

**THE EXPLORATION OF COLLABORATIVE DRAMA
SCRIPT WRITING IMPLEMENTATION IN LITERATURE
COURSE FOR VIRTUAL DRAMA PERFORMANCE AMID
THE COVID-19 PANDEMIC**

A THESIS BY

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Department of Language and Arts Education



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

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Palembang, August 1st, 2022

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DECLARATION

I, the undersigned,

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Certify that the thesis entitled “Implementation of Collaborative Drama Script Writing in Literature Course for Virtual Drama Performance Amid the Covid-19 Pandemic” 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.

Palembang, 1 Agustus, 2022

The Undersigned,



Syafira Nur Arbitia

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DEDICATIONS

To my parents, the biggest supporter for me to finishing my study, who always give their support and believe in me.

All of my friends who always be there for me to support me in every condition.

Motto :

“The most important thing isn’t how fast you walk, but how you walk until the finish line. Don’t stop even if you walk slowly” - Park Sungjin

ACKNOWLEDGEMENT

The writer would like to thank god, Allah subhanahu wa ta'ala without his help, this thesis would never be finished. This thesis is conducted to finished and fulfill one of requirements to acquire S-1 Degree at English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University. The writer would also like to express her greatest love to her dearest parents and siblings who always pray and support me every single day.

The writer would like to express his greatest gratitude to the most caring and inspiring advisor, Ibu Dra. Rita Inderawati, M.Pd. for every guidance, instruction, and advice in writing this thesis. Furthermore, the writer would also like to express her sincere gratitude to the Dean of Faculty of Teacher Training and Education (Dr. Hartono, MA.), the head of Language and Arts Department (Dr. Didi Suhendi, M.Hum.), the coordinator of English Education Study Program (Hariswan Putra Jaya, S.Pd., M.Pd.), all the lecturers of English Education Study Program who have taught her during the study.

Palembang, August 1st, 2022

The Writer

Syafira Nur Arbitia

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ABSTRACT

This study focused on the implementation of collaborative drama script writing in literature course. This study aimed to find out how was the collaborative performance implemented in the classroom and what was students' perception towards collaborative script writing. The population of this study was sixth semester students of English education study program of Sriwijaya University. The sample consisted 34 students who have joined the literature course. In this qualitative case study, the data were gathered by using documentation and questionnaire. The data obtained were analyzed by using script writing rubric and descriptive statistic. The research revealed that most of the students showing a positive feedback towards drama script writing performance. Nevertheless, students still find some difficulties in conducting collaborative approach.

Keywords: *Collaborative Writing, Drama Performance, Virtual Drama*

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 of the Study

Early 2020 has been a hard time for everybody international. Indonesia has been burdened by means of the pandemic attack since mid-February 2020. It turned into a catastrophe for each community round the sector along with the education community. It was caused by an international pandemic, coronavirus (Covid-19), a catastrophe that has compelled us to exchange every regular activity into online activity.

The teaching and learning activity were impacted by way of the worldwide pandemic. The fast unfold of the virus has created strict policies that ought to be obeyed by people such as social distancing, and social distancing makes every person round the world in distress. Moreover, the policies which might be made by means of the authorities have made people work, pray, and study from home for early childhood level of education to higher level of education. An urgent requirement to move online has multiplied stress degree and workloads not only for the teachers or lecturer but additionally impact the scholars too. It forces universities and other education organization to exchange their ways of teaching and learning from face-to-face into online studying, distance learning, e-learning, video chatting, etc.

Online learning can be termed as a tool that can make the teaching-learning process more student-centered, more innovative, and flexible (Dhawan, 2020). This situation allows students to learn more than they learn at school because they've got enough time to surf the internet. Students who are likely to surf online usually find a new site or platform to learn something new. In this case they can be anywhere, interact with anyone, and attend live lectures online on a

national or international scale which could offer quite a few opportunities for social interaction.

Language is an important element to interact with people around the globe. English is one of the international languages which can be used by many people around the world to start to learn in order to build a relationship with people from different backgrounds worldwide. Moreover, Souriyavongsa et al., (2013) state that the English language is a global language that can be used to talk with local and non-local speakers all over the world, in particular within the field of education, in which all university college students need it to conduct research and acquire knowledge. Similarly in Indonesia, English is taught at school starting from elementary school to higher education. It is a compulsory course taught in school. On the other hand, English has often been used in education districts especially higher education for the process of teaching and learning as the medium of instruction.

Writing is one of four abilities that people must have in mastering English. People utilized different parts of the English language skill such as reading, listening, speaking, and writing. In learning English, writing is a skill to pour ideas onto a piece of paper. It includes some aspects: grammar, vocabulary, word order spelling, and logical arrangement of ideas. Different from speaking, writing can be planned and takes a limitless amount of revision for everyone before publishing it or submitting it. According to Brown (2001) the process approach is an attempt to take benefit of the nature of the written code to present students a chance to think as they write.. It means that writing gives the writer's privilege on their work to explore their ideas.

