

Lesson of Drama in Language Education: Why do We Have to Learn English Through Drama Performance?

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Abstract—The primary goal of this research is intended to report how the implementation of Drama Performance as a project based in learning English foreign language and whether the lessons, the learning activity can motivate students interest also encouraging students to use their English language skills. Further, the discussion also takes into the issues of the problem that may exist during drama performance such as some students believe they cannot perform in English and they may choose to withdraw from the activity. The researcher is employing qualitative methodology to investigate the research questions. Observation and interview use as the instrument of this present study. The participants are the students who take Drama in Language Education course at the fifth semester of English Education Department at School of Teacher Training and Education (STKIP) Muhammadiyah Bogor. The students have performed drama, and have experience in preparing the session. The students are under the researcher supervision. The participants from other Department to be interviewed became the source of the data who watched drama performance. The students are under the researcher supervision. Activities are designed in accordance with the course objectives to share information about the students, the learning process and the phenomenon. The implementation of drama performance as a project based learning has myriad benefits for students and drama activities are a unique way of enhancing students' motivation and participation. Language skills can be exposed to students not only through conventional technique but also through drama performance. Project based learning provides students with the opportunity to explore the contents of Drama in Language Education. To get into the outcome, the core activities focus on the elements of drama, creative writing (composing a play script), characterization, make-up character, providing students with the information about drama in language education, and also hope to give students the opportunity to perform a drama in English. The lecturer's role in the teaching learning process is crucial. It can influence the students' response towards project based learning.

Keywords—*drama performance, project based learning, learning skills*

I. INTRODUCTION

Drama activities have been used to foster the acquisition of foreign language skills time after time. Drama integrates English Foreign Language skills in a natural way. There are also studies to support the advantages of drama on students' language skills[1]. Some useful activities are suggested for encouraging students to practice their English as follows. Firstly, students can be encouraged to practice speaking outside the classroom through rehearsal. Secondly, lecturers can help the students by providing feedback on the activities they are working on or assisting when they have language problems. Finally, students should be engaged in good speaking activities which can motivate them to play an active part in the speaking class [2]. Project-based learning provides learners with opportunities to focus on language functions through various tasks in the project.

Drama performance is as one of techniques may be used to motivate and create bond between the students and their peer, and also between the students and their lecturer. In fact, the prior research on drama in learning English have been abundant. However, the focus on make-up characters and drama performance as project based learning has not been widely explored especially from students' view in School of Teacher Training and Education (STKIP). Some of the previous research additionally emphasize on experiential learning through interactive drama drama [3], the effect of performing arts [4]. Another study, drama was used to teach English to linguistically diverse middle school students [5]. In other country, such as Brazil, the researcher point out the positive effects of drama on students' oral skills in the target language [6]. Drama in language education has naturally taken its place in English language learning. Since many research have established that there are valuable influences of learning English Foreign language through drama performance. The researcher need to explore more the

implementation of drama performance as project based in using English Language at School of Teacher Training and Education. The specific research questions are as follows:

- How the implementation of drama performance as project is based learning in EFL class?
- How project based learning and drama can be integrated to promote students' learning skills?

The primary goals of this research is to report how the implementation of Drama Performance as a project based in learning English Foreign Language (EFL) class. Next, it aims to see how the use of project based learning focusing on drama can be integrated to promote students' learning skills. Further, the discussion also takes into the issues on the participant's perspectives into drama performance and the problem that may exist during drama performance.

II. LITERATURE REVIEW

A. Drama in Language Education

This compulsory course provides students with the opportunity to explore the contents of Drama in language Education. To arrive at this objective, the core activities focus on the elements of drama, creative writing (composing a play script), characterization, make-up character, providing students with the information about drama in language education, and also hope to give students the opportunity to perform a drama in English Foreign language (EFL). Based on the topics to be covered in the whole semester, the students are expected to perform a drama as their project.

The teacher training and education have hardly been adapted in a way that would ensure the teachers in Elementary, Junior and Senior High School have the skills to use educational drama while teaching. In fact, drama performance in language education depends on the initiative of the teachers. In order for teachers to be able to use drama in teaching learning English Foreign Language (EFL) in school curriculum, they will need to be appropriately and correspondingly trained [7], [8], and [9].

Drama activities offer a framework for successful language learning because they provide a stimulating and positive learning environment and can help reduce classroom anxiety which can increase student motivation and participation.

