

CHAPTER I

INTRODUCTION

This chapter provides an overview of this study, including the background of the study, research questions, research purposes, research significances, conceptual framework, and previous studies.

A. Background of the Study

This study aims to explore students' ideas and perceptions of English drama as project-based learning from the perspective of Bloom's learning domains. This study is essential to be investigated because project-based learning is a teaching method frequently employed to assist language learners at various levels and in multiple situations (Fried-Booth, 2002). Project-based learning (PjBL) also emerges as a model that successfully meets the requirements of both teachers and learners in foreign language teaching and learning (Thuan, 2018). Drama is one of the project-based learning activities that has many advantages. English drama as project-based learning can allow students to engage with the topic holistically and in an integrated way. Bloom's learning domains can be a helpful framework for investigating students' ideas and perceptions of English drama in a project-based learning context. Bloom's taxonomy has been extensively used to guide the development of learning objectives, assessments, and activities (Anderson et al., 2001).

Thomas (2000) defines "project-based learning" as a pedagogical approach that structures education through the implementation of projects. Modern educators foster academic competence and a positive learning environment. A teacher's job is to find an excellent way to teach so that students are more excited and interested (Liaw & Huang, 2013; Ozkazanc & Yuksel, 2015; Sulman et al., 2020). Project-based learning is anticipated to be a solution that students will enjoy, and that will encourage students' interest and creativity in the learning process (Choi et al., 2019; Guo et al., 2020). Al-Balushi and Al-Aamri (2014), as cited by Kokotsaki et al. (2016), point out that project-based learning helps students learn by having them ask fundamental questions and solve real problems. It is a way of teaching that helps students learn more, be more interested in

learning, and think more critically (Barak & Yuan, 2021). Students are assigned numerous tasks to complete a project. It involves, among other things, making plans, making decisions, looking into activities, and figuring out how to deal with problems (Sirisrimangkorn, 2018). In recent years, project-based learning has become a popular way to teach English, especially English drama.

Meanwhile, English drama is a helpful tool for students to develop their language proficiency because it allows them to practice speaking, listening, reading, and writing. Studies by Tseng (2018), Supriya (2018), Sirisrimangkorn (2018), Sukendro (2018), Ananto and Rusmiati (2018), Nanda (2016), and Effendi (2016) have demonstrated that drama is an effective way to engage students in teaching and learning. Furthermore, drama is not just a performance; it is the culminating outcome of a comprehensive educational process (Fuentes, 2010). It consists of creating, selecting, and analyzing scripts, establishing drama crews, determining actors, acting exercises for performances, creating props, conducting rehearsals, staging, and conducting post-performance evaluations.

Additionally, according to Begam and Tholappan (2018), Benjamin Bloom created a taxonomy of educational objectives. Cognitive, affective, and psychomotor domains make up this dimension. Each domain has multiple levels, ranging from simple to complex. These three learning domains represent and identify knowledge, beliefs, and abilities. These three areas are where learning occurs. The Cognitive Domain refers to the thinking process; the Affective Domain is concerned with emotions and attitudes; and the Psychomotor Domain is concerned with motor skills. The three areas do not have to be mutually exclusive. Because almost all learning activities involve more than one area, all three classifications of behaviors and goals cannot be separated from the others. To promote successful English drama learning through project-based learning, exploring students' ideas and perceptions from the perspective of Bloom's learning domains is essential.

The subjects of this study were fourth-semester students at one of the state Islamic universities in Bandung who had written their English drama project journals. Based on the preliminary observation, the teacher instructed students to

write down what they had done during the drama project. As a result, students only wrote down their points without explaining them in detail. Because of this, it would be hard for teachers to determine if students learned what they were supposed to. To see whether there are three learning domains in the process of English drama as project-based learning according to Bloom's perspective, the teacher assigned journaling assignments to students so that they could describe in-depth what they did and learned while conducting English drama in the current Literature in ELT class. Furthermore, this current study examines the cognitive, affective, and psychomotor aspects of students' ideas in their English drama project journals. In addition, this current study also examines students' perceptions of English drama as project-based learning from the perspective of Bloom's learning domains.

