

# DEVELOPING MILLENNIAL DRAMA PERFORMANCE BASEDTEXTBOOK ON “SITI ZUBAIDAH” FOR UNDERGRADUATE EFL STUDENTS

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## DEVELOPING MILLENNIAL DRAMA PERFORMANCE BASED- TEXTBOOK ON “SITI ZUBAIDAH” FOR UNDERGRADUATE EFL STUDENTS

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**Abstract:** This study aimed at developing a dynamic teaching-learning process by integrating the millennial drama performance-based-textbook on “siti zubaidah” to improve students learning outcomes. The research design in this study was development research that covered the phases of analysis, design, evaluation, and revision. The data were collected through questionnaires, validity tests, and the effectiveness of the developed millennial drama performance-based-textbook on “siti zubaidah” from South Sumatra through stages designed according to Akker models. The data were analyzed quantitatively and qualitatively. To determine its validity, practicality and potential effect of the product, a formative evaluation was conducted. The validity of the developed product was 4 (high validity). The product was evaluated in experts’ review related to instructional design and content. The practicality of the developed reading materials was evaluated in one to one evaluation (4.16), categorized into high category and small group evaluation (4.44) which categorized as very high practicality. In field test, the result was 90% which the developed product was regarded as a high potential effect. The millennial drama performance-based-textbook on “siti zubaidah” was potential to be applied for undergraduate EFL students because it became a basic reference to improve the students’ drama performance. Moreover, the textbook gave the students insight into one of the local cultures in Palembang, Sumatra Selatan.

**Keywords:** design research; performance; Siti Zubaidah.

### INTRODUCTION

Local culture is one of an identity of a region. Mukherjee (2018) said that Identity is a complex concept that envisages local, cultural, ideological, linguistic, and environmental affiliations. It is an amalgamation of the complex tapestries of the history of a land and its people, along with considerations of the present development. According to Khan (2020), the character of a

language in the development of cultural identity varies at a greater length across societies.

Furthermore, Rahyono (2009) puts forward that the local culture as wisdom constitutes intelligence which is generated based on one’s experiences so that it belongs to everybody. Government Regulation No. 5 Year 2017 states that every citizen including student has the right to conserve, develop dan promote the cultures in Indonesia. It means that it is relevant and important to insert local culture in

English subjects since language and culture are indivisible. Then, local culture consists of drama performances, dances, musical instruments, folk songs, traditional houses, clothes, traditional weapons, tradition, and traditional cooking.

To accommodate the ELT at Sriwijaya University, the lecturers teaching prose, drama, poetry, short stories, and fables. This study focused on drama performance in which the students played dramas without any good references for them to learn how to perform so far. Drama performance is a kind of independent art, which is an integration between various types of arts such as music, lighting, painting (decoration, stage), costume art, and arrangement (Waluyo, 2001). A drama work in aiming for a show to entertain the audience. One of the drama performances from Palembang, Sumatera Selatan is Siti Zubaidah.

Drama is one of the lessons that are always taught in the literature course at Sriwijaya University. According to Fleming (2006) (in Ozbek, 2014), using drama in education can lead to the development of broader understanding through "generalizing and making connections" via the personal involvement that initially engages and motivates students in their learning.

Moreover, Puspitasari (2018) found that there are some findings using drama performance. Firstly, the implementation of drama performance is a medium of practice on basic analysis of drama performance in the English education department. Basic analysis of drama course divided into two parts; preparation and performance. Secondly, student's perceptions of drama performance helps students develop basic language skills; listening, speaking, reading, and writing and language areas; pronunciation, vocabulary, and spelling. Thirdly, the drama performance has some possible challenges; self-confidence, time management, financial, stamina to preparation.

However, there were still many students who had difficulty understanding what is in the drama, what should they do, especially in drama performances. They only knew information from the lecturer and the internet, even only in general. Nurhayati (2014) also found that out of 36 students, only 12 (33%) who were interested in drama performance because it is not interesting.

