.

Handayani, D. I. (2017). Teaching English Pronunciation Using Film. *Journal of English and Education, 5*, 194-201.

Hapsari , G. P., & Zulherman. (2021). Pengembangan media video animasi berbasis aplikasi canva untuk meningkatkan motivasi dan prestasi belajar siswa. *Jurnal Basicedu, 5*(4), 2384-2394.

Hillyard, S. (2016). *English through Drama.* Innsbruck, Austria: Helbling Languages.

Huntington, H. E. (2022). Find, Pin, Discuss: Incorporating Pinterest to Foster Community and Collaboration in Online Advertising Classes. *SAGE Journals, 26*(1). doi:https://doi.org/10.1177/10980482221091239

Inderawati, R. (2022). The Utilization of Technological Tools for Virtual Drama Performance in Post-Pandemic Era. *Sriwijaya University*.

Junaedi, S. (2021). Aplikasi canva sebagai media pembelajaran daring untuk meningkatkan kemampuan kreatifitas mahasiswa pada mata kuliah English

for information communication and technology. *Bangun Rekaprima: Majalah Ilmiah Pengembangan Rekayasa, Sosial dan Humaniora, 7*(2), 80-89.

Kurniawatik, A. t., Khaerunnisa, & Tasya. (2021). Melek Information and Communications Technology (ICT) Pada Masyarakat Pedesaan Di Era Globalisasi. *Cebong Journal, 1*(1), 1-9. doi:https://doi.org/10.35335/cebong.v1i1.3

Lambert, V. A., & Lambert, C. A. (2012). Qualitative descriptive research: An acceptable design. *Pacific Rim International Journal of Nursing Research, 16*(4), 255-256.

Limbong, A. (2021). Dampak Pandemi Covid-19 terhadap Kinerja Universitas Advent Indonesia (UNAI). *Jurnal teknologi informasi dan komunikasi, 2*(11), 99-107. doi:https://doi.org/10.36342/teika.v11i2.2604

Maley, A., & Duff, A. (2006). *Drama techniques.* Cambridge: Cambridge University Press.

Mansilla, V. B., & Jackson, A. (2011). Global Competence: Preparing Our Youth to Engage the World.

Martinez, C. (2022). Developing 21st century teaching skills: A case study of teaching and learning through project-based curriculum. *Cogent Education , 9*(1).

Minhas, S., Hussain, T., Ghani, A., & Sajid, K. (2021). Exploring students online learning: A study of zoom application. *Gazi University Journal of Science, 2*(34), 171-178. doi:https://doi: 10.35378/gujs.691705

Mudinillah, A., & Rizaldi, M. (2021). Using the Canva Application as an Arabic Learning Media at SMA Plus Panyabungan. *At-Tasyrih, 7*(2), 17-28.

Pun, M. (2013). The Use Of Multimedia Technology In English Language Teaching: A Global Perspective. *Crossing the Border: International*

Journal of Interdisciplinary Studies, 1, 29-38. doi:http://dx.doi.org/10.3126/ctbijis.v1i1.10466

Rosnaeni. (2021). Karakteristik dan Asesmen Pembelajaran Abad 21. *Jurnal Basicedu, 5*, 4334-4339. doi:https://doi.org/10.31004/basicedu.v5i5.1548

Smaldino, S. E., lowther, D. L., & Mims, C. (2008). *Instructional technology and media for learning.*

Subhan, Y. A. (2016). Gambaran Pemahaman Mahasiswa Terhadap Topik-topik DIskusi Sastra anak dalam Pembelajaran Di kelas Sastra. In the 4th Literary Studies Conference. 213.

Subhan, Y. A. (2021). Students' Subjective Responses toward Selected Poems in Introduction to Literature Class. *Wanastra, 13*(2). doi:https://doi.org/10.31294/w.v12i1

Tang, T., Vezzani, V., & Eriksson, V. (2020). Developing critical thinking, collective creativity skills and problem solving through playful design jams. *International Journal of Designed Objects*.

Van, L. K., Dang, T. A., Pham, D. B., Nga Vo, T. T., & Ho Pham, V. P. (2021). The Effectiveness of Using Technology in Learning English. *AsiaCALL Online Journal, 12*(1). Retrieved from https://asiacall.info/acoj/index.php/journal/article/view/26

Wihdayu, C. (2021). the Effectiveness of Using Video As a Learning Media Online Learning To Improve Students' Learning Motivation and Creative Thinking At Home During the Covid-19 Pandemic the Effectiveness of Using Video as a Learning'Learning Motivation and Creative Thinki.

Zubaidah, S. (2016). KETERAMPILAN ABAD KE-21: KETERAMPILAN YANG DIAJARKAN MELALUI PEMBELAJARAN.