

ABSTRACT

Kastury, Zulfa Zanjabil (2023) Exploring Students' Ideas and Perceptions of English Drama as Project-Based Learning in The Perspective of Bloom's Learning Domains.

This study investigates the cognitive, affective, and psychomotor aspect of student's ideas in their English drama project journals and their perception of English drama as project-based learning in the perspective of Bloom's learning domains.

This study used a qualitative approach with a case study research design. There are 30 students from the English Education Department class of 2021 participated in this study. The document analysis and interviews were used to ascertain the presence of cognitive, affective, and psychomotor aspects based on Bloom's learning domains in student journal reports throughout the English drama project. In contrast, the questionnaire was used to gather information on how students perceive English drama as project-based learning from the perspective of Bloom's learning domains.

The result shows that the cognitive, affective, and psychomotor aspect are present in the journal written by students during an English drama project. The journals revealed students' engagement in various cognitive, affective, and psychomotor activities during the English drama project. The findings show that the cognitive domain plays a central role in the journey of English drama preparation and performance. Meanwhile, the psychomotor domain is the domain that appears least often and least mentioned by students during drama projects. Furthermore, most students responded to each questionnaire item with SA (strongly agree) and A (agree), which means the students had a positive response to the drama project. Based on the questionnaire results, students perceive English drama as project-based learning as a teaching method that significantly increases their cognitive, affective, and psychomotor development.

In conclusion, the entirety of the English drama project's activities is encompassed within the scope of Bloom's learning domain. Throughout the project, students are consistently engaged in activities that encompass cognitive, affective, and psychomotor aspects. Moreover, English drama is regarded by the students as a constructive educational opportunity that fosters their development across multiple domains.

Based on the significant findings, the researcher recommends that the English Education Department implement English drama as PjBL as a teaching method. It is crucial to ensure each phase is clearly outlined and effectively guided to maximize cognitive, affective, and psychomotor development. Active and structured pedagogical approaches should be employed to engage every student fully in each project phase. With precise emphasis on well-planned implementation, English drama projects can serve as a more effective and beneficial learning tool for students in the English Education Department.

Keywords: *Bloom's Learning Domains, English Drama, PjBL, Student's-Perception.*