

**THE CREATIVE PROCESS OF WRITING BEOWULF VIRTUAL
DRAMA SCRIPT BY THE STUDENT AT ENGLISH EDUCATION
STUDY PROGRAM SRIWIJAYA UNIVERSITY**

A THESIS BY:

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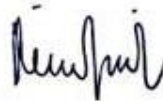
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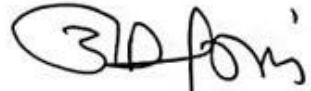
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Certified that thesis entitled "The Creative Process of Writing Beowulf Virtual Drama Script by the Student at English Education Study Program Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, January 2023

The undersigned,



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DEDICATION

This thesis is sincerely dedicated to:

Allah SWT who has given me physically and mentally health to finish my thesis.

My ray of light, my parents,

Edy & Herlinawati, who show me an endless love and support to not to give up.

I also want to thanks my siblings, my little sister, my older brother, and my older sister

Who always give me motivation and advice to get to finish my thesis.

Motto:

“There is power in ending. It takes you to the beginnings of what it meant for you”

(Heba Nazar)

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The Researcher,



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ABSTRACT

The COVID-19 pandemic in 2020 has affected learners unable to interact physically, so technology has become a tool for interaction in the English literature classroom. Furthermore, in English literature class, the traditional drama performance was transformed into a virtual drama performance in which students had to collaborate on writing to create the virtual drama script. The drama script was written using online meetings. This research aims to analyze and identify the creative process of writing Beowulf's virtual drama script. Thus, this study employed a qualitative approach to analyze and explain the data gathered. The subject of this research includes 12 students of Sriwijaya University who participated in a Beowulf virtual drama performance. In-depth interviews and documentation were used for data collection. As a result, the interview and documentation findings reveal five stages in creating Beowulf's virtual drama script: inspiration, preparation, incubation, illumination, and verification. While Two factors influencing the creative process are motivation and challenges when writing drama scripts based on each student's experience.

Keywords: *collaborative writing, creative process, virtual drama performance, Beowulf, drama script*

CHAPTER I

INTRODUCTION

This chapter presents (1) background of the study, (2) problem of the study, (3) objective of the study, (4) significance of the study.

1.1. Background

In early 2020, The Covid-19 virus shocked the world because it quickly spread to neighboring countries, including Indonesia. Previously, human movement was not restricted. However, since the Covid-19 virus broke out in Indonesia, everything has changed, in various fields, such as education. All schools in Indonesia have switched from offline classes to online classes. It was pretty confusing at first because everyone must quickly adapt to this change. They could not have a face-to-face activity, so they must come up with some solution. So online meeting has become one of the solutions. Technology became a part of English Language Teaching-Learning in the 1900s and has drastically changed ELT classrooms (Fatima, 2020).

Toward the end of the 20th century and the start of the twenty-first, technological tools became essential in English language teaching. Inderawati (2022) points out, "The technology provides a lot of sophisticated tools for creativity." Any English teacher would identify various tools she would need to use in her teaching based on the student's level, learning outcomes, and course outline. In the year 2020, due to the spread of the coronavirus, it becomes the turning point for academicians, educators, teachers, and students to adapt to the use of technology in ELT classrooms. With the help of technology in ELT classes, students and teachers worldwide can continue their learning process without having physical contact. One can hold a meeting through some applications like zoom, Gmeet, and any other online platform. However, it did not change the fact that some learning activities and projects have to rely on it, including drama performances in ELT classrooms become virtual drama performance. Thus, in ELT classroom by the student at Sriwijaya University, due to COVID 19 pandemic, the drama performance became virtual drama performance

Even though virtual drama performance is still relatively new in ELT classes, it can be accomplished through existing technology and creativity. As a result, the goals of the ELT classroom can be fulfilled. One of the goals for English literature classroom is to achieve communicative competence because it consists of grammatical, sociolinguistic, and strategic competence that enables learners to cope with the most common situations they are likely to face. As stated by Luis (2021), using communicative activities such as games, debate, solving problems, discussion, role-play, and so on can help learners develop language communicative competence. So, drama performance is frequently used to develop communicative competence in the classroom. It includes some needed aspects, such as role-play, discussion and literature.

In the virtual drama performance, drama script becomes the most crucial aspect of the drama performance. As stated by (Yuniari, 2020), *Drama* is a prose composition that tells a story entirely through dialogue and action and is written with the intent of being performed in front of an audience. The drama script is built on three structures: prologue, dialogue, and epilogue. As highlighted by Aprilia (2019) & Dahlan (2022), drama script contains stories about everyday life and various issues and problems concerning a society's social, economic, political, and cultural life. It is needed for the actor to study and understand each other's language from drama script in order to avoid miscommunication between characters and build characterization.

