STUDENTS' PERCEPTION TOWARD VIRTUAL DRAMA SCRIPT WRITING AND PERFORMANCE AT ENGLISH EDUCATION STUDY PROGRAM SRIWIJAYA UNIVERSITY

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SRIWIJAYA UNIVERSITY

PALEMBANG

2023

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DECLARATION

I, the undersigned,

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Certified that thesis entitled "Students' Perception toward Virtual Drama Script Writing and Performance 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,   March 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,

Muslim & Nisvuati, who show me an endless love and support to not to give up.

I also want thank to my siblings, my older brothers, and my older sisters

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

Motto:

"Every time you meet new people, don't forget to always empty your glass."

(Bob Sadino)

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I realize that the process of writing this thesis, is not only an effort by myself alone, there are many hands that help me. Many people around me have given me advice, motivation, and support. In this opportunity, I would like to express my gratitude to:

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The undersigned,

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ABSTRACT

This study focused on virtual drama script writing and performances in Literature in ELT class. This study aimed to find out what are the students of English Education Study Program, Sriwijaya University perceptions toward virtual drama script writing and performance. The subjects of this study were 38 students who had done the Dulmuluk and Where Love Is, God Also virtual drama project. This research used a descriptive study with a quantitative approach as the research design. The data were gathered by distributing questionnaires to respondents through Google Forms. This questionnaire contains 50 questions divided into five parts, there are Drama Script Writing, Virtual Drama Script Writing, Virtual Drama Performance, Utilizing Zoom and Canva, and Internet Access and Signal. The research revealed that most of the students showed a positive perception towards virtual drama script writing and performance. Nevertheless, students still find some difficulties in finding stable internet access and signal in their area.

Keywords: Virtual drama, Drama Script Writing, Drama Performances, Technological tools.

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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

In December 2019 the World Health Organization (WHO) stated that the coronavirus disease or Covid-19 was first discovered in Wuhan, China. This virus spread quickly to various regions in China and several other countries, including Indonesia. The President of Indonesia, Joko Widodo confirmed the first spread of Covid-19 cases in Indonesia in March 2020. The emergence of Covid-19 caused activities in various aspects of daily life to be disrupted. Social, political, economic, educational, and other activities fields must be stopped in order to prevent the continued spread of Covid-19. That way, the government provides a policy to limit activities outside the home and to stay at home until this pandemic subsides. With this policy, the Minister of Education and Culture of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Education during the Covid-19 Pandemic. There are several appeals conveyed in the circular letter, and one of them is that teachers and students must carry out teaching and learning activities from home. In this case, one of the things that can support the success of teaching and learning from home is to use technological assistance as the best alternative.

According to Syazali (2019), the utilization of technology improves the effectiveness and efficiency of the learning process and gives teachers and students access to get many information, knowledge, and skills. Also, since they have the leisure to browse the internet, students who learn using technology might learn more than they do in class. Learning using a network system, such as through planned e-learning on a website or through various online applications, is a teaching method that may be used to achieve the learning process with the

Covid-19 approach. In addition, several media can be used to support learning by technology, for example, Google Classroom, Google Meet, Whatsapp, Zoom, and many more. Therefore, with online learning, various ideas or new learning methods are created, one of which is virtual drama performances by the students and teacher.

Learning drama is very important for students. The drama may provide students with first-hand experience and perception, also making it an effective teaching tool (Idogho, 2018). Drama is the appearance of a work that has a beauty value that can show and express emotional feelings through the speech and gestures of the actors. Learning drama in the classroom has many benefits, especially in the development of language and literacy. As Stinson (2018) highlighted, drama literacy is described as the ability to 'read' and 'write' in the symbolic languages of theatre, as well as the ability to create and transmit meaning personally, individually, and collectively through dramatic circumstances.

Apart from language and literacy, drama is a distinct activity that may be used to make learning more dynamic, interesting, communicative, and meaningful (Moghaddam, 2018). Through drama, the students can explore the foundations of surface reality. The drama also offers students the opportunity to choreograph roles, characters, and various life situations, helping them discover and recognize several independent and specific concepts and emotions that commonly occur (Duffy, 2018). In addition, drama techniques are a powerful way to motivate students' active participation in learning by bringing enthusiasm, fun, and laughter into the classroom and encouraging collaboration in imaginative contexts. Therefore, even though drama performances on stage are blocked due to Covid-19, now drama performances can be done virtually.

According to Nugroho, Yuliati, Susanto, Trihapsari, Nugrahani, & Hamonangan (2021), video conferencing platforms such as Zoom Meeting and Google Meet which are usually used for remote teaching and learning activities

have great potential to be used as a means of drama practice. With the advancement of technology, virtual drama performance takes advantage of many programs or features available on video conferencing platforms. Virtual drama performance can be assisted by the presence of back sound and background features that will liven up the atmosphere of the actors in the drama. In making backgrounds, several applications can be used as tools to help increase student creativity, such as the Canva and Pinterest applications. According to Inderawati (2021), Unique virtual backgrounds can be made as creative as possible by the Canva application that provides lots of images, fonts, filters, and templates to work with. While in the selection of backsound, students can look for some appropriate and suitable music to be used as a support in virtual drama performances. One of the platforms that can be used in the selection of this music are Canva and YouTube.

Apart from virtual drama performances, behind it, there is high complexity. In addition to the need for media or platforms that accommodate the need to be able to run virtual drama performances, there are various processes that students go through, such as script writing. Writing a drama script or scenario requires great language skills to be able to build a good story. In addition, to be able to write drama scripts, of course, one must also master a variety of vocabulary in building interesting dialogues, but still relevant and easy to understand. In script writing, students not only write a story, but students still have to be literate to explore the story. Nugroho, et al. (2021), states that drama script texts limit the performance in clear ways, not only linguistically in determining what the actors say and determining the actor's actions, but also, to varying degrees, across the range of codes with different meanings that show acting, background, music and more.

Drama learning also takes place in the Literature in ELT class in the fourth semester of the English Education Study Program at Sriwijaya University, the final task that students must achieve is to perform a drama virtually. Students are required to explore existing stories, then turn them into a drama. In writing scripts,

students' creativity must also be improved, students together determine the appropriate background, music, and story setting for the drama performance. The purpose of this study is to describe or express students' perceptions of the activities they have experienced in the Literature in ELT class related to the implementation of virtual drama performances, because, of course, many things have been passed during the preparation process for virtual drama performances. Therefore, the researcher is interested in conducting research with the title "Student's Perception Toward Virtual Drama Script Writing and Performance at English Education Study Program Sriwijaya University".

1.2. Problem of the Study

In this study, the researcher formulated the following problem.
The problem of this study is:

> What are the students' of English Education Study Program, Sriwijaya University perceptions toward virtual drama script writing and performance?

1.3. Objective of the Study

Based on the problem above, the objective of the study is to find out:

> To find out what are the students' of English Education Study Program, Sriwijaya University perceptions toward virtual drama script writing and performance.

1.4. Significance of Study

By conducting this study, hopefully, this study can give new insight and information about how students' perception toward virtual drama script writing and performance during the pandemic Covid-19 and also find the answer to how drama script affects students' writing skills. For teachers and lecturers, hopefully, this study can bring the information to prepare them more adapted to technology, with this learning method can contribute to teaching in future classes. And also This study is likely to provide new insights for future research, to more in-depth and credible.

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