English is a foreign language which is used by people who speak different first languages in order to communicate with each other. Various activities have been used to develop students' speaking skills. There are studies to confirm the effectiveness of project-based learning and drama instruction on learners' communication [10] and [11]. The results suggest that drama activities can be used to enhance learners' language skills. Moreover, the drama activities can motivate them to use the target language. In another study, the researcher determined the results of using drama for teaching and learning language and communication [12], [13], and [14].

B. Project Based Learning

It has been explored in various contexts and in different phases of schooling, from primary to higher education. The uniqueness of project based learning is the construction of an end product, a 'concrete artifact' which represents students' new understandings, knowledge and attitudes regarding the issue under investigation often presented using videos, photographs, sketches, reports, models and other collected artifacts [15]. Project-based learning (PBL) is an active student-center form of instruction which is characterized by students' autonomy, constructive investigations, goal-setting, collaboration, communication and reflection within real-world practices [16].

Social media sites have become invaluable tools in education. The Fifth semester students of English Education Department were promoting their drama project using social media, such as Instagram, YouTube and Facebook. They were creating their drama trailer on social media platforms. Modern digital technology is a major enabler for students to comfortably engage with the process of designing and developing their project as they can document the whole process and easily share their creations in a digital format [17].



Fig 1. Drama Performance

III. METHODOLOGY

The researcher is employing qualitative methodology to investigate the research questions. Observation and

interview use as the instrument of this present study. The participants are the students who take Drama in Language Education course at the fifth semester of English Education Department at School of Teacher Training and Education

(STKIP) Muhammadiyah Bogor. The students have performed drama, and have experience in preparing the session. The students are under the researcher supervision. The participants from other Department to be interviewed became the source of the data who watched drama performance. Activities were designed in accordance with the course objectives to share information about the students, the learning process and the phenomenon.

The researcher used non-probability sampling technique. This technique was chosen because the sampling data collection did not give same opportunity to all individual of population. Then, the sampling technique in non-probability was used is purposive technique. Purposive technique was used based on the researcher's assessment of knowledge or prospective participants or respondents to answer research questions. The assessment that the participant had knowledge is done subjectively based on the observation of the researcher. In general, samples that were considered capable of answering research questions people who were experienced or have knowledge related to the focus of the study.

C. *Data Collection*

1. *Observation*

Observation, particularly participant observation, has been used in a variety of disciplines as a tool for collecting data about people, processes, and cultures in qualitative research [18]. The observation on this study was done with the objectives to:

- Observe the students' learning process in learning English through Drama in Language Education;
- The rehearsal Process in Drama Performance;
- Investigate the problems appeared during the implementation of project based learning; and
- Observe the students' drama performance

The time duration of observation was 3 months. The observation was done in the classrooms and at *Aula* of STKIP Muhammadiyah Bogor based on Drama in Language Education schedule, rehearsal schedule and drama performance.

2. *Interview*

The next step was interviewing the participant about drama performance as project based learning. The interview is The process of obtaining information for the purpose research with questions and answers method while looking at the face between interviewer with respondent using interview guides [19]. The type of interview used in this study is in-depth interview. The method considered an appropriate to the research as this it will enhance a deeper understanding on the study objectives.

3. *Data Analysis*

Data could be collected only in various ways (observation, interviews, document digest, and tape) and usually processed first before it was ready to be used, but still used words arranged into text that compiled. The process was systematically done to get the valid result of data. In analysing the data, the researcher state that among

qualitative analysis methods, thematic content analysis is perhaps the most common and effective method in this study. It can also be one of the most trustworthy, increasing the traceability and verification of an analysis when done correctly [20]. The following are the six main steps of thematic analysis of the transcripts. 1) read the transcript, 2) annotate the transcript, 3) conceptualize the data, 4) segment the data, 5) analyse the segments, and 6) write the results.

Every single step has its own function that connected each other. The process was systematically done to get the valid result of data. The data that had been analysed became the elements to present the findings and discussion of this research.

IV. FINDING AND DISCUSSION

This present research was purposively done to report implementation of drama performance as project based in learning English Foreign Language (EFL), and whether drama performance encourage students to use their English language skills. Additionally, the investigation was also conducted to figure out the problem that may exist during the learning process, the rehearsal process and drama performance. In order to get the ideas of how the implementation of drama in language education performance as a project based learning in EFL, especially on English language skills which was started from the step of preparing the script, the learning process, the rehearsal, the core activities done in the classroom until drama performance, including the problems appeared during the teaching learning process and the lecturers' solutions in overcoming such problems.

