

# The Implementation of Project Based Learning Model Through English Drama Performance at 5th Semester Students of STBA JIA Bekasi

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## Abstract

This study at STBA JIA seeks to cultivate students' creativity and critical thinking by implementing Project-Based Learning (PjBL) through English drama performances. It was chosen as it offers students opportunities to enhance their English speaking, listening, reading, and writing skills. Likewise, English drama encourages collaboration, creativity, and a deep understanding of cultural and literary contexts, helping students connect classical themes with modern social issues. This drama project specifically utilizes Oscar Wilde's plays, including *An Ideal Husband*, *The Importance of Being Earnest*, and *Lady Windermere's Fan* and conducted in CGV Cinema Bekasi. This study covered several stages which proposed by Kemendikbud (2013), namely planning, rehearsals, and final performance, all of that were monitored and evaluated by lecturers. The findings show that English Drama Project effectively encourages active student participation in the learning process, raises collaboration, and improves management skill, language skill and critical thinking skill, and even gaining confidence and responsibility. However, problems such as time limits, a lack of acting experience, and insufficient facilities were experienced. Suggested solutions are more acting training and better group collaboration. These findings help to further the development of interactive learning methods in literature study in higher education, like STBA JIA.

**Keywords:** Project Based Learning; English Drama; Oscar Wilde

## INTRODUCTION

The education carried out at STBA JIA aims to develop students into creative individuals. All the potential that each student has can be explored to produce creative ideas based on their experience, and of course to improve the quality of learning and teaching (Panjaitan et al., 2023). The lecturers of STBA JIA focused on empowering students with the skills needed to succeed in the increasingly global world. However, the development of practical skills such as critical thinking, teamwork and effective communication is often hampered by traditional educational methods, which consist of primarily lectures and written tasks. So that knowledge and skills can be applied in real life, there must be a learning model that can increase students' understanding of the learning material. A model is a systematic method or framework that educators use to plan and organize teaching sessions with the goal of improving learning outcomes (Joyce & Weil, 2003). Consequently, students must participate in more practical experiential learning. It was strengthened by (Lestari & Agung, 2022), project-based learning (PjBL) comprises students actively creating meaningful work based on real life challenges. It provides direct experience and demands endless learning beyond knowledge. Moreover, (Darmuki et al., 2023) claimed that project-based learning is an instructional strategy where students engage in the inquiry process to find answers to the complex investigation questions. The context of the question provides the motivation to learn both science content and process. Students in this learning framework are trained to be critical and responsible for their learning. In addition, project-based learning is a teaching method in which students gain knowledge and

skills by working for an extended period to investigate and respond to an authentic, engaging and complex question, problem or challenge.

In this case, English drama performance was chosen as a project because it provides opportunities for students to convey comprehensive English skills, such as speaking, listening, reading and writing in English. As defined by (Cachia et al., 2010), in supporting imaginative or innovative approaches, it can be initiated by students through learning by doing, active participation, and experiential learning. Furthermore, drama is forming composition based on two branches of art, literary art (drama in text form) and performing arts (plays performed). As a literary work, drama has its own uniqueness. Dramas are created not only to be read, but also have the possibility of being staged and watched by many people. An idea was conveyed by (Abrams & Harpham, 2005), drama imitates life that is a composition designed for performance in the theatre, in which actors take roles of the characters, perform the indicated action and utter the written dialogue.

Project-based learning (PjBL) provides opportunities for students to explore the material using various meaningful methods and conducting experiments collaboratively. It is very necessary if project-based learning through English drama performance can be used for STBA JIA 5th semester students, because English drama also is one of the subjects that must be studied and students automatically have personal responsibility and must have high self-motivation in studying. Project-based learning (PjBL) widely applied in various educational context. However, not much study has looked at the use of Project-based learning (PjBL) in English drama, especially to increase students' understanding of social and cultural dimensions in classical literary works. Whole most previous research concentrated on cognitive outcomes and language skills. Only a few studies have examined the integration of literary comprehension and performative skills within the framework of learning projects. As consequently, the goal of this study is to bridge these gaps by bringing together parts of literary literacy and performance skills, allowing students to get a more comprehensive knowledge.