The drama script used for virtual drama performance for ELT class is *Beowulf*. *Beowulf* is an old poems by Anglo-Saxon. It tells a story about a hero named *Beowulf*, who gains fame as a young man by defeating the monster Grendel (the dragon) and Grendel's mother; later, he kills a dragon but dies soon after. The poems itself consists of 3180 verses which is divided into three main parts of the story.

In order to turn the 3180 verses into drama script, students were asked to write collaboratively. Students are expected to increase their writing skills through collaborative study. It is because online collaborative writing effectively improves students' writing quality (Iskandar & Pahlevi, 2021). According to (Saputra et al.,

2019) group discussion and peer assessment assisted students in generating, organizing, and developing their ideas. As if in the virtual drama *Beowulf* at Sriwijaya University, the students used online collaborative writing in order to write the drama script.

Therefore, students in the English Literature class work collaboratively to create the *Beowulf* drama. Beginning with writing the play script, choosing characters and costumes, and distributing essential components. Previous research has discussed the stages of creating the virtual drama *Beowulf* in ELT classes. On the other hand, this study goes into greater detail about playwriting and focuses on the creative process of playwriting itself.

Precisely, the drama performance is a part of the literature itself. Drama and literature are related because drama is a performance of written dialog that illustrates fictional or non-fictional events. It can be either prose or poetry. Drama is a prose composition that tells a story entirely through dialogue and action and is written with the intent of being performed in front of an audience (Yuniari, 2020). It is also one of the ways to make a story live, and there would be some actors that perform it as realistically as possible.

Knowing how much a drama performance can relay a message related to the audience's real-life situation is truly fascinating. The message can be through the action, communication or the storyline itself and more importantly, each drama performances have their characteristic itself. For example, in every drama performance, a symbol is used as the critical point for the story. Like in the well-known Shakespeare play, *Romeo and Juliet*, the use of poison symbolize greed, death and falseness. While in the *Beowulf* drama, it is also found that a lot of symbolization is used in it, like the sword representing great honor and bravery.

The use of figurative language is also no less important than the symbol. Like *Beowulf's* act frequently uses the word 'battle-sweat' to identify the blood or 'whale-road' as the sea. In this case, symbol and figurative language are the key points of literary art. It is shown how much an author can put creativity into their artwork by playing with the words to convey deeper meanings than the literal text.

Besides, *Beowulf* is one of the old English poem that consists lot of metaphor, figurative language, symbol, etc in it. It is not a common language like in literal text. As explained by (Khair et al., 2018), that in demonstrating and expressing the effects of poetic, it is also needed to understand on the message, idea and feeling of the poets.

The virtual drama performance in ELT classroom used an old poem as the storyline, the researcher is interested to analyze the stages of writing virtual drama performance. It is pretty hard for the second language learner to understand the literal context of a poem. However, in the virtual drama *Beowulf* by the student at Sriwijaya University, Despite the obstacles, they made it possible to turn an old English poem into a drama performance. Hence, this study focused on analyzing the creative process of writing virtual drama script by student at Sriwijaya University.

1.2. The Problems of Study

Based on the explanation above, there are two research questions investigated in this study as follow:

- 1) How was the creative process of making the drama script for *Beowulf*?
- 2) What factors influence the creative process of *Beowulf* virtual drama script by the student at Sriwijaya University?

1.3. The Objectives of Study

This study discusses the creative process of making Beowulf poem into drama script. Beowulf is one of the old English poem, there might be some transformation when turning it into the drama script. Hence, the objectives of the study are:

- 1) To analyze the creative process of making the drama script for *Beowulf*.
- 2) To describe the factors that influence the creative process of *Beowulf* virtual drama script by the student at Sriwijaya University

1.4 The Significance of the Study

The researcher hope that this study can be beneficial in English language teaching for the second language learner, both theoretical and practical significance.

1) Theoretical Significance

This research gives an insight on the creative process of writing drama script through old poem.

2) Practical Significance

a. For the students

The result of this study can be used for the student as a reference for better understanding in translating the poem and turning it into the drama script.

b. For the teachers

This study can be a helpful information and suggestion of students regarding to the challenges that they might be faced during the creative process.

c. Other researcher

It can be useful for other researcher to provide additional information as a reference for further research.

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