Thereafter, based on an interview conducted by the writers to the lecturer who taught the literature course on April 27, 2019. It was discovered that

there were some problems in learning drama performance which was included in literature in the ELT course. First, some students did not like literature, especially drama. Second, there were still many students who did not understand the parts of the drama. Third, the students did not have textbooks about drama, especially for a drama performance.

Therefore, to improve the process of learning in literature course, the writers developed a textbook as a teaching material that students need in drama performance to facilitate the students to perform the drama and support the learning process. Teaching materials in the form of textbooks also used as a reference for students. Trisnaningsih (2007), says that the development of teaching materials is one form of learning process activities to improve the quality of learning. According to Garinger (2001), the usefulness of textbooks emphasizes that using a textbook is one of the most effective and readily available ways to relieve some of the pressures put on lecturers or teachers, lessens preparation time, provides ready-made activities and finally provides concrete samples of classroom progress through which external stakeholders can be satisfied.

Then, the development of teaching materials of textbooks is an inseparable part of the learning activities carried out by lecturers and students to achieve the set goals (Inderawati, Petrus, Eryansyah, & Meilinda, 2021). So, developing a drama performance based-textbook made the learning process in the class more active because there are guidelines. National Ministerial Education Regulation number 41 of 2007 concerning Process Standards also said that in this case the lecturers or teachers are expected to be able to develop teaching materials as a source of learning. Therefore, through drama performance based-textbook, students can more easy to understand to learn. Not only that but also the writers gave the students questionnaires to know what the students need in the drama book. Some previous studies also focused on the students' need when they developed learning materials (Azizah, Inderawati, & Vianty, 2020; Septiana, Mael, & Lestari (2020), Inderawati, et al., (2021). After giving the questionnaire, the writer found that the student needed (1) a Textbook of drama, (2) Parts of a to be prepared drama, because the students still have difficulty prepare when they doing drama, (3) Drama in the local culture is also needed because it is important for students to know

their culture. (4) The levels of knowledge of students is still limited to general information, especially in drama and drama in local.

There were several parts that distinguish drama performance in ancient times and today, because the writers include the millennial part. Therefore, millennials were urgently needed in the current era to always develop if there is any renewal, because millennials are an important role to make drama performance more modern, so it was not monotonous. Then, millennials can be more interested and enjoy it. Hauw and Vos (2010) find that Millennials are more willing to put forth the extra effort to help an organization succeed. Not only are Millennials achievement-focused, but they feel accountable for their actions. Millennials also enjoy utilizing technology. Ghavifekr and Rosdy (2015) state that the 21st century, the term "technology" is an important issue in many fields including education. According to Flintoff (2005), educational systems are continuing to prioritize the importance of technology in learning. Curriculum guidelines and frameworks from across the globe insist that all learning areas find ways to utilize appropriate technologies in the teaching-learning process.

Research Center (2010) found that millennials have been leading technology enthusiasts. For them, these innovations provide more than a bottomless source of information and entertainment and more than a new ecosystem for their social lives. They also are a badge of generational identity. Many millennials said that the use of modern technology is what distinguishes them from other generations, one of them is also in drama performance. To sum up, performing arts are evolving with time due to the impact of developing technology. As Steve Dixon says; "Digital performance is an extension of a continuing history of the adoption and adaptation of technologies to increase performance and visual art's aesthetic effect and sense of spectacle, its emotional and sensorial impact, its play of "meanings and symbolic associations, and its intellectual power."

Furthermore, A study conducted by Subasi, Aydin, and Seven (2016) revealed that the effect of drama technique on students' academic performance and permanence found that the result using the technique of drama on the post-test and retention test, the testing group was more successful and it has a positive impact on academic success and

retention of learning for students. Then, Fiftinova, Inderawati, and Rosmalina (2018) found that the students give an agreeable response to the learning with Project-Based Drama Learning. The participants believe that it could facilitate English learning. Additionally, the phases which exceedingly facilitate reading capability are Critical Reading and Character Analysis.