A. *The Observation*

The data gained from all of the observations were expectedly representative to the findings of this research. The researcher obviously saw the students did it really well. They enthusiastically learnt to write the play script which was stimulated by some slides and examples the lecturer made in digital presentation also videos. There were some play scripts shown to students, and then they discuss it, analysed and elaborated the scripts with their classmate. Some common technical problems appeared in the middle of learning process; the main problems were finding students who were interested in directing and motivating their friends in drama project, who had the time to commit to it and willingness to work on English foreign language drama production. Another problem that was encountered was scheduling rehearsals so that all students in the particular scene were available. Every week, the director attempted to find a time that would work for all students involved but it was a bit impossible and resulted in much frustration. Many conflicts happened between students. To allow as many interested students as possible to be a part of the production, scheduling rehearsals based on student availability seemed to be the only solution.



Fig. 2. The Rehearsal

Since students were using English language, they often could not remember their dialogues. The time constraints of only two months made it difficult for students to memorize their script and lines. The first month of rehearsal until the last few rehearsals before drama performance, several students still had not memorized their dialogues and not only were this worrisome but it also made rehearsals difficult. It also caused conflict. Some students were crying during rehearsal. Some students believe they cannot perform in English language and they may choose to stop and withdraw from the activity. Without being tied to the project, another problem that was met was lack of budget. Even though this was a small performance (only two groups), a few properties and wardrobe had to be purchased to enhance drama performance. There was a need for an operator and technician to work the lighting, but finding a volunteer with enough time to attend some rehearsals and become familiar with the technical aspects of the stage in drama performance was not easy. Luckily, the theatre communities at campus were able to support and contribute the purchase of some properties, and the students communities at English Education Department was another communities from which some support could be obtained. Here, too, reaching out cross-department at campus may be the key to find the students were interested in participating drama performance project based.

The last, performing a drama in English language produces additional challenges that cannot always be

foreseen when planning, preparing and performing for such a project. Some students have strong learning skills and have minimal problems in acting. Other student, however, need a lot of help in acting, improvisation, pronunciation and intonation. An awareness of their shortcomings in some cases may lead decrease their self-confident, speaking anxiety, low motivation in performing drama. Thus, an appropriate way must be found between correcting and helping students improve their language skills and not demotivating them and decreasing their self-confidence. Observing students project on drama in language education performance for three months made it clear that through intense work and teamwork, the students were able to improve their language skills, especially in the area of speaking skill, reading skill, pronunciation and vocabulary knowledge. The student learned many words, new vocabulary that they would not have encountered in their regular classroom instruction and were able to expand their grasp of English foreign language (EFL). In fact, producing a drama project with students helps to strengthen student relationships. It improves the atmosphere between the lecturer and the student, togetherness. Finding an appropriate way to increase students' interest in learning English foreign language and attract students is thus an important task for a majority of foreign language department today. Performing plays in English language can be one such way to reach the learning outcome and students' motivation in learning English Foreign Language (EFL).



Fig. 3. Make-Up Character

B. The Interview

The data gained from the interview with the students from English Education Department as the participants. They were interviewed by the researcher with several

questions to verify; Students' feeling (Number 2, 3, 4, 7), the core activities: Project based learning (Number 1, 6) Language skills (Number 5). The data of the interview were recorded as audio files and digital data. The

participants stated their thoughts as follows (echoing the majority, not edited):

1. *Please describe your feelings about Drama in Language Education Class.*

My feelings when the drama in language education yesterday, first I felt nervous when I wanted to perform, there was worry, fear of something undesirable happening, but I thought I could do it and finally I can also display a character that is not my own character and that I admit is indeed difficult, but we can do it with pleasure. (p.1), **My feelings** when the drama class, very impressive, have many extraordinary experiences, know the character of all the classmates in class, tired of practicing, draining money, dividing time between lectures and drama practice. Changing from not confident to extraordinary confidence. (p.2), **Drama in the education class** is very useful for mental testing, adding vocabulary and giving a lot of experience in it. (p.3), **When drama**, I feel happy and get a lot of knowledge about theatre, about the cohesiveness of friends, about togetherness and everything becomes an experience. (p.4), **I am very happy** with this drama course, because with this drama we can get more experience than just sitting for presentations, drama also makes students practice cohesiveness to get good teamwork. (p.5), **I am very happy** to be able to take a Drama language Education class because in this class the way of teaching is very different from the others. Somehow whatever is taught by the lecturer are very interesting and many lessons and experiences of course. Very happy and grateful. (p.6).