The Victorian age literature was marked by depictions of everyday people, hard lives, and moral lessons and were intended over more than just entertainment. According to (Damrosch et al., 1980), although victorian era was a peaceful and prosperous time, there were still issues within the social structure. The social classes of this era included the upper class, middle class, and lower class. Those who were fortunate enough to be in the upper class did not usually perform manual labor. The use of Oscar Wilde's plays provides a unique challenge for students to understand the intellectual humor and symbolism that is often hidden behind simple dialogue. Thus, this research not only aims to improve students' literary and performative competence, but also to enrich their insight in interpreting the social context in classical literary works and connecting them with modern situations. Furthermore, through this drama project of 5<sup>th</sup> semester students is not only learn literary theory, but also develop creative and managerial skills in producing a complete drama performance

## METHOD

This 12 month study took place from September 2023 until September 2024. The 5<sup>th</sup> semester students of JIA's Literature Department were recruited based on the research subject requirements. Morning classes and evening class with participants of 72 students. The writers adopt a descriptive qualitative method, which should create the concepts and collect the data without testing hypothesis. Qualitative research focuses on ideas, perceptions, views or beliefs of the person being studied, which cannot be measured by numbers. As stated by (Creswell, 2013), qualitative research is a method for exploring and comprehending the interpretations that individuals or groups give to a social or human event. The data qualitative can come from various sources, including documents, pictures, records, and films; thus, the writers utilized

qualitative method because it can be useful for identifying and interpreting data in the form of spoken or written words from individuals, as well as behavior that is monitored. According to (Dahri, 2022), project based learning is a based learning method development of projects where learners can plan, implement and broadcast projects projects that have real-world applications outside the classroom

The study's data was collected using fieldnotes, observations, questionnaires, and documentation. Additionally, (Kusmaryani, 2022) gave an opinion of the study syntax involves the investigation, planning implementation, and reflection of project beased learning (PjBL). As a result, in this study, the writers concentrated on preparing for the Project-Based Learning (PjBL) model in English drama, which includes selecting plays, forming student groups, creating schedules, and planning logistics. Then, implementation is when the students begin working on the project, such as script reading, rehearsals, and character development, as well as resolve any issues that arise and make any changes to the project timeline. This involves leading the final drama performance, when students presented their work to an audience. Finally, an evaluation and reflection phase begins, during which both students and lecturers assess the project's success, including what was learned and what modifications could be made. To conclude the research, feedback is collected, and the findings are analyzed and reported.

## RESULTS AND DISCUSSION

### Results

This English Drama Perfomance initiative focused on exploring the themes of social class in Oscar Wilde's famous plays, particularly "An Ideal Husband," "The Importance of Being Earnest," and "Lady Windermere's Fan." These plays were chosen by the lecturers to gain sharp criticism of the social class structure and norms of the late Victorian era. By examining Wilde's sharp observations and satirical depiction of social dynamics, students are encouraged to analyze how these historical insights remain relevant to contemporary social issues. This project must be performed by 5<sup>th</sup> semester English students in CGV Cinema, Bekasi with the total number 72, which aimed to improve their literary analysis, critical thinking and performances.