Next, a study by Nurhayati (2016) shows that there is an improvement of the students' appreciation of the performing art of Siti Zubaidah in the cognitive, attitude, and psychomotor aspects. Another previous study by Inderawati and Nurhayati (2017) found the results of from Siti Zubaidah lyric to character identification and storyline writing for local culture revitalization are: (1) from the data, there were 37% or 15 students who categorized as Very Good, meanwhile, there were 63% students who categorized as Excellent in identifying the characters of the lyric, (2) the storylines arranged by the students were categorized as good enough with the average score was 70, and (3) there were 66 % or 23 students who positively perceived the importance of lyric for the local culture revitalization.

Based on the previous studies, the writers did not find any dealing with drama performance learning material for millennial. Therefore, it is essential to develop such kind of textbook for university students.

Thus, the aim of this study was to develop millennial drama performance based-textbook "Siti Zubaidah" for undergraduate EFL students which was valid, practical and had a potential effect.

## METHOD

The method of this study was design research by Akker (1999). This research aimed to develop millennial drama performance based-textbook on "Siti Zubaidah" as the developed product which was valid, practical, and had a potential effect. There were three main phases conducted namely analysis, design, and evaluation and revision. In the analysis phase, some analyses conducted in order to get some information needed as the grounded consideration to develop the product. The analyses involved instructional analysis and students' need analysis. In the design phase, the product was designed and developed based on the result of the analyses. The evaluation and revision phase conducting by applying a set of formative

evaluation proposed by Tessmer (1993). Tessmer (2003) explains that formative evaluation needed to be conducted as a problem-finding part of a design or product development process to improve the quality of the product. The formative evaluation of this study involved five-stage; self-evaluation, expert review, one-to-one evaluation, small group evaluation, and field test.

Akker (1999) explained that there were three main criteria to determine the quality of the product such as validity, practicality, and the potential effect of the developed product. Validity refers to the extent to which the design of the intervention is based on language knowledge (content validity) and that all components included in the intervention are consistently related and connected (construct validity). Practicality refers to the extent that uses consider the intervention is in normal condition. The potential effect refers to the extent that the experiences and the outcomes with the intervention are consistent with the intended aims. In this study, the validity, practicality, and the potential effect of the developed product were investigated and determined in the formative evaluation.

The study was conducted at one of the universities in Indonesia (Sriwijaya University). The population of this study was the 5th-semester undergraduate EFL students consisting of A and B classes academic year 2020/2021. The subject of this study was described in table 1:

Table 1. *The subject of the study*

No	Formative Evaluation Stage	Number of Students	Description of the Students
1	One-to-one evaluation	3	1 students for each GPA category, i.e: low, medium, and high level
2	Small group evaluation	9	3 students for each GPA category, i.e: low, medium, and high level
3	Field test evaluation	20	All students in real class
Total		32	Students

The subject was selected based on their score GPA in literature course (drama) which are low, medium, and high. Dick, Carey and Carey (1990) cited in Tessmer (1993) stated that the minimal number in the one-to-one stage is three students, in the small group stage is nine students and in the field test stage at least twenty students.

The procedures of the study were three main phases proposed by Akker (1999); analysis design, and evaluation modified with the formative evaluation proposed by Tessmer (1993).

This research aimed to develop millennial drama performance based-textbook on "Siti Zubaidah", which was valid, practical, and had a potential effect. Therefore, to determine its validity, practicality, and potential effect, instruments used in this study were questionnaires and a drama performance textbook.

Questionnaires were given to the experts in expert review and the students in one-to-one and small group evaluation to get information about their opinion and comment after reviewing and using the developed product which in form of a Likert scale ranging from 1 to 5 which illustrates SA (Strongly Agree), A (Agree), N (Neutral) D (Disagree) and SD (Strongly Disagree) from Tessmer (1993). The specification of the questionnaire (validation sheets) in expert review was described in Table 2, 3, and 4.

