

**STUDENTS' PERCEPTION TOWARD VIRTUAL DRAMA
PROJECT IN LITERATURE IN ENGLISH LANGUAGE
TEACHING COURSE AT ENGLISH EDUCATION STUDY
PROGRAM OF SRIWIJAYA UNIVERSITY**

A Thesis by

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Student Number: 06011281924076

English Education Study Program

Language and Arts Education Department



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

INDRALAYA

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DECLARATION OF PLAGIARISM

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Certify that thesis entitled "*Students' perception toward virtual drama project in Literature in English Language Teaching course at English Education study program of 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, 8 Januari 2024

The undersigned,



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DEDICATION

This thesis is wholeheartedly dedicated to:

My beloved family, Bapak Syafarudin, Ibu Sulastri and my sisters who always love, support materially and mentally and pray for me endlessly whenever and wherever it is.

MOTTO

“The best medicine is gratitude, it heals your mind, body and spirit.”

“The best way to predict the future is to create it.”

-Abraham Lincoln

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First and foremost, all praises to the Allah Subhanahu wa ta'ala for his blessings so that I can could finish this thesis as a requirement to complete my bachelor's degree education at English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University.

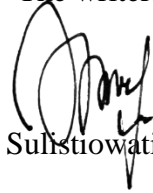
Throughout this thesis completion, there people who always support me endlessly. Therefore, I would like to sincerely express my gratitude to:

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I hope that readers and upcoming research will find this thesis useful. I aware that this thesis is far away from flawless. Thus, recommendations for enhancing this thesis would very welcomed.

Indralaya, December 2024

The writer,

A handwritten signature in black ink, appearing to be 'Elin Sulstiwati', written in a cursive style.

Elin Sulstiwati

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ABSTRACT

STUDENTS' PERCEPTION TOWARD VIRTUAL DRAMA PROJECT IN LITERATURE IN ENGLISH LANGUAGE TEACHING COURSE AT ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY

ABSTRACT

COVID-19 pandemic has been influencing all aspects of life, and the educational aspect is not an exception. Since COVID-19 transmission occurs by having direct contact with the infected people, maintaining physical distance is considered necessary to avoid the spread of the virus. Due to this situation, school closures were implemented to prioritize the health of all school's members. Henceforth, to maintain the educational process amid the pandemic, online classes were implemented which affected drama performance traditionally to virtually through zoom in ELT course. The aim of the present study was to explore students' perception and difficulties toward virtual drama project in literature in English Language Teaching course at English education study program of Sriwijaya university. This study used mixed method which employed a closed-ended questionnaire (quantitative) and followed by in-depth interviews (qualitative). The results of closed-ended questionnaire were analyzed using descriptive statistics, meanwhile, the results of interview were analyzed using thematic analysis. The result showed that the students have positive perceptions on virtual drama but prefer offline drama performances. In addition, the difficulties student faced were technical issues, negative emotion and adaptation.

Keywords: ELT students, virtual drama, perspective, COVID-19 pandemic.

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CHAPTER I

INTRODUCTION

This chapter presents (1.1) Background of the Study, (1.2) Problem of the Study, (1.3) Objectives of the Study, And (1.4) Significance of the Study.

1.1 Background of the Study

Corona virus was identified in December of 2019, in Wuhan, Hubei Province, China. In March, 2020, it had been announced as a pandemic because it spread rapidly and widely in almost every country in the world (Eurosurveillance editorial team, 2020). Corona disease known as COVID-19 is a respiratory disease which can spread from person to person. Within close contact (6 feet), small droplets from the nose or mouth of an infected person can infect a healthy person (Covid, n.d.). As stated by Mao (2020), COVID-19 can be transmitted in a variety of ways, including contact and droplet transmission. Moreover, based on WHO website (2023), as of 6 April 2023, 762,201,169 confirmed cases of COVID-19 have been reported to WHO, of which 6,893,190 have died. The pandemic era was a moment that impacted every aspect of human life, starting from health, economy and even education (Lopes & McKay, 2020).