**Table 1.** Project Syntax

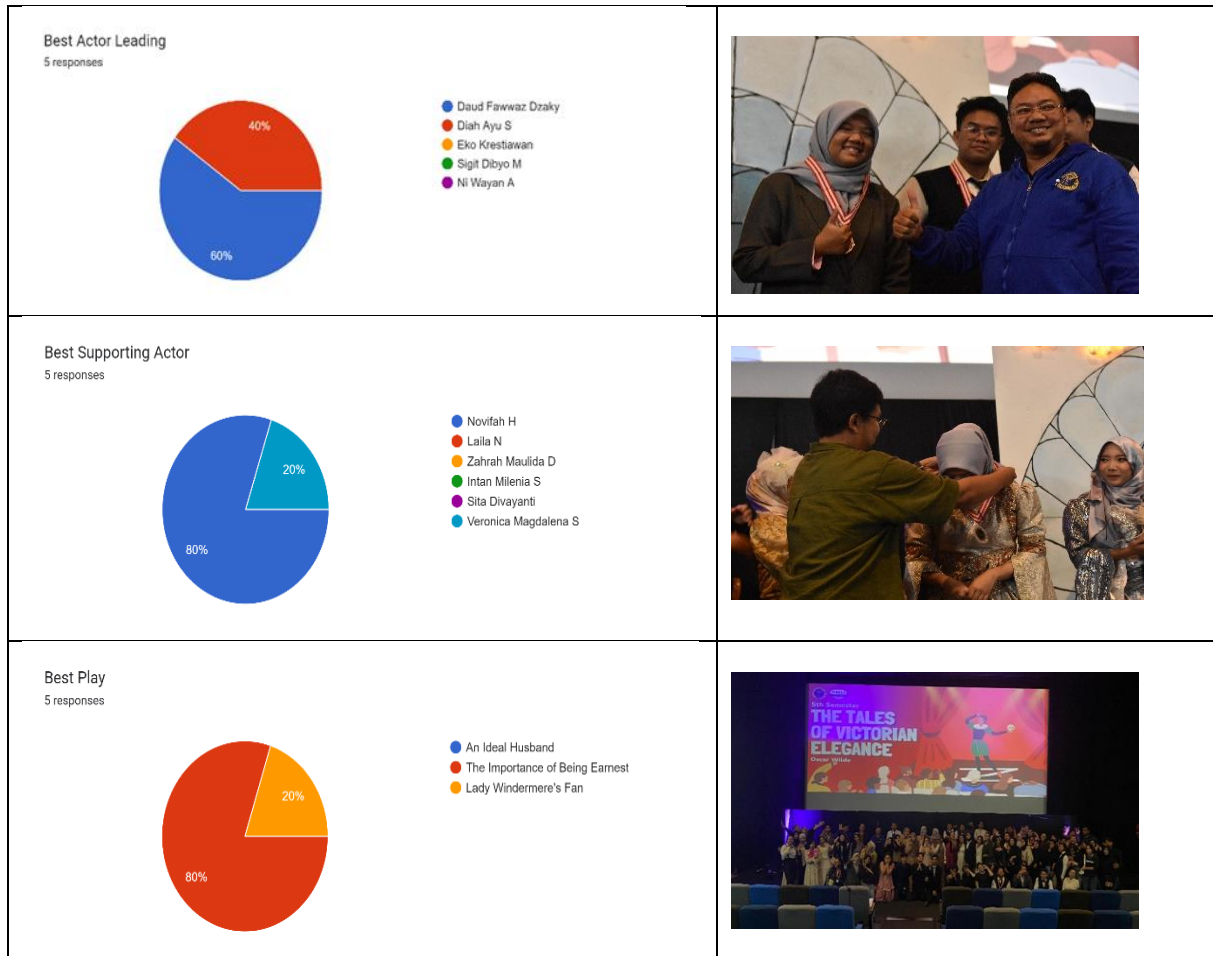
No.	Syntax	Activities
1.	Recognize the problem by determining the basic question	Determining drama themes that are relevant to contemporary issues (social class in Oscar Wilde's drama).
2.	Design project planning	Forming committees, submitting proposals, determining drama scripts, costumes and sets, promotion and marketing, technical and logistics, schedules and rehearsals, target audience, documentation, legality, financial budget, division of roles, determining staging settings, crisis readiness.
3.	Arrange a schedule	Timetable creation from script and scenario preparation stages - staging evaluation (script understanding and character deepening), training with training scripts without scripts.

No.	Syntax	Activities
4.	Implement and monitor project progress	Implementation of weekly meetings. Lecturers monitor and guide progress and challenges. As well as providing feedback. Implementation of rehearsal.
5.	Testing project results	English drama performance and crisis readiness.
6.	Evaluationa/reflection of experience	Post-performance discussion, filling out satisfaction questionnaires, and submitting accountability reports.

The Drama performances like *The Ideal Husband*, *The Importance of Being Earnest*, and *Lady Windermere's Entertainment* required meticulous scheduling and execution on their final performance days. The students arrived early on the day of the performance to set up cosmetics, costumes, and vocal and physical warm-ups. When the performance began, the stage director controlled the flow of the show and instructed the actors and actresses when to enter and exit the stage. All the students who played looked fully focused, stayed consistency in playing their character, even there is the possibility of minor improvisations. Meanwhile, the technical team ensured that lighting, sound and props were used well to create an atmosphere that supports each scene. Additionally, invitations have been made and distributed to lecturers, family, relatives, friends, and even to several schools. The drama’s audiences were well managed by a team that takes care of the seating and may hand out the program to give a brief overview of the show. After the performance was complete, an evaluation or debriefing session was held to provide feedback to the actors, technical team, and director regarding successful aspects and areas for improvement. Feedback from the audiences were collected to understand how the drama was understood and received by the audience.

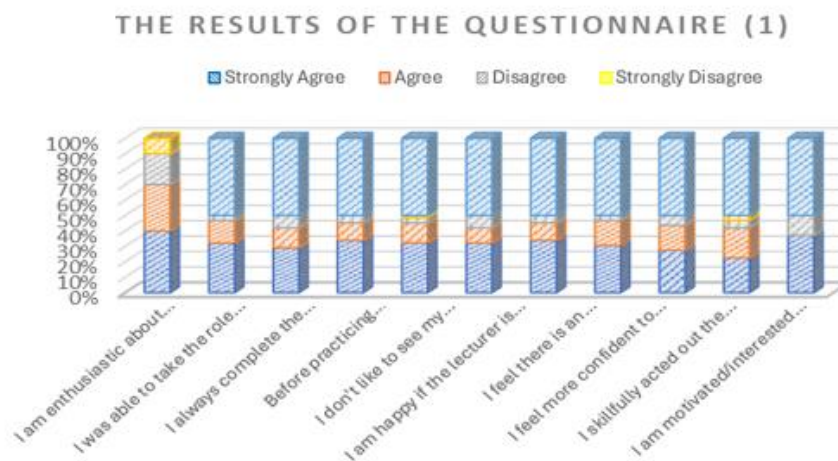


Figure 1. Flyer of English Drama Performance



**Figure 2.** Achievement Result and Award Giving Session

Daud Fawwaz Dzaky was the best actor and Novivah Harjanti was the best supporting actresses in this drama performance based on their ability to liven up the character, delivered language emotionally, and adjusted to the dynamics of the stage or the vision of the character represented in the script. Furthermore, the Importance of Being Earnest (Morning B group) was voted the top drama. This group also was able to collaborate well between group members, both in terms of stage movements and technical setups, or even costumes.



**Figure 3.** Result of Questionnaire

Feedback from the actors and actresses provided the insight into various aspects of their experience from the beginning to the end of the drama and even their perspective revealed so many aspects that might not be visible to the writer as lecturer, director, and/or audiences. The feedback findings in this research showed that project-based learning (PjBL) through English Drama Performance at STBA JIA helped students significantly. Key positive feedback highlighted that students appreciated real-world relevance, enjoyed hands-on learning, and felt they had more agency and involvement in the learning process.

## Discussion

The English Drama Performance encouraged deep engagement through requiring students to take on specific duties such as scriptwriting, costume and scene design, and acting, allowing a link between academic and practical learning. This technique fostered teamwork, problem-solving, and the application knowledge in the real world..

Each group interpreted Wilde's plays and collaborated together on performance-related projects. STBA JIA and The lecturers fostered success and provided aid, resulting in a final performance that showed students' understanding and creativity. Regardless of logistical limitations, the project-based learning method was effective in creating an interesting atmosphere for education. It successfully increased students' communication and life skills, and students presented progress in time management, creative idea performance, and teamwork. The implementation of project-based learning (PjBL) in the English Drama subject was successful in terms of educational aims.

## CONCLUSION

After seeing the findings as well as discussion, the writers provide some conclusion in the end of this study, are the project-based approach applied to English Drama is described as the most successful to date. The project was well-organized, starting from lesson planning to evaluation, structured around learning and performance objectives developed during the authors' training at Atmajaya University. Moreover, The project helped students significantly improve their critical thinking, creativity, communication, and cooperation skills. Students studied Oscar Wilde's plays, such as *An Ideal Husband*, *The Importance of Being Earnest*, and *Lady Windermere's Fan*, to gain a better grasp of literary concepts and develop stage performing skills. This hands-on model linked academic information to practical, real-world applications. In addition, Students and lecturers encountered various challenges, including coordination difficulties, limited acting experience, rehearsal constraints, and resource limitations. Suggested solutions included improving coordination, providing more acting training, allowing flexible scheduling, and pursuing sponsorships to support resources.

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