Table 2. *Specification of questionnaire for validation sheet of content*

Aspects	Number of Statement
The appropriateness of contents with students' characteristics	1, 2, 3
The importance and completeness toward learning objectives	4, 5, 6, 7
The accuracy of the presentation of content	8, 9, 10, 11, 12, 13
Linguistics aspects of the contents	14, 15, 16, 17
Evaluation aspects	18, 19, 20, 21

Table 3. *Specification of questionnaire for validation sheet of instructional design*

Aspects	Number of Statement
The completeness of learning objectives	1, 2
The effectiveness and efficiency of product in the implementation	3, 4, 5, 6, 7, 8
Contents presentation	9, 10, 11, 12, 13
Typography	14, 15, 16
Visual art and lay out	17, 18, 19, 20, 21
Cover design	22, 23, 24
Physical makeup	25, 26, 27
The appropriateness paper	28

based media with students' characteristic	
The appropriateness between paper based media with contents	29
Usability	30, 31

Table 4. *Specification of students' questionnaire*

Aspects	Number of Statement
The appropriateness of the material with student needs	1, 2, 3, 4, 5
Contents presentation	6, 7, 8, 9, 10, 11
Attractiveness of the contents	12, 13, 14, 15

Technique the data were analyzed both quantitatively and qualitatively. The quantitative method was used to assess the data obtained from the questionnaire and drama performance textbook. The qualitative method was used to interpret and describe the information obtained from the interview.

In this study, the validity of the products was reviewed in terms of content, and instructional design. Thus, there were three experts who validated the product. The experts evaluated and determined the validity of the developed product. After evaluating the product, the expert was gave scores and comments or suggestion in the provided validation sheet. Their comments were used as a basis for the revision of the developed product. The products are classified valid if the average scores were not less than 2.61. The category of validity level of the product developed is described in the table 5 below:

Table 5. *Validity categorization*

Average Score	Category
4.21 – 5.00	Very high
3.41 – 4.20	High
2.61 – 3.40	Average
1.81 – 2.60	Low
1.00 – 1.80	Very low

Source: Modified from Kubiszyn & Borich, 1993

The practicality of the developed product was evaluated by using a questionnaire about the students' response in one-to-one and small group evaluation. After applying the developed product, the students who were included in one-to-one and small group evaluation gave their comments on the questionnaire of students; response. Then to determine the practicality of the product, the data from the questionnaire were calculated. The developed product was considered as practical if the

average score was not less than 2.61. The category of practicality level of the product is described in the following table:

Table 6. *Practicality categorization*

Average Score	Category
4.21 – 5.00	Very high
3.41 – 4.20	High
2.61 – 3.40	Average
1.81 – 2.60	Low
1.00 – 1.80	Very low

Source: Modified from Kubiszyn & Borich, 1993

To find out the potential effect of the developed product, the students' answer in a drama performance test in the field test. The developed product was considered to have a potential effect if the students could reach the minimum passing grade that was 70 and the total percentage of the students who passed the required passing grade that was 70%. After calculating, the result was classified into the potential effect category as described in table 7:

Table 7. *Potential effect categorization*

Average Score	Category
86 – 100	Excellent
71 – 85	Good
56 – 70	Average
41 – 55	Low
0 – 40	Very Low

Source: University of Sriwijaya, 2012

## RESULTS AND DISCUSSION

### *Analysis phase*

#### *Instructional analysis*

In this analysis, the writer analyzed the syllabus a set of goals and objectives of the course based on the existing syllabus used at university.

#### *Students' need analysis*

Students' need analysis was conducted to find out the information about the needs of the students on drama performance textbook. The main information was gathered from the view of the 5th-semester undergraduate EFL students. The questionnaire consisted of 30 questions. Needs analysis includes necessities analysis, present situation analysis, want / target analysis, and analysis of local culture knowledge. The additional information related to the students' need was obtained from the view of lecturer. Based on the result of the questionnaire showed that (1) In the drama process, the difficulty

that students often encounter is parts to be prepared (63.6%); (2) The type of drama performance teaching material that students use at university is module (60.6%); (3) The percentage of topics related to local culture in the text for the drama performed is 25% - 50% (48.5%); (4) In the teaching and learning process, the frequency provide material or stories related to the local culture of South Sumatra (Siti Zubaidah) is never (54.5%); (5) In teaching, the frequency make/develop material or text books related to drama performance is seldom 59.4%.