It is undeniable that the education world has been affected by the COVID-19. Coronaviruses are spread by direct contact between people through touch and saliva, usually when sneezing or coughing (Galbadage et al., 2020). As it spreads quickly, countries have implemented social distancing or lockdown to prevent the spread of it. Controlling the source of infection, protecting vulnerable populations and breaking the chain of virus transmission are the best ways to deal with COVID-19 (Haroon et al., 2020). For this reason, crowded places where physical contact is possible, such as educational institutions, universities, and schools, should be physically stopped. Schools are closed, but learning and administrative activities are being conducted online. Schools have shifted to educating students from offline to online or hybrid.

Online learning is a learning method using internet-based media, so the learning process can be done in different places at the same time (Singh & Thurman, 2019). In this era, online learning is a good option (Dhawan, 2020). Online learning is considered convenient because it does not require going to school or university. Online learning activities can be done using a laptop or smartphone connected to the internet. The online-based learning process allows students to continue learning even though students and lecturers cannot meet in person. Not only utilizing technology as a means of teaching and learning processes, online learning also encourages the development of pedagogical courses that focus on learning and the use of digital resources and communication tools.

The decline of Covid-19 occurred gradually. There was a continuous increase and decrease Covid-19 cases for months before the world government finally determined that the pandemic was over. During this transition period, the learning process was carried out online, then returned to physical classrooms, and then shifted back online (Lockee, 2021). Hence, the education in pandemic requires rapid adaptation to the use of technology. This encourages the growth of good creative and positive energy in the field of Education. Instructors should look for ways to create a feasible and effective learning process by considering the capabilities and constraints of the learning environment. Therefore, in transition time, hybrid learning, which combine in-person and online instruction, was applied according to the needs and constraints experienced. This approach offers flexibility and can cater to diverse learning needs, allowing students to benefit from both traditional and digital learning environments. In the hybrid learning process, students can be present online or in person in the classroom (Olapiriyakul & Scher, 2006). Even though hybrid learning can be done, in its application the frequency of online learning is more often done. Almost all learning processes in all subjects are carried out online, even learning processes that seem impossible to do online, such as drama.

Drama in Education, also known as Creative Drama or Process Drama, is an educational method that aims to balance drama's form and content. It can be a very

useful method of working with students (Dodson, n.d.). Drama provides a safe space for students to express opinions and communicate with each other because drama is problem-centered and invites people to express opinions rather than facts. It builds students' empathy to understand that there are many reasons why someone behaves in a certain way and also makes students aware that a situation can be seen from many perspectives. Drama as a teaching tool for integration of language skills involve students feeling and visualization, giving them various stimuli and increasing their learning knowledge (Kondal, 2016).

In Sriwijaya university, at English Education study program, drama is used in the learning process in literature in ELT for fourth semester students. Literature in ELT class makes the learning process much more interesting, so that students' language acquisition opportunities are even greater (Arafah & ., 2019). It attracts students with a variety of learning styles and provides a rich source of linguistic input. This includes literary works such as novels, drama, poems and short stories which can improve students' reading, writing, speaking and listening skills. Applying drama in Literature in ELT class, in its implementation, lectures direct and guide students to do some activities before they perform the final product that is staging drama in theater room. They have to work together for drama project, starts from choosing who will going to be the directors, players, scriptwriters, costume, make-up character, cameraman and publishing. The steps of activities they do were Critical Reading, Character Analysis, Class Discussion, Script Writing, Cast of Characters and Team Formation, Hot Seat Interview, Team Presentation, Drama Practices, Rehearsal, and Drama in stage (Fifitnova et al., 2018).

Drama performances are generally performed on stage. However, during Covid-19, direct physical contact was very limited and even some regions went into lockdown. This makes staging the drama live on stage in Literature in ELT class impossible for the fourth semester students of English Education study program of Sriwijaya University, class of 2020. Literature in ELT course has 16 meetings per semester. Before the product of this course is produced (online drama staging) there

are steps that need to be taken to equip students with the knowledge they need. In the first two weeks, students identify poetry in the history of English literature, and the role of literature in learning English. In the following weeks, they analyze theory, developmental innovations in related research and explain concepts and principles and procedures for teaching literature in learning English. Then, they did a group drama project in the last few weeks. In order to keep drama staging running, technology is used as a means of staging drama carried out through meeting apps such as Zoom.

