

**THE 4TH SEMESTER STUDENTS' VISUAL SYMBOL
RESPONSE TO *BEOWULF* IN THE PREPARATION OF
DRAMA PERFORMANCE AMID THE COVID-19 PANDEMIC
AT ENGLISH EDUCATION STUDY PROGRAM OF
UNIVERSITAS SRIWIJAYA**

A Thesis by

Munikahi

Student Number: 06011181722046

English Education Study Program

Department of Language and Art Education



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
INDRALAYA
2022**

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DECLARATION

I, the undersigned,

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Certify that the thesis entitled "The 4th Semester Students' Visual Symbol Response to Beowulf in the Preparation of Drama Performance amid the Covid-19 Pandemic at English Education Study Program of Universitas Sriwijaya" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic 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, Desember 2021

The Undersigned,



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THESIS DEDICATION

This thesis is dedicated to:

- My Almighty God, JESUS CHRIST, who has provided me with the power, health, and blessings necessary to complete this thesis.
- My beloved parents, JM.Purba and J.Nainggolan.Thank you so much for everything. I love you so much
- My beloved sister and brother in the world, Apriani Juwita Purba and Daniel Antonius Purba
- My great Advisor, Maam Rita Inderawati M.Pd.,
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- Buntu 17 and All class B Indralaya

Motto:

“By faith we understand the word and work of God
(Munikahi)

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ABSTRACT

This study aimed to elaborate the students' creativity in responding literary works in this case a poem entitled Beowulf by utilizing visual symbol. The population of this research students from the 4th semester of English education in Sriwijaya University in academic year 2020/2021 which consist of 73 students. The researcher used the purposive sampling method. There were 34 students chosen assample. The instruments of the research were test and documentation of their VisualSymbol Respons which were analyzed by using Rubric for Creativity. The result showed students can appreciate literature using visual symbols. These symbols can help students visualize the words written in literary works so as to form an interesting performance. On the other hand, the students have been able to elaborate critical thinking and also their creativity. The students were generally not at the degree of "imitative" in any way. The vast majority of students were "creative," but none of them were "very creative." Critical thinking may aid readers in discovering the deeper meaning of a piece of prose or poem, as well as allowing them to see the other side or what lies behind it. The students enjoy their creativity as they have strived to create visual symbol to be interesting video as the early effort to prepare virtual drama performance.

Keywords: *Literary works, visual symbols, creativity and critical thinking.*

CHAPTER I

INTRODUCTION

This chapter presents (1) The Background of the study, (2) The Problem of the study, (3) The Objectives of the study, and (4) The Significances of the study.

1.1 Background

Literature is a written work, which when compared to other writings has various superior characteristics such as authenticity, artistry, beauty in content, and expression (Universitasyogyakarta et al., n.d.). Literature learning is aimed at improving students' abilities to enjoy, appreciate, and understand literary works and to take wisdom on the noble values hidden in them. Djuanda (2014) states that learning a language using literary works not only serves for language proficiency but also gets the value of the accompaniment impact. Literary work is something for the reader, namely the value contained in it. Its function is to provide readers with pleasure, new experiences, and expression (Henry & Solari, 2021; Dali, 2021; Rashwan, 2021; Baan, 2021; Revord et al., 2021; Weaver et al., 2021)

In literature-based classes, literature can be the main material for teaching the target language, providing a context for authentic and real communicative situations (Kurniati, 2013). In literary learning that is student-oriented, the element of literary appreciation needs special attention. Literary appreciation is one of the skills of literary competence. Literary appreciation, according to Ogenlewe (2006), the examination of works of creative literature as an intellectual or academic activity. According to Sukma (2012) literary appreciation learning activities include appreciation, expression, and (productive) creation, which implies that the results of literary learning must involve students' self-actualization. The creation must be understandable in order to know the meaning contained in it. The purpose of learning literature is to improve students' language skills and appreciation. More

than five types of literary works must be studied by students in Indonesia. Starting from the simplest such as text, poem, short stories to complex ones such as novels and dramas.