#### Design phase

In the designing process developed product, first, there was 10 chapter of millennial drama performance textbook developed, that Chapter 1. Drama (Drama and Teater in the World, History, and Development of Drama in Indonesia, Drama in Indonesia, Drama in Education, Structure Drama, Genre/Form Drama, and Benefit Drama Performance); Chapter 2. Drama in Management Concepts (Management Principles, Management Elements, and Management Functions); Chapter 3. Production Management of Drama Performance (Producer, Leader of Production, Drama Administration); Chapter 4. Elements of Drama Performance (Script, Directors, Players, and Audiences); Chapter 5. Directing Drama (History of Director, and The Task of the Director); Chapter 6. Actuality and Acting (The Nature of the Acting, Elements of Acting, and Technique for Acting); Chapter 7. Makeup and Costumes; Chapter 8. Lighting and Sound; Chapter 9. Stage Management (Kinds of Stage, and Composition of the Stage); Chapter 10. Siti Zubaidah (Siti Zubaidah, and Video Description of Siti Zubaidah). The writer developed this textbook by gathering information from some books written by cultural practitioners and official sources from the internet and the writer also used "Siti Zubaidah" as one of the drama performances from Palembang to be introduced. Second, completed the developed product with a real picture. Third, made a list of the words used for the glossary to easy the student find the meaning. The fourth was designed in the textbook presentation and the cover of the developed product.

#### Evaluation and revision phase Self-evaluation

In this stage, the writer evaluated prototype 1 of the developed product to revise some mistakes in the textbook. The mistakes found were related to misspelling, capitalization, punctuation, and grammatical sentence. Additionally, the concern of the evaluation was in the layout of the pictures, cover, material presentation. After being revised, the developed product was given to an expert to be evaluated and validated.

#### Experts review

In the expert review, the developed product was reviewed by two experts in terms of the content and instructional design to judge its validity. The experts' review determined whether the millennial drama performance based-textbook on "Siti Zubaidah" were valid or not by evaluating, giving comments or suggestions for the revisions of the developed product, and scoring the aspects of evaluation based on the questionnaire of the validation sheet provided.

The content validity was reviewed by a lecturer of Sriwijaya University who teaches in the English study program master's program in language education. She is qualified and has expertise in their field especially related to the English language and writing. After reviewing the developed product, she stated it was valid with revision. The instructional design validity of the developed product was also reviewed by a lecturer of Sriwijaya University who teaches in the English study program master's program in language education. He is qualified and has expertise in their field especially related to the English language and instructional design. He gave some suggestions related to the ways of grammatical errors, writing some description, and explanation. Then, he considered that this developed product was valid with revision. The result score of the validity level of the developed product is shown in table 8:

Table 8. *Validity level of the product*

No	Aspects	Score	Category
1	Content	3.71	High Validity
2	Instructional Design	4.25	Very High Validity
Average Score		4	High Validity

Based on the level of validity in content, it is presented that the average score of the content was 3.71 which can be categorized into High Validity. While, instructional design, it is presented that the average score of the instructional design was 4.25

which can be categorized into Very High Validity. The total average score achieved from content and instructional design were 4, which means that the developed millennial drama performance based-textbook on "Siti Zubaidah" had High Validity.

#### *One-to-one evaluation*

The one-to-one evaluation was held on Monday, August 10th, 2020 at one of the universities in Palembang (Sriwijaya University). Due to the current situation in a pandemic and the teaching and learning process being shifted to learning at home, the writer conducted research online. In one-to-one evaluation, Google Form, WhatsApp, and Google classroom were used. Based on the results, from the total 15 items of the questionnaire, the average score of practicality in one-to-one evaluation from the three students' score was 4.16 showed table 9, which was in high practicality. It can be concluded that millennial drama performance based-textbook on "Siti Zubaidah" practical and categorized as high practicality level.