When the participants were further questioned about Drama in Language Education project based learning, mostly all participants' mentions that they felt happy in doing drama project. The participants answers above were given in order of the number of the citations from the interviews (not edited version). For the purposes of this research, the researcher use the terms project based learning and language skills in EFL to refer to drama performance. Drama involves such activities as role-playing, mime, simulation, and improvisation [21]. The impact of creative drama has been shown to have on literacy and language development. By using their bodies and voices to dramatize the characters' words and actions, children gain a sense of how interactions among the characters shaped the events described in the story. "In this way they can touch, see, and experience the meaning of the words in the text" [22], [23]. Some views of the participants were associated with including core activities, drama performance project task in order to make all students be actively involved in the lesson. Drama activities offer a framework for successful language learning because they provide a stimulating and positive learning environment and can help reduce classroom anxiety which can increase student motivation and participation [24].

Project drama is an annual project in the English Education Department. In my opinion, this project is the most anticipated project because every process in this project is never easy, really out of the box. (p.8), **When I listen about drama** of course it's rare for me, the first I felt

so sad, why? Because in drama I've to practice more and of course the techniques of drama is not easy, I've to spend my time for thinking more what kind of drama that I've to choose and then is there drive for our group and how to connect each other and many more. Besides that, I was really happy because one of my experience for drama that ever after we begin practice every time. (p.9)

2. *Please tell me what disturb you the most in Drama in language Education Class.*

I don't think anything is disturbing, because indeed this is our learning, but maybe because in the drama in language education it must show a drama; maybe what is disturbing is the training process, especially in managing the time practice and processed this is a lot of problems that arise. (p.1), **The most disturbing** thing is the habit of arriving late and the number of absent members, makes the practice not conducive. (p.2), **The interferes** in drama is time and gets nervous. (p.3), **The most disturbing** is the training ground. (p.4), I think that is disturbing, because I have a long distance from home, while if we practice having to go home that night, it makes me very constrained because transportation is not available at certain hours. (p.5), **When the practice**, often coming late. When we're practice, there is person who's always coming late. Of course I ever do that and I don't know they couldn't begin the practice without me because I'm the director. That's annoying but sweet. (p.7), **I don't think anyone is bothering** me because this is an assignment in English education so far. I really enjoyed the process and I am happy that this course has made me able to make up and act as another character or role. (p.8), **Because we are divided into two groups**, I honestly get disturbed by the competitive feeling in the drama class, yeah.. Indeed not everyone looks competitive but some people show it clearly. I feel uncomfortable with that, but everything be better from time to time and I realize that is the part of the process too. (p.9)

Problems arose for the class when some of the students did not want to participate, the student found some difficulties that they encountered while doing rehearsal in Drama performance. The big problem that was encountered was scheduling rehearsals so that all members in the particular drama scene were available. Every week, the director (a student) attempted to find a time that would work for all members in their group involved but it was a bit impossible and resulted in much frustration. In contrast, some of the students mention that they did not find problems. They were enjoying the core activities and learning process.

3. *Describe what it was like to work with your group. Did you get along with them? Why or why not?*

Initially a lot of problems, especially in dividing the time to practice because maybe each of us has different schedule activities, that's where sometimes we don't get along well, but a matter of time we have deliberated with the agreement of us all and so far Alhamdulillah we finally get along well and remind each other, support each other and understand each other, even sharing (p.1), **Not all good**, there are obstacles and problems in drama, from the characteristics of different friends, spurring the difficulty

to unite one idea. (p.2), It feels amazing, so very harmonious, because time, place, sacrifice, cash, and feelings of various characters in the group taught us the meaning of togetherness. (p.4), I am very proud of my group because they are always compact and look tough even though we know our group does not get extraordinary help from other parties which sometimes makes our group down, actually before appearing our group was a little disappointed with some parties and some were crying because not confident, but we strengthen each other to be sure even though we will be proud of our own results without outside help. (p.5), When I work with my group there are certainly things that don't get along, but only for a short while we try to reduce each other's egos. The thing that keeps us from getting along is it's always too late to practice. (p.6), Very extraordinary, my feeling like rollercoaster up and down, with various dynamic of discussion that appears, try to unite ideas from different people of course not easy but everything change as we go through the process until finally I become more aware on the personality of each member of my group and began to care each other. (p.7), I love my team, I don't know why. The feeling is so much, sometimes I feel angry, disappointed, satisfied, all of that feels make us near just like a true friend who always there for you, togetherness is number one for us. (p.8), Initially not get along well but over time we get along well and can practice seriously and focus. (p.9)

It has been argued that the freedom and challenge that students experience as a result of solving the problems that arise in designing and building their projects result in high levels of student engagement [25]. The above comments may indicate how project based learning is a student-centre form of instruction which is based on three constructivist principles: learning is context-specific, learners are involved actively in the learning process and they achieve their goals through social interactions and the sharing of knowledge understanding.