Literature learning in schools and colleges is realized through literary appreciation, reading poetry, reciting the Koran, and playing dramas. Mulyana (2000) in his research found that the reader-response model is effective in learning poetry assessment. Readers enjoy and explore stories to see how writers, poems, or artists amplify meaning with text. Inderawati (2011) found that after reading a literary work, students analyze the intrinsic and extrinsic elements of the literary work and appreciate it both in writing and orally by collaborating reader responses and visual symbols. When students read, analyze and appreciate poem with their imaginative power, a response will emerge in the form of interpretations of various meanings from them (Inderawati, 2012; Inderawati, 2013; Inderawati, et al., 2014).

Visual symbols are a series of processes for delivering information or messages to other parties using depiction media that can only be read by the sense of sight (Taylor et al., 2019). Visual symbol Reading requires the brain to map visual information onto language information. Several steps can be taken to build visual thinking, including ; Looking, the stage where a person identifies a problem, and its reciprocal relationship is an activity of seeing and collecting. Seeing, understanding problems and opportunities by selecting and classifying activities. Imagining, generalizing the steps for finding solutions, showing and telling pattern recognition activities, explaining what is seen and obtained, and then communicating. These activities had been investigated by Inderawati (2000; 2005)

Responding using a visual symbol response should be paid more attention by giving freedom to students to explore meaning with visual symbols, the objectives of learning literature can be achieved. In a higher context, visual symbols are not just a bridge that connects feelings and thoughts from abstract to real. These symbols can visualize the words written in literary works to form an interesting performance (Inderawati, 2009). There are several ways to respond to visual symbols, such as story maps, sociogram films, and videos.

The English Education Study Program at Sriwijaya University has a Literature course in ELT. This course discussed how literature is valued in various ways, including interpreting stories, novels, poetry, and drama. Fourth semester English Education students will present the theater they are doing after reading and studying old poem. This is a form of literary appreciation. Poem is one of literary works that brief enough to be discussed. Definition of Poem is defined by Cambridge Advanced Learner's Dictionary is "a piece of writing in which the words are arranged in separate lines, often ending rhyme, and are chosen for their sound and for the images and the ideas they suggest". A poem must be taught since it can improve the strength of students, develop critical thinking, promote learning, and encourage student creativity (Santika & Wahyuni, 2020).

Usually, students need assistance in showcasing poetic texts as tools for planning, practicing, and discovering. Athanases (2015, p.95) states,

"Performance assures a higher concentration on the part of the performer more of a commitment to the poem than there would have been without performance. You can't stray to other thoughts as easily you work more closely to the words."

Because they have to convey the sentences convincingly to their peers as listeners/audience, With practice as the core of the unit and many opportunities to write and talk about new realizations, students can become more aware of how they construct meaning and perform drama help students to unleash their English competence. According to research involving drama educators and students, specific aspects of creative practice in drama provide opportunities for students to express their ideas through imaginative work that includes: the importance of the embodied kinaesthetic experience, the ability to collaborate with others, and the exploration and performance of versions of identity (Davis, 2010).

In this study, the fourth semester of the English Education Study Program presented the drama as a final assignment for the Literature course in the ELT course. However, this activity was hampered due to the emergence of the Covid-19 outbreak that hit so that learning did not run optimally because they had to stay at home and cover physical distances. World Health Organization (WHO) State

Coronavirus 2019 (COVID -19) is an international public health danger, and as a consequence of the severe acute respiratory syndrome, coronavirus 2 is becoming a pandemic catastrophe around the globe (SARS-CoV-2).

The government has the policy to study at home and work at home by establishing physical distance to prevent Covid-19 from spreading rapidly so that it needs to study online. According to Arizona et al (2020) (as cited in Molinda 2005) state that Online learning is a form of distance learning/training by utilizing telecommunication and information technology, for example, the internet, CD-ROOM (directly and indirectly). Online learning is learning that can bring together students and lecturers to carry out learning interactions with the help of the internet (Kuntarto, E. (2017). Online learning connects learners with learning resources (databases, experts/instructors, libraries) who are physically separated or even far apart but can communicate with each other, interact or collaborate (directly / synchronously and indirectly / asynchronously).

In the midst of the COVID-19 pandemic, drama-making is experiencing difficulties so that it cannot be done directly. However, this did not become a barrier for students in the presentation of literature. They are challenged to make works as creatively as possible. Siti (2018) states that with the Industrial Revolution 4.0 in the 21st century there are several types of skills, namely 4C (Critical thinking, Creativity, Collaboration, and Communication). The challenges of the 21st century caused by the explosion of information and accelerating change have triggered researchers and educators to develop critical and creative thinking skills among students (Machfauzia, 2020). In making this visual symbol, the researcher saw how students used their creative and critical thinking skills.

Based on the problems above, to create a work in the form of a visual symbol through a play that will be staged virtually requires careful preparation with good creativity to produce works that can be accepted by the wider community. "Creative" means "unique and of high quality" in its most basic definition. Brookhart (2013) states that creativity is a basic idea that can be difficult to get person head around. Additional assessment opportunities are strengthened by

significantly increasing student preparation for using online media in planning, developing, and managing group assignments (Napier et al., 2011).

In creating a virtual work, it takes a special technique called special effects to create certain scenes that produce a visual work that looks real (Supriyadi, 2019; Sharma, 2021; Stuckey, 2021, Boozer 2021, Skulmowski et al., 2021; Hermer 2021). The effects attracted the viewer's attention to a particular segment of the video, and they helped the user understand the concept and Special Effects are applied as mood builders and can be used to dramatize scenes. Koeshardanto & Masnuna (2013), Special effects are also not only in the form of images, such as musical performances with all kinds of laser beams, fireworks, which can also be categorized as special effects..

In this study, the poem chosen was *Beowulf* because this ancient poem (epic poem) is one of the past cultural literary works that has its beauty and characteristics. *Beowulf* is Anglo-Saxon literature or Old English literature that includes literature written in Old English in the post-Roman period from about the middle of the 5th century to the Norman Conquest in 1066. The poem tells of *Beowulf* as a leader in *Beowulf* as a character. This story has to do with leadership, the discussion about *Beowulf's* narrative, in our opinion, can be exemplified well. O'Sullivan (2016, p.55) mentions "a symbiotic relationship between liberal education and leadership studies".

In Literature in ELT course, students were taught to understand the social background of society, the characteristics of literary works, some of the authors of their literary works, and some examples of literary works. For English language students, this course material is quite useful and relevant in understanding English culture and literature. In the poem learning process, collaborative processes are created between students to understand and translate literary works using Old English into English today, in a language that is easier to understand. Hence, due to the pandemic era, the lecturer altered the strategy of teaching literature, especially in performing drama. She prepared the students to have virtual drama performance by introducing them four dimension of visual symbols (Purves, 1990) to appreciate literary works. One dimension of the visual symbols is special effect (Inderawati,

2001; Inderawati, 2005a, 2005b; Inderawati, 2008; Inderawati, 2009a, Inderawati, 2009b, Inderawati & Sofendi, 2018b; Inderawati, 2021).

The purpose of this research is to elaborate the students' creativity in responding literary works in this case an epic poem entitled *Beowulf* by utilizing visual symbol. The visual symbol utilized was special effect as one of the dimensions of visual symbols, film/video. It was conducted for the preparation of a virtual drama. This research is expected to be useful for students at Literature in the ELT course. In the fourth semester, students are asked to make visual symbols to do virtual drama. However, the lecturer has prepared 34 parts of the poem to be created by the students individually. The only application recommended by the lecturer was Canva, while the video maker was free for the students to select. The researcher analyzed the student's visual symbol response and determine how well the students responded the poem *Beowulf* into special effect as one of the visual symbols to create a virtual drama due to the pandemic (Inderawati, 2021).

Based on the explanation above the researcher is interested in doing a research about **“The 4th Semester Students' Visual Symbol Response to *Beowulf* in the Preparation of Drama Performance amid the Covid-19 Pandemic at English Education Study Program of Universitas Sriwijaya”**

1.2 Problems of Study

How was the 4th Semester Students' Visual Symbol Response to *Beowulf* in the Preparation of Drama Performance amid the Covid-19 Pandemic at English Education Study Program of Universitas Sriwijaya?

1.3 Objectives of the Study

To elaborate the 4th Semester Students' Visual Symbol Response to *Beowulf* in the Preparation of Drama Performance amid the Covid-19 Pandemic at English Education Study Program of Universitas Sriwijaya.

1.4 Significances of Study

The result of this study was expected that the students enjoy their creativity as they have strived to create visual symbol to be interesting video as the early effort to prepare virtual drama performance. Finally, the researcher hopes that this study will be valuable and useful to English lecturers in their teaching of literature in the classroom, as well as providing information to readers regarding virtual theatrical performances.

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