Table 9. *The result of practicality in one-to-one evaluation*

Aspects	Average Score	Category
The appropriateness between students' characteristic	4.13	High Practicality
Content presentation	4.11	High Practicality
Attractiveness of the content	4.25	Very High Practicality
Total Average Score	4.16	High Practicality

#### *Small-group evaluation*

The small group evaluation was held on Thursday, August 13th, 2020 at one of the universities in Palembang (Sriwijaya University). It still the same as one-to-one, the teaching and learning process being shifted to learning at home, the writer conducted research online. In one-to-one evaluation, Google Form, WhatsApp, and Google classroom were used. Based on the results, from the total 15 items of the questionnaire, the average

score of practicality in one-to-one evaluation from the three students' score was 4.44 showed table 10 which was in very high practicality. It can be concluded that millennial drama performance based-textbook on "Siti Zubaidah" practical and categorized as very high practicality level.

Table 10. *The result of practicality in small group evaluation*

Aspects	Average Score	Category
The appropriateness between students' characteristic	4.35	Very High Practicality
Content presentation	4.54	Very High Practicality
Attractiveness of the content	4.42	Very High Practicality
Total Average Score	4.44	Very High Practicality

#### *Field test*

There were 20 students involved in the field test. The field trial in this study was conducted on Monday, August 17th, 2020. The students who were participated in one-to-one and small group evaluation were not involved anymore. The teaching and learning process Google Form, WhatsApp, and Google classroom were still used.

The result of the students' score in pretest showed that there were 15 students (75.00%) who obtained a score below the intended minimum mastery criterion which was 70 and 5 other students (25.00%) who reached the intended result score. From the result of the students' score in the post-test/field test, there were 2 students (10.00%) whose score was below 70, and 18 other students (90.00%) obtained scores exactly or above 70. Based on these results, it can be concluded that there was an improvement in the students' scores after using the developed millennial drama performance based-textbook on "Siti Zubaidah". The improvement of students' drama performance is presented in the following figure 1 below:



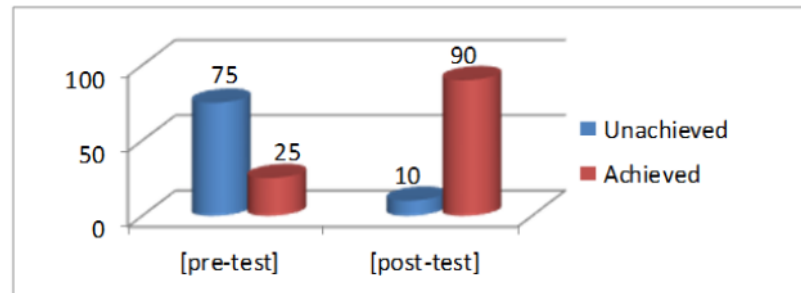


Figure 1. Comparison of pre-test and post-test of 5th-semester undergraduate students at Sriwijaya University. Sources result data processing, 2020

*Discussion*

Based on the finding in the research result, it is found that the students have never use the drama performance textbook "Siti Zubaidah" in teaching-learning activities. Some factors as the main cause of those conditions. First, in the drama process, the difficulty that students often encounter is part to be prepared. Second, the type of drama performance teaching material that students use at university is a module. There was no textbook provided by the university and the lecturer only give some information about the material on the internet and module, but the module did not focus on the part of the drama. Third, the percentage of topics related to local culture in the text for the drama performed is 25% - 50% (48.5%). It is still low, so the students need some local culture into learning drama performance; Fourth, in the teaching and learning process, the frequency provides material or stories related to the local culture of South Sumatra (Siti Zubaidah) is never. The lecturer did not focus on local culture but also outside culture; and Fifth, In teaching, the frequency of make/develop material or textbooks related to drama performance is seldom. The lecturer usually used the story to learn the drama and asked students to make the script. They are not focused on parts of the drama.