4. Describe what it was like to perform your scene. Did you feel prepared? Did you feel nervous?

Before appearing in my scene, I felt nervous, but when the performance took place in my part of the scene, I felt ready and not nervous. (p.1), I was appointed when the drama became the main character, initially I refused, because this

is the first time I became an actor in a performance, did not have the skills, but all of them always supported and encouraged me to be able to do it all, finally I was ready and serious really practice, and the results are very satisfying, because the process will not betray the results. (p.2), As soon as I do the scene, I feel ready but a little nervous because seeing the audience turns out to be a lot. (p.3), I feel quite happy, I display as much as I can and I'm not nervous at all. (p.4), I'm the main character, so that's wonderful feeling for me because my group is the second group, when I watch the first group, I really nervous but when I go on the stage and try to get reach out the feeling and do the best that I can. With the practice that I've done I feel ready. When on the stage there are link that happened that are beyond our prediction that affects the flicker (p.6), Actually my performance is become a narrator. I'm not as the one of the actor there. My feeling of course nervous and I think I prepare well. (p.7), Yes honestly I feel nervous when performing because this is my first time performing with costumes like this in front of many people and I am confident that I certainly can and can show my best (p.8)

The researcher find out that in order to perform a drama project, the students must not only understand the material of drama in language education but also find a way to express their feeling, communicate it creatively and effectively to the audience. Drama Performance is one of alternative projects for students to imagine, explore, create, and share in front of others. Apart from fostering language skills, drama performance as project based have further positive effects on a variety of social competences and personal skills. One of the study finding is that, despite initial resistance from the majority of the English language learners about taking this mandatory class, the drama pedagogy used in this classroom drew on students' personal and cultural experiences in the creation of identity texts and thereby provided room for a situated practice as well as multimodal representations of meaning. This process of creating performance-based identity texts, the author argues, cognitively engaged students, provided room for identity investment and, therefore, despite initial challenges, helped many students with their linguistic and social performances [26].



Fig. 4. Drama Performance

5. Did you learn others aspects in English language while learning Drama?

Yes, from this drama I learned how to pronounce English, intonation, then listen to English dialogue and so forth. (p.1), Well, I learned it all. From writing dialogues,

practicing pronunciation, and listening to dialogues between players. (p.2), By performing out their role in drama performance, the students who have difficulty with reading and writing can avoid struggling with pen and paper, and may expose a previously unnoticed intelligence

or ability, *Of course, before conducting dialogue we are trained by the director for pronunciation of gestures and so on. (p.4), I learned several aspects of drama, such as writing drama scripts that must always be revised in every scene, I also learned aspects of listening such as listening to suggestions from friends and listening to each other while talking in drama, I learned to learn good pronunciation, and practice to get my confidence in drama. (p.5), Yes of course when I study English drama I learn a lot about that aspect, especially the listening and pronunciation aspects. (p.6), Yes of course, I learn to write when revising drama script, learn to correct pronunciation when doing dialogue although there is someone who said this to me it is enough to doing dialogue with Indonesia accent to be easily understood, but I think it is a process for me to learn more in the pronunciation aspect. So I decide to use an English accent, I also learn to listen while listening to other characters dialogue in drama (p.7), *Of course yeah, especially for the pronunciation. As the narrator I've to read some of the paragraph of the text. It is increasing my pronunciation (p.8), Yes, from this drama I learned how to pronounce English, then listen to English dialogue. (p.9)**

Based on the interview, the students have shown that they perceive many positive effects from engaging with drama in their language classrooms. To explain this, some students seem to enjoy repeated oral practice with a text and having an opportunity to spend more time than usual practicing and focusing on intonation pattern. Rehearsal is useful for students in various ways. When the learners rehearse, they were involved with various processes which include the establishment of characters, personalities, motives, and persona, thus creating a genuine purpose for communication [10]. The atmosphere in drama performance encouraged the students to speak with their friends when they were playing their characters. Furthermore, it allowed them to think about how they have to respond to other characters in that situation. When students performed in English drama, they had a purpose for speaking. To work on a drama performance, students took on various roles as researchers. The students in the project gathered information about the theme. They studied related information by themselves from various resources such as texts, some books, Internet, YouTube, movies, and so on. Those data were analysed and adapted into their drama project. These encouraged them to be autonomous learners. It is supportive with the result of the research that the component of project based learning increases students' research skills as the students are required to take some responsibility for their own learning through the gathering, processing, and reporting of information from target language resources [27].