Students may spend their thought, feelings, times, and soul into a piece of paper to create a good paragraph, for this particular reason for this circumstance writing can also define as an activity to show someone's ideas, sentiment, and emotions into a written form that's why writing is not as simple and instant as it thought.

Writing is the majority of the difficult skills to be mastered, that is why it needs to be practiced regularly every day. According to Tarigan (1985), writing is a productive skill, for writing an indirect communication and the character of the individual is very different from that expressed by speaking directly, consequently, writing is covered as a capability. It is important to learn writing because it can increase someone's way of thinking, through writing students can understand expressions and morals in accordance with the rules of the student's way of thinking, and the student's own language. Heaton (1988) expressed that writing ability is unpredictable and once in a while it is hard to instruct requiring dominance not only of grammatical and rhetorical devices as well as of conceptual and judgmental elements. It is also a tool that is used whether in education, journalism, or any other mass communication professions.

Writing has many aspects that students in EFL think is a difficult skill to learn. According to Fareed, Ashraf, and Bilal (2016) the main problem of language in the learners' writing are grammar and syntax. Those issues include the use of prepositions, articles, tenses, verbs, systems, also the use of informal and oral expression. The same trouble became discovered by means of Casanave & Hubbard (1992) that non-native speakers have difficulty with most functions of writing. On the other hand, students feel that the correct punctuation, grammar accuracy, and grammar appropriateness were the majority of reasons why writing is difficult.

In order to improve students' writing ability, sometimes students need someone's guidance or comments on their works. In addition to this, a lot of techniques are sometimes given as an option by the teacher for students in learning writing. In academic writing, , in which students are commonly requested to working on their own, according with that, students must be additionally encourage to working in groups and acquire large quantities of literature support. Soraya (2016) says that an option to work together is given by collaborative writing. Collaborative writing is an activity that can be interpreted as the interference of two or more writer's involvement for the purpose of written

creation. Storch (2019) pointed out that collaborative writing is an activity that requires the co-authors to be involved in all stages of the writing process, sharing the responsibility and the ownership of the textual content produced. This actively demonstrates that collaborative writing needs to be cooperative and team work in regards to finishing the work.

Each student read their peer works that allows you to keep away from the mistakes in non-aspect of linguistics (organization and content) and in linguistic aspect (vocabulary and grammar). Bruffee (1995) states that collaboration experience is something that people create interdependently through communicating together. It means that the idea of collaborative writing comes from students work on something together to produce the written task. Collaborative writing is often used in drama performance; the writers collaborate to produce a script for their later performance. With collaborative writing, the writers also can draw up their personal dialogues and stage instructions and also, most important, rearrange scripts to match their personal, cultural and environmental situations. Performing drama performance also promotes cross-cultural understanding due to the components of drama (actions, communications between peers, nonverbal communications)

According to McLauchlan (2001) states that the ability to collaborate on projects has gained some traction as a valuable social skill linked to both workplace success and cultural competence. In other words, working collaboratively in groups represents both achievement and self-satisfaction which can create major contributions to task initiatives. In addition, collaborative environments combine each student's ability to enhance the community as a cultural group as a whole. This actively demonstrates that collaborating in drama class can create a strong teamwork and collaborative responsibility for making the excellent work.

Students in the fourth semester of the English education study program in Sriwijaya University were performing a drama performance as the task for the final test of Literature in ELT Course. At this point in time, the students

implemented the collaborative writing from narrative text to drama script. During this time, since every learning activity moved from face-to-face to online learning methods, students in the sixth semester of English education of Sriwijaya university also learned online due to the pandemic; so, this means that the performance was performed in a virtual show. Based on an informal interview to one of the students, she insisted that the collaboration drama script writing as proposed by the lecturer was the first time to do. Previously, there might be a students or some to be the drama script writers. Due to the pandemic era, the lecturer instructed that every student had to be an experience of in writing the drama script. Therefore, the drama script could be finished due to the collaboration.

Based on phenomena above, the researcher is interested in doing research entitled **“The Implementation of Collaborative Drama Script Writing in Literature Course for Virtual Drama Performance amid the Covid-19 Outbreak”**.

1.2 Problems of the Study

In this study, the writer formulated the following problems.

The problems of this study are:

1. How was the implementation of collaborative drama script writing for virtual drama performance?
2. What was the students' perception in conducting the collaborative drama script writing?

1.3 Objective of the Study

Based on the problems above, the objectives of the study are to find out:

1. To elaborate the implementation of collaborative drama script writing for virtual drama performance.
2. To find out what are the students' perception in conducting collaborative drama script writing.

1.4 Significance of the Study

The result of this study is expected to give benefits for the writer herself so that can increase her knowledge and get experience by doing this research. The students can write a good paper, understand more how to write something and become a good writer. Writer hopes that this research would be very useful to students in their writing. The writer hopes that this research would give the contribution with this method for teachers to teach in future classes. Lastly, the writer hopes that the result of this study could improve other researchers to find out other techniques or methods and help researchers to find out the information about teaching writing.

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