Analysis of the students' needs was done once to the 5th-semester undergraduate students before developing millennial drama performance based-textbook "Siti Zubaidah". It aimed to obtain preliminary information about the students' needs related to drama, the questionnaire was distributed to the students in 5th-semester undergraduate students. In other words, there must be a need for developing learning material as previously discovered by (Inderawati, et al. 2021).

Based on the result of students' needs analysis, it was found that most of the 5th-semester undergraduate students at Sriwijaya University needed a drama performance textbook.

One way to make learning activity more effective, efficient, and enjoyable was by developing instructional media based on local culture (Inderawati & Sofendi, 2018). In a previous study in which the developed sociodrama textbook (Tri, 2013) were used to guide to learn to perform drama.

The developed product has been evaluated in the self-evaluation stage before it was given to the experts. The developed millennial drama performance based-textbook on "Siti Zubaidah" was reviewed by two experts, one expert for the content aspect, and one for instructional. It aimed to determine the validity of the developed product. The expert checked the developed millennial drama performance based-textbook on "Siti Zubaidah" by filling their evaluation in the Likert scale questionnaire. The result of the experts' review was analyzed to determine the validity of the developed product. After being analyzed, it was stated that the content and instructional design of developing millennial drama performance a textbook for the undergraduate EFL students were a high category, and for the instructional design, a review was a very high category. The total from two aspects has belonged to high validity. It is relevant to other previous studie, after the product was validated, it met its validity (Azizah, et al., 2021; Sopian, et al., 2019)

Then, to determine the practicality and potential effect of the product, the writer conducted three evaluations such as; one-to-one evaluation, small group evaluation, and field test (Azizah, et al., 2021; Sopian, et al., 2019). However, before

conducting the assessment by using the developed product, the writer did a pretest to the students to obtain preliminary information about students' drama achievement before they used the developed product. The result of 32 students' pretest showed that only 5 students passed the test or reached the minimum mastery criterion (KKM) which was 70 and 15 students who were failed. The writer provided the questionnaire for the one-to-one evaluation and small group evaluation.

The average score of a questionnaire in the one-to-one evaluation developed product at the level of high validity. The result of small group evaluation has belonged to very high practicality. The last evaluation was the field test (posttest), the writer analyzes the students' drama performance test to determine the potential effect of the developed millennial drama performance based-textbook on "siti zubaidiah". After analyzing the students' answers, there was an improvement in the students reading achievement after they used the developed products. It was summarized that there were 18 students who passed the test or reached the minimum master criterion and 2 students who did not reach the minimum mastery criterion. So, it can be concluded that the millennial drama performance based-textbook on "siti zubaidiah" can be applied in university especially 5th-semester undergraduate EFL students, English Education Study Program, because that textbook improves the students' interest and achievement in learning drama performance.

In line with the previous study, the developed millennial drama performance based-textbook "Siti Zubaidah" for 5th-semester undergraduate EFL students of Sriwijaya University was effectively used to lecturer and students.

### CONCLUSION

Millennial drama performance textbook for the students should support their needs based on their study program. one of the ways is integrating the students' local culture into drama performance. The aim of local cultural involvement in EFL is students can communicate effectively about their own culture and beliefs by using English. Furthermore, the use of local culture in drama performance is considered can improve the skills and understanding of the students.

The developed product of this study was considered valid, practical, and had a potential

effect based on the result shown in the evaluation and revision phase. Additionally, this developed product supported the students' content subjects. Thus, it can be concluded that the developed millennial drama performance based-textbook "Siti Zubaidah" in this study can be implemented to undergraduate EFL students in English Education Study Program.

Finally, the development of textbooks using other media should be taken into consideration. It is suggested to develop other textbooks of the other skills related to Sumatera Selatan local culture.

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