A number of studies relevant to the current study have been conducted. Rozal and other researchers (2021) looked at how project-based learning with YouTube presentations as the final project affected the cognitive domain of online learning outcomes. Sirisrimangkorn (2018) also studied project-based learning and wrote about how drama-based project-based learning helps EFL students improve their speaking skills. There are also several studies on English drama as project-based learning. Anggraini (2022) investigated students' perceptions of performing drama as project-based learning in English language learning. Another study on English drama was carried out by Indriaji (2018) who investigated students' perceptions of drama as an English subject and their difficulties. Despite its relevancies, the current study is different from previous studies. This study fills the gap left by previous studies. This study not only discusses English drama as project-based learning but also investigates students' ideas and perceptions of English drama as project-based learning through the perspective of Bloom's learning domains.

B. Research Questions

This study intends to examine the following questions, as stated in the preceding description:

1. What are the cognitive, affective, and psychomotor aspects of students' ideas in their English drama project journals?
2. How do students perceive English drama as project-based learning in the perspective of Bloom's learning domains?

C. Research Purposes

This research is intended to address the following objectives based on the research questions:

1. To figure out what are the cognitive, affective, and psychomotor aspects of students' ideas in their English drama project journals.
2. To explore students' perception of English drama as project-based learning from the perspective of Bloom's learning domains.

D. Research Scope

This study discusses students' ideas and perceptions of English drama as project-based learning from the perspective of Bloom's learning domains. This study will focus on fourth-semester students majoring in English education at one of the state Islamic universities in Bandung who have written their English drama project journals.

E. Research Significances

This study is anticipated to have theoretical and practical implications. Theoretically, the study provides insights into students' ideas and perceptions of English drama as project-based learning based on Bloom's learning domains, which may be referred to in other studies in the future. Practically, this study's findings are expected to help teachers identify areas where students excel and struggle in English drama as project-based learning based on Bloom's learning domain. The study's findings may also help teachers determine whether English drama as project-based learning includes cognitive, affective, and psychomotor aspects based on Bloom's learning domain. Furthermore, by incorporating students' perspectives into instructional design and implementation, teachers can create more engaging and effective learning experiences that are more likely to meet students' needs and interests.

F. Research Framework

Project-based learning is a method that is often used to help language learners at different levels and in different situations (Fried-Booth, 2002). According to Patton (2012), students are the ones who create the project and determine what needs to be done to carry it out in project-based learning. Here, the teacher acts as a facilitator, helping the students with their tasks. (King & Smith, 2020).

While working on the project, students must collaborate on various tasks in an authentic context. In addition, project-based learning is suitable for mixed-ability classes and provides opportunities for learners to contribute in ways that reflect their unique talents and creativity (Siririmangkorn, 2018). Fischer (2015) says that project-based learning allows students to build various skills because they work on the project themselves.

Holden (1981) states drama is any activity that requires the student to portray themselves or another person in a fictitious situation. According to this definition, drama can be used in a language classroom to create any "let's pretend" situation, including role-playing, allowing students to express themselves verbally and nonverbally. Stewig & Buege (1994) believe that drama is beneficial for teaching and learning English because it improves the language comprehension of novices and increases their linguistic ability. Drama is not just a performance but also the outcome of a complete learning process. (Fuentes, 2010, p. 321).

Drama as project-based learning enhances language acquisition for students. Students improved their English skills by participating in drama performances as part of project-based learning in English teaching and learning. The use of drama in language teaching and learning was an exceptional language-teaching resource. Through play, students become acquainted with grammatical structures in context and learn how to express, control, and communicate with language. Utilizing drama enhances students' understanding of the target language and culture (Anggraini, 2022).

Bloom's Taxonomy of Educational Objectives is a classification system developed in 1956 by educational psychologist Benjamin Bloