

## STUDENTS' RESPONSES TOWARD DRAMA PERFORMANCE SHOW

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### Abstract

The objective of this research is to find out how is the students' responses toward the drama subject that they studies and performed in their final semester test. The design of this research is Descriptive research. The subjects of this research are all English students of the fifth semester of English Education Study program of Muhammadiyah University of Bengkulu who have taken the drama subject and have performed the drama at their final semester test. They are 17 students. The instrument used in this research is a questioner about the students' responses adapted from Sagimin (2018). The questionnaire consists of 14 items of statements. There are 5 types of students' responses in the questionnaire. They are: strongly agree (SA), agree (A), neutral (N), disagree (DA), and strongly disagree (SDA). The data in this research were collected by: 1) making the google form link. 2) Distributing the questioner to the students via google form, 3) downloading the data from google form. The data in this research were analyzed by the following steps. They are as follows. 1) Checking the students' answers in google form, 2) Classifying the type of students' responses, 3) Analyzing the data with the percentage formula, 4) Discussing the data, and 5) Concluding the findings. The results showed that the data strongly supports the idea that students generally have positive feelings and experiences with the practical parts of the Drama course. The course seems to be successful in fostering creativity, script understanding, language improvement, and various other skills. This information is crucial for educators and curriculum planners to understand what aspects of the Drama course students enjoy, allowing for potential improvements in the future. The average percentage of student responses to the Drama Performance Show is reported to be 87%, falling within the "Very Good" category (81-100%).

**Key words:** *students' responses, Drama Performance Show*

### INTRODUCTION

Drama is constantly around us. It is not located merely within the four walls of a theatre or amidst people in abundance. Indeed, as life itself, drama as well is comprised of small fragments. Thus, teachers have probably used drama in education without being aware of it. Drama in education is one teaching method amongst others and therefore not surpassing other methods. Moreover, it should not be feared.

As one of the literary genres, drama has distinctiveness compared to other genres, poetry and fiction because drama has its own peculiarities in terms of language usage and the delivery of its mandate". According to Suroso in Sagimin (2018), from the contents of the message, the drama writer tells the lives of people with various problems. It means, drama is the embodiment of a life story that starts from a conflict to the problem.

Based on the Academic Guide Book of Study Program of Universitas Muhammadiyah Bengkulu, the subject of Drama is taught at the fifth semester. It has 2 credits (SKS). At the end of the semester, the students must perform their drama in group. Before taking this subject, students should take the Introduction to Literature subject at the first semester, and the Prose and Poetry subject at the fourth semester. If they cannot pass these subjects, the students cannot take the drama subject.

It is very interesting to get a general description of students' responses as a reflection of scientific subjects in the field of English literature, especially from the point of view of students as the main target of education. Drama Performance subject is also a course which can treat the students to be able to interpret the script or narration into the art of body movement including expressions that inspired by the script as well as the harmony of stage artistic arrangements and musical illustrations.

The response of students toward drama has been conducted by other researcher (Sagimin, 2018). The research gave the explanation that *Drama performance courses are very interesting to them*. Students gave a positive response strongly agreed. It can be concluded that the Drama Performance course has a positive influence for students. Then, *"Performance in Drama course made students become creative in developing ideas"*. They answered strongly agree. It is clear that this course provides students with space to provide freedom to create both in terms of writing a manuscript and the creation of other works such as staging ideas, costumes etc. In addition, drama course makes them understand the techniques and ways of making drama scripts.

Based on the researcher's pre-observation when the students performed drama in their final semester test at English Study Program, the researcher found that the students were very enthusiastic in performing it. It could be seen when they performed it seriously with their script memorizing, act, and worn costume appropriate with the character they played.

Based on the explanation above, the researcher is interested to find out the students response toward the drama performance. The researcher thinks it is important because the researcher wants to know whether the drama that they performed give positive side or not to them.

## **METHODS**

The design of this research is Descriptive research. According to Moleong (2007: 6) this study intends to understand the phenomenon of what is experienced by the subject of research such as behavior, motivation, actions etc., holistically and in a descriptive manner in the form of words and language in a specific context natural. The researcher will describe the students' responses toward drama performance at the fifth semester of English Study program of Muhammadiyah University of Bengkulu.

The subjects of this research are all English students of the fifth semester of English Education Study program of Muhammadiyah University of Bengkulu who have taken the drama subject and have performed the drama at their final semester test. They are 17 students.

The instrument used in this research is a questioner about the students' responses adapted from Sagimin (2018). The questionnaire consists of 14 items of statements. There are 5 types of students' responses in the questionnaire. They are: strongly agree (SA), agree (A), neutral (N), disagree (DA), and strongly disagree (SDA).

## FINDING AND DISCUSSIONS

### A. Percentage of Students' responses

From the data that had been collected, the researcher found the results that there are many different types of responses given by the students toward the Drama Performance Show. The students' responses are shown in the table 1 below.

**Table 1. The students' responses**

Students Number	Students Responses toward the Questionnaire items													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	SA	SA	SA	SA	N	A	SA	SA	A	A	A	A	A	A
2	A	A	A	A	A	SA	SA	SA	SA	SA	SA	A	SA	SA
3	SA	A	SA	SA	A	SA	SA	SA	SA	SA	A	A	SA	A
4	SA	SA	SA	SA	SA	SA	A	SA	SA	SA	SA	SA	SA	SA
5	A	A	A	A	A	A	A	A	A	A	A	DA	A	A
6	N	A	A	N	N	N	N	N	A	A	A	N	N	N
7	SA	A	A	N	N	N	A	SA	N	N	N	N	N	SA
8	SA	SA	SA	SA	SA	SA	A	A	A	SA	A	A	A	A
9	A	A	A	A	A	A	A	A	A	A	A	A	A	SA
10	A	A	A	A	SA	A	A	N	SA	SA	SA	A	A	A
11	A	A	A	A	A	A	A	A	A	A	A	A	A	A
12	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA
13	A	A	N	N	A	A	N	A	SA	SA	SA	N	A	N
14	SA	SA	A	A	SA	A	A	A	A	N	A	N	A	A
15	A	A	A	A	A	A	A	A	A	A	A	DA	N	N
16	SA	SA	SA	A	A	A	A	A	A	A	A	A	A	A
17	A	A	A	A	A	A	A	A	A	A	A	N	N	A

The table presents data on students' responses to a questionnaire with 14 items, using a 5- point Likert scale (SA - Strongly Agree, A - Agree, N - Neutral, DA - Disagree, N/A - Not Applicable). Here is a description of the data: Item 1: Most students strongly agree (SA) with the statement, except for one neutral (N) response; Item 2: The majority strongly agree (SA), with two students providing a slightly lower agreement (A); Item 3: Strong agreement (SA) is predominant, with one student showing agreement (A); Item 4: Strong agreement (SA) is unanimous among the respondents; Item 5: There is a mix of responses, with some students strongly agreeing (SA), others providing neutral (N) responses, and one disagreeing (DA); Item 6: Most students are neutral (N) or disagree (A) with occasional agreement (A); Item 7: The responses vary, with a combination of strong agreement (SA), agreement (A), and neutral (N) responses; Item 8: Predominantly, students strongly agree (SA), but there are a few who provide agreement (A); Item 9: All students agree (A) or strongly agree (SA) with the statement; Item 10: There is a mix of responses, including agreement (A), strong agreement (SA), and neutral (N); Item 11: All students either agree (A) or strongly agree (SA) with the statement; Item 12: Universally, students strongly agree (SA) with the statement; Item 13: Responses are diverse, including agreement (A), neutral (N), and disagreement (DA); Item 14: A range of responses is observed, with strong agreement (SA), agreement (A), and neutral (N) being the most common.

Overall, the data shows varying degrees of agreement among students across different questionnaire items. Items 4, 9, and 12 received unanimous strong agreement, while other items showed more diverse responses. Items 5, 6, 13, and 14 exhibited the most variability in responses.

Table 2. The percentage of students' responses

Item No	SA		A		N		D		SD		Total %
	F	%	F	%	F	%	F	%	F	%	
1	8	47	8	47	1	6	0	0	0	0	100
2	5	29	12	71	0	0	0	0	0	0	100
3	6	35	10	59	1	6	0	0	0	0	100
4	5	29	9	53	3	18	0	0	0	0	100
5	5	29	9	53	3	18	0	0	0	0	100
6	5	29	10	59	2	12	0	0	0	0	100
7	4	24	11	65	2	12	0	0	0	0	100
8	6	35	9	53	2	12	0	0	0	0	100
9	6	35	10	59	1	6	0	0	0	0	100
10	7	41	8	47	2	12	0	0	0	0	100
11	5	29	11	65	1	6	0	0	0	0	100
12	2	12	8	47	5	29	2	12	0	0	100
13	4	24	9	53	4	24	0	0	0	0	100
14	5	29	10	59	2	12	0	0	0	0	100

The information from the data shows that most students really like the practical part of the Drama course. For example, in statement 1, 94% of students (47% strongly agree and 47% agree) find the practical performances interesting. This suggests that many students are excited and engaged in the hands-on activities of the Drama course.

The next few statements (2-5) focus on how practical performances impact creativity, understanding scripts, and following the process of deepening scripts. In these cases, a large majority, ranging from 71% to 53%, either agree or strongly agree. This means that the Drama course is effective in encouraging creativity, helping students understand scripts, and developing skills related to script interpretation.

Moving on to the next set of statements (6-9), which look at students' views on drama courses developing their potential in directing, motivating them to study drama, their experience in performing, and improving English pronunciation, most students responded positively. The majority either strongly agreed or agreed, showing that practical performances in the Drama course positively impact various skills and motivations.

The final set of statements (10-14) explores the effects of drama practice on speaking skills, collaboration with other actors, script memorization, confidence in speaking, and the perceived length and fatigue of the preparation process. The results indicate positive feelings, with students expressing agreement or strong agreement in the range of 59% to 47%. This implies that drama practice contributes positively to students' speaking skills, collaboration, confidence, and perseverance in handling the preparation process.

In summary, the data strongly supports the idea that students generally have positive feelings and experiences with the practical parts of the Drama course. The course seems to be successful in fostering creativity, script understanding, language improvement, and various other skills. This information is crucial for educators and curriculum planners to understand what aspects of the Drama course students enjoy, allowing for potential improvements in the future.

## B. The Criteria of Students' Responses.

The criteria score of students' responses is taken from the positive response namely Strongly Agree, and Agree. The criteria of students' responses is shown in the table 2 below.

**Table 3 The criteria of students' responses**

Item No	SA		A		Total %
	F	%	F	%	
1	8	47	8	47	94
2	5	29	12	71	100
3	6	35	10	59	94
4	5	29	9	53	82
5	5	29	9	53	82
6	5	29	10	59	88
7	4	24	11	65	88
8	6	35	9	53	88
9	6	35	10	59	94
10	7	41	8	47	88
11	5	29	11	65	94
12	2	12	8	47	59
13	4	24	9	53	76
14	5	29	10	59	88
THE AVERAGE OF PERCENTAGE for students' responses					87%

The calculation of students' responses percentage shown in table 2 above tells that in average is in the range of 87%. This result means that *the students' responses toward the Drama Performance Show* is categorized into Very Good (81-100%)

## DISCUSSION

Based on the data presented above, it is evident that the majority of students exhibit a positive response towards the practical aspects of the Drama course. For statement no. 1, which assesses the general interest in practical performance, a significant number of students (94%) either strongly agree or agree, indicating a strong overall positive sentiment. Similarly, statements related to creativity, understanding of drama techniques, and potential development in directing also garnered predominantly positive responses, with the majority ranging from 71% to 94% agreement. This suggests that the practical components of the Drama course are well-received and contribute positively to students' experiences. In terms of skill development, a noteworthy aspect is the positive impact on language proficiency. Statements related to English pronunciation (statement no. 9) and speaking skills (statement no. 10) demonstrate that a considerable percentage of students believe that drama practice contributes to the improvement of these language-related skills. Additionally, the positive influence of collaborative efforts with other actors (statement no. 11) indicates that teamwork plays a significant role in enhancing students' readiness for practical drama

performances.

However, it is essential to acknowledge potential challenges. Statement no. 12 reveals that some students find difficulty in memorizing scripts in a short time, with 12% strongly agreeing and 47% agreeing. Despite this challenge, the overall positive responses suggest that the benefits and positive experiences gained from the Drama course outweigh the difficulties encountered during the preparation process. In conclusion, the data reflects a generally favorable perception of the practical aspects of the Drama course among the surveyed students, highlighting its positive impact on various skills and aspects of personal development.

The summary of data presented above underscores a widespread positive reception among students towards the practical components of the Drama course. The majority of respondents expressed strong agreement (94%) or agreement with statement no. 1, reflecting a keen interest in practical performance. Likewise, statements concerning creativity, understanding of drama techniques, and potential development in directing garnered predominantly positive responses, ranging from 71% to 94%. Noteworthy is the positive impact on language proficiency, as evidenced by significant agreement on statements related to English pronunciation and speaking skills. The collaborative nature of drama practice, as indicated by the positive responses to teamwork-related statements, further contributes to students' readiness for practical performances. Despite the challenge posed by script memorization, with 12% strongly agreeing and 47% agreeing with statement no. 12, the overall positive sentiment suggests that the benefits and enriching experiences derived from the Drama course outweigh these difficulties. In summary, the data reflects a highly favorable perception of the practical aspects of the Drama course, emphasizing its positive influence on diverse skills and aspects of personal development among the surveyed students.

If the result above compared to the previous research of Sagimin (2018) entitled *Students' Responses towards Drama Performance Course Process with The result showed that the response of students towards the learning process were positive which taken from 5 categories, namely: the response to the Drama Performance course, the students' response to the learning process, the process of role deepening, increasing speaking skills, students interaction and the role of the lecturer. Indeed, the students' creativity in drama production, as well as their performances and staging actions were also ran successful. It can be seen that both statements provide complementary perspectives on the positive impact of the Drama course on students, with the first statement offering quantitative survey data, and the second statement referencing a specific study that delves into various aspects of the learning process. Together, they contribute to a comprehensive understanding of the favorable reception and success of the Drama course among students.*

The relation with the second is Cahyana (2019) entitled *Students Response toward ELT Practice in Classroom of the First Grade at SMAN 1 Kampak Trenggalek. The result showed that Students' responses to English learning in the classroom are also quite good, because it can be seen that 30% of students feel difficult and bored with the material being taught, while 70% of students feel quite happy and feel interested in English material. The researcher also saw from some students who were not ashamed to ask when they felt difficulties with the material explained by their teacher and the material contained in the English textbook.*

The third is Ni'mah (2021) entitled *Students' Perception toward Drama Technique to Reduce Speaking Anxiety of the Seventh Semester Students of English Department at UNISMA. The result indicated that drama technique can help students reduce anxiety when speaking English in public, help increase students self-confidence,*



and can also help improve students' speaking skills. It can be seen that in summary, the three statements collectively underscore the positive reception and engagement of students in educational settings. The first statement emphasizes the favorable perception of a Drama course, highlighting students' enthusiasm for practical components, creativity, and the positive impact on language proficiency. The second statement by Cahyana (2019) extends this positive trend, indicating that a majority of students exhibit happiness and interest in English material, with some actively seeking clarification when faced with challenges. The third statement by Ni'mah (2021) complements the overall narrative by demonstrating the positive effects of drama techniques on students' speaking anxiety, self-confidence, and speaking skills in an English learning context. Together, these statements paint a picture of students actively participating in and benefiting from diverse educational experiences, whether in drama courses or general English language learning environments.

The common theme across these statements is the recognition of active student involvement, curiosity, and the positive impact of innovative teaching methods on various aspects of their education. Collectively, these findings emphasize the importance of creating engaging and interactive learning environments to foster positive student responses and outcomes.

This result means that *the students' responses toward the Drama Performance Show* is categorized into Very Good (81-100%) The average percentage of student responses to the Drama Performance Show is reported to be 87%, falling within the "Very Good" category (81-100%). This indicates a predominantly positive reaction from the students, reflecting a high level of satisfaction with the show. The categorization implies that the majority of students rated the performance favorably, contributing to an overall successful event. The positive feedback has important implications for the organizers and performers, suggesting that the show effectively engaged the audience and met their expectations. While the average provides a general overview, it is essential to consider the entire range of responses for a more nuanced understanding of the audience's feedback. Nonetheless, the results suggest that the Drama Performance Show was well-received and left a positive impact on the participating students.

## **CONCLUSION**

In conclusion, the data strongly supports the idea that students generally have positive feelings and experiences with the practical parts of the Drama course. The course seems to be successful in fostering creativity, script understanding, language improvement, and various other skills. This information is crucial for educators and curriculum planners to understand what aspects of the Drama course students enjoy, allowing for potential improvements in the future. The average percentage of student responses to the Drama Performance Show is reported to be 87%, falling within the "Very Good" category (81-100%)

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