6. *Describe the audience response to your acting. Were you surprised? Did the responses happen as expected? Hahaha yes the audience response was shocked and that is what I expected because at the end of the story I became Zen's wife even though Snowwhite loves Zen. (p.4),*

The researcher report that EFL drama performance fosters and maintains students' motivation by providing an

atmosphere which is full of fun and entertainment. Interestingly, from the results of the study, it was found that the audience was one important factor that motivated the participants of the study to perform with enjoyment. One of the students mentioned that she and her friends felt little nervous when acting on the stage in front of an audience; however, it positively encouraged them to do their best and put in their best effort to play the characters. *I was very surprised, so many gave positive responses, until others did not think that I was said to be able to do extraordinary acting, according to them. (p.2), The response from the audience is that good and suitable to play a role as a mother who is angry with her child and I didn't expect that, thank the response was good. (p.3),*

It is obvious that the audience is one important factor which motivates learners to perform in English. From the researcher's observation, it seemed students were a little nervous when they worked on make-up characters performance; however, they looked more relaxed and confident on the day of the actual performance on the stage. Students tried their best and showed great effort in their actual performance.

I was very surprised when the audience laughed at me, because my role as an informant had to be funny and strange. At that time I realized that I had managed to portray a strange and funny informant. (p.5) , The audience response when I was acting was, when Mrs. _____ commented that I was very happy and confident. She said that "waaaaah so cool like auto of the box did not expect to be like a guy so A with F just lost with maleness L" Haha I think I still remember his words like that. Many of my friends also like my acting because their words are like my real character even though it's a joke they are very annoying, there are also people who like my moustache. (p.6), personally I feel that the audience not really satisfied. I do not know why, even though when I sing a song I feel better, I was surprise when I was singing the audience give applause. I almost forgot my next dialogue. I didn't expect too high however the response was given by audience I really appreciate it. It's happy enough for me when they can attend to watch our drama. I'm grateful. (p.7), I'm not really feeling something special from the audience, because I'm a narrator, but when the make-up character performance, as Valak, all the audiences were scare of me, I don't know why, I just Hahaha (p.8)

In terms of evaluation and feedback which are important processes at this stage, the students' drama performance was evaluated based on the elements of drama, verbal language, non-verbal language, learning lines, and staging. They were provided with feedback after finishing the performance. The students were expressing their feeling at the end of their performance. The audiences give comments directly; some of them asked several questions to the students as the performer.

Based on the observation and interviews, the researcher point out that the students participated in various tasks of the project based learning, such as make-up character performance, script writing, setting design, costumes, text analysis, cast, poster publicity, sounds and effects

integration, producing trailer, promoting their drama using social media and rehearsal. Students independently chose to work on different tasks according to their knowledge, abilities and preferences. Moreover, they were allowed to take on different characters and roles. In this study, the lecturer was seen as a facilitator who assisted students and approved the content. Moreover, the lecturer assisted whenever the students could not reach a common decision or when the students needed help to discuss important issues.

7. *How do you feel now after performing your drama?*

Actually in the show there are some things that we really want to get angry, the stage setting is not in line with our group's expectations. Lots of frustration with the team that helped group one. Maybe there was no further communication that caused it. After the show also in the whatsapp group some people got on their emotions. But yes, everything has been done okay. (p.6), The audience can clearly hear every dialogue that is carry up, but I think it was not optimal because the character's voice sometimes small (not too loud) (p.7), I just wish please not raining and all the actors of my group, their voice are loud, that's my wish. (p.8), I want during the drama to run smoothly from the beginning to the end and there is nothing I don't want (p.9), my feeling now must be happy because in my opinion the existence of a program like this is very fun even though the process is not very easy because they have to prepare this and that. not only mental retention but all property as well everything must be prepared carefully and it's not easy. (p.1), More confident, it turns out that thing that I might not be able to do with real can I do. (p.2), Certainly relieved and have a lot of experiences to be had. (p.3), I feel happy and everything becomes a distinctive memory for me. (p.4)

The end-product of this study was a drama performance on stage. The performance lasted approximately one hour. The students performed in front of an audience with all the elements of a drama production. A dramatic performance is beneficial to students in various ways: linguistic reinforcement, pronunciation practice, becoming more familiar with the text, self-esteem development, discussion skills, and meaning-focused [28].

The drama was a success even though there were a few minor obstacles but I am very grateful to have a very extraordinary experience. (p.5)

The participants' views support that the implementation of drama performance has positive effects on the development of individual or group work skills. Since drama performance as project based learning activities enable students to promote their team work skill and building personal relationships students' individual participation or group cooperation in drama enhance their interaction and build positive social relationships. Enabling the engagement of whole class in a drama performance was suggested by the participants of this research, as well. Some were recommended all the students, even the passive ones, be engaged in drama project.

What I feel after doing the drama is certainly a relief because I have already completed this assignment. In addition, our longing for our habits that always gather,

joke, eat, discuss, like having new friends and family. We also know each other with their respective characters, our ignorance becomes discovered. The point is togetherness that will not be forgotten. Gratitude is grouped with them with our own efforts, our own efforts, without the help of others. yes we are proud, we are happy. (p.6)

I'm lucky have a friends who have a high togetherness and compactness in drama class, I love them. And I'm lucky too because have a good lecturer who always give a good her experience and knowledge. (p.7)

Very happy and calm (smiling) because free from nervousness on the day after the show, free from practice schedule that often come home late at night, hmm.. but I realize through this drama project so many memories that we've made. Even now there are many small things that often make me remember again. When I practice dialogue, singing, praying in the hall, eating together, going to tourist attraction to make trailer, making trailer two times because of Aji's hand phone incident. I'm very grateful to be able to go through of all this process. Like that.. so the last is, thank you for the opportunities that you give for us to proceed, this project is more than just a drama, but there is a drama in drama with a variety of dynamic. Thank you M... (p.9), Alhamdulillah I feel satisfied although our performance it was not really good but I feel satisfied because all that's our effort. Anyway I got special feeling, that is togetherness. Togetherness is the expensive feeling that we found in drama. (p.10)

The participants shared their views on drama performance. They state that the learning activities can improve their language skills and academic performance of the students who participate in drama due to their being more engaged in lessons than their nonparticipant counterparts. The views regarding the implementation of drama performance as project based learning yield positive environment for students from different background so that they provide not only lecturer and peer support at campus but also parent involvement in their life.

The next step was interviewing the audience from different background. The participants were some students from department of Educational Administration, students' parents and High School students. Interview was done to verify what had been obviously witnessed in the process of observation [19]. Interview is important to do in this research to get the verified data through the communicative competence between interviewer and the respondents. The definition of communicative competence as: "that aspects of our competence that enable us to convey and interpret messages and to negotiate meanings interpersonally within specific context" [29]. The data of the interview were recorded as digital data.

a. Have you ever seen English Drama Performance of PBI STKIPMB?

Well, I've seen it, starting from memorizing the dialogue script to acting practice (A.1), Yes, I've always been a great viewer in that event, so I like to watch the Drama Performance of PBI at our campus. (A.2) Several times I had seen a performance during a training session, their performance was extraordinary to display the drama. (A.3), Sering, setiap ada drama

di kampus pasti saya nonton (A.8), Pernah, ketika mereka akan mempersiapkan pertunjukan drama mereka bersungguh sungguh latihan (A.9), Yes, I have ever seen English Drama Performance. I remember the first drama performance I've seen drama from Ka M and Ka Y and ka D but I forgot the title and the last semester I watched Cinderella and Rendezvous. (A.12) It's my first time (A.13)

- b. What do you think about their performance?
 My opinion about their performance is that they are very hard working and never give up and keep trying to show the appearance as much as possible (A.1), I think they are doing a character with seriously and like a reality, when I see that performance, I feel that must be able to be best actor of drama. (A.2) , their performance was extraordinary to be able to satisfy the audience when they saw the drama they performed (A.3) , I think their performance so great for me. (A.4), I think performance it's so natural (A.5), very good especially in the narration of the drama, easy to understand (A.6), I like their performance and good enough for newbie who learn English. (A.7), Bagus, sangat kreatif dan memang selalu totalitas dalam penampilannya (A.8), Pernah, ketika mereka akan mempersiapkan pertunjukan drama mereka bersungguh sungguh latihan. Semangat dan sangat memaksimalkan kemampuan Bahasa Inggris dalam pertunjukan drama dan tidak gugup ketika menampilkan pertunjukan drama (A.9), very good (A.10), Their performance is amazing: I can't imagine how they're making a script in English language, practice their script performance, and make video for the trailer. (A.11), I think that they are so great. It seems like I got into the story (A.12), Their performance so great. They make me laugh and feel like watch movie in TV (A.13)
- c. How does Dramatization (Drama Performance) help students in learning English language?
 In my opinion drama can help to show their skills and give lessons for acting that are not appropriate to their original characters so they can be confident. (A.1) , I feel that the good dialogue, the best acting from the actor and performance success, can be a motivation and help a student to learning English language. (A.2) , very helpful, because students can see the performances using English, so students definitely want to be able to speak English correctly (A.3),
 By the drama performance can practice speaking skills, without dialogue, pronunciation and interaction to audience. Etc (A.4),
 Dramatization help student with dialouge body and speakers English in performance (A.5), Through the delivery of narration and gestures, so that delivery is easy to digest. (A.6),
 Because I like watching a movie, and the dramatization is one of methods to learn English. and I thing drama performance help students to learn English well (A.7),
 Tentu saja sangat membantu, karna memang selama saya melihat drama khususnya di luar dari lingkungan kampus baru di STKIP saja (A.8) , Karena mungkin ada pesannya saat pertunjukan drama, siswa dapat

melihat langsung pertunjukan drama dalam Bahasa Inggris. (A.9),
 through the drama makes students more interested in learning English because it looks more fun and makes students curious to learn English (A.10),
 The drama performance can help student in learning English language, in drama performance their can practice all material that has been studied in their class. (A.11),
 I think that drama performance, it can makes the students more interested with learning English, they can learn from the dialogue like how to pronounced the sentences while enjoying the stories.(A.12).

Interestingly, from the results of the research, it was found that the audience was one important factor that motivated the participants of the study to perform with enjoyment. Many family members came to see their children performance. Some High School students watched their teacher performance, and some students mentioned that they were feeling proud being a part of the performance. It is obvious that the audience is one important factor which motivates students to perform in English. From the researcher's observation, it seemed many students were a little nervous when they worked on the rehearsal; however, they looked more relaxed and confident on the BIG DAY of their actual performance on the stage. Students tried their best and showed great effort in their actual performance. When students know that larger audiences wait for their work, they will be more dedicated to their work.

Drama project based learning connecting students from different background, language skill level, ages, and department. Drama performance was able to create a community of learners that helped each other in the process of language learning. It also helps to connect the school of teacher training and education (STKIP) Muhammadiyah Bogor to the community in which it is based. It brings together individuals interested in theatre or in the language in which a drama is performed. Because of the positive responses, the implementation of drama performance has been suggested as effective ways to promote English Education Department. In fact, performing a drama in the target language can help to increase enrolments and its department more visible on campus. The research shows the benefits of project-based learning and drama integration. The students had opportunities to improve their knowledge and practice their language skills by implementing a drama project based on their talents and individual differences.

V. CONCLUSION

"Tell me and I forget, teach me and I may remember, involve me and I learn" (an ancient Chinese proverb)

The proverb reflected the process of drama performance project at School of Teacher Training and Education (STKIP) Muhammadiyah Bogor. The success of any program is strongly connected to fidelity of implementation [14].The implementation of drama performance as a project based learning has myriad benefits for students and drama activities are a unique way

of enhancing students' motivation and participation. Language skills can be exposed to students not only through conventional technique but also through drama performance. Project based learning provides students with the opportunity to explore the contents of Drama in Language Education. To get into the outcome, the core activities focus on the elements of drama, creative writing (composing a play script), characterization, make-up character, providing students with the information about drama in language education, and also hope to give students the opportunity to perform a drama in English. The lecturer's role in the teaching learning process is crucial. It can influence the students' response towards project based learning.

The researcher believe that the students are actively and productively involve in drama project from planning, preparing and staging the performance; the students feel free to demonstrate their creativity in creating their ideas; their drama performance incorporated a range of media and forms of expression (written work, social media, and performance). The majority of lectures like their students to be motivated. When the students are motivated, it means something. The students would be actively engaged in the classroom activities. Therefore, the students' participation is something which is desirable by most lecturers. Based on what the participants directly experienced that learning English through drama performance is motivating, raising their critical thinking, exploring their creativity and improving language skills in English. Another important point that students can get from drama performance is togetherness. Therefore, it recommends the implementation of drama performance as project-based learning to promote students' learning skills as it provides students with great opportunities to speak English and express themselves. Drama should become a greater part of learning language instruction, not only encourages the students and improve language skills but also fosters their social, emotional and intellectual development. Suggestions for further study might explore the collaborations between student and lecturer from different subject or even other departments can ease the workload for all involved and can make an English language drama production as successful and enjoyable experience for everyone.

Although the results were found, the research reported here has limitations. The research relied on qualitative analyses and future research could include quantitative analyses from other aspects of drama in language education to expand and confirm the results of our study. It is hoped that the implementation of drama performance as project based learning in learning English skills contexts is recognized and further explored.

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