Some scholars have investigated the use of virtual drama in a classroom. For example, Salas-Alvarado (2021) said virtual drama was possible to be done and all of the learning objectives was accomplished. The learning wouldn't have been better but the experience was different. Another study, Karwandi , (2022) explores creative writing and innovate process of Beowulf virtual undergraduate students tells that Conducting virtual drama is described as an innovative process as students used the latest apps used in the virtual drama process such as Zoom, Google Meet and Canva. In addition, perform drama virtually can boost students' confidence, share ideas and improve cooperation with each other (Houlihan & Morris, 2022). Furthermore, the adoption of virtual drama through digital tools greatly improves student learning and can be enhanced through situational learning activities (Liyanawatta et al., 2022). In summary, relevant previous related studies have proven that virtual drama is feasible and has a significant impact on students.

However, previous studies in English Language Teaching (ELT) have used descriptive methodologies to examine students' perspectives on virtual drama where this study have limitation that is lack of depth, as the focus on surface-level observations without offering a thorough exploration of underlying causes or complex factors. Therefore, significant research gap exists in understanding students' perceptions of performing virtual drama via Zoom, particularly in exploring complex topics and offering detailed, in-depth insights from participants. Thus, it is crucial to undertake research that employs a combination of

methodologies, such as mixed methods, and utilizes various instruments, including questionnaires and interviews, to collect data.

As for this study, it aims to present the students' perspective of English Education study program of Sriwijaya University after doing virtual drama project in literature in ELT in their fourth semester and what are the difficulties that were faced. The students who have taken the course have the opportunity to present their perceptions and opinions on virtual education specifically in staging drama virtually. Investigating students' perceptions of the virtual drama project is essential, as it allows the students to share their opinions on the activity and the teacher can discuss the potential of this technique. By having the students' perception, the teacher will know whether students learn a lot from virtual drama or not. Therefore, the contribution is to gain the concept of having virtual drama project in a class which will impact teaching drama classroom in the future. In addition, by identifying students' difficulties, teachers can structure their learning process and enable them to integrating a meaningful drama performance and technology.

1.2 Problems of the Study

Based on the previous explanation, the present study problems are formulated into these questions:

- 1.2.1 What is students' perception toward virtual drama project in Literature in English Language Teaching course at English Education study program of Sriwijaya university?
- 1.2.2 What difficulties do students face when working on virtual drama project in Literature in English Language Teaching class at English Education study program of Sriwijaya University?

1.3 Objectives of the Study

Based on the research question, the objective of this study is:

1.3.1 To find out students' perception toward virtual drama project in literature in English Language Teaching course at English education study program of Sriwijaya university.

1.3.2 To find out the difficulties that students face when working on virtual drama project in Literature in English Teaching class at English Education study program of Sriwijaya University.

1.4 Significance of the Study

Virtual drama prior studies in English Language Teaching (ELT) have primarily utilizing descriptive study methodologies and analyzed the findings from prior studies to find out student's perspective on virtual drama. However, there is a notable research gap in understanding student's perceptions on performing virtual drama through zoom which exploring complex topics in detail and providing participant perspective rich and in-depth. Therefore, it is essential to conduct research that involves different methodologies like using mix method and different instrument to collect the data using both questionnaire and interview. Such studies could provide a richer, more comprehensive understanding of how virtual drama can be leveraged to deepen literary engagement in ELT contexts. Therefore, it offers practical recommendations for educators, students and upcoming research to improve virtual drama-based activities.

Firstly, for lectures, this study may help them to find out Students' Perception Towards Virtual Drama Project in Literature in English Language Teaching Course. Hence, they can figure out and find out information to help students in evaluating and applying virtual drama project in Literature in English Language Teaching Course.

Secondly, for students, Students can reflect and express their perceptions towards virtual drama project. Improve their creativity and ideas doing virtual drama project in literature in ELT class. Therefore, Students can analyze their own strengths and weaknesses for improvement. This study also beneficial for student who have not done virtual drama project. They can learn how to manage doing

virtual drama project tasks in Literature in ELT course by learning from previous students experience and perception who have done virtual drama project.

Lastly, for future researches, future researchers who wishing to work on related topics in this study can take advantage of this study as a reference. At the end, it hoped that this study will be advantageous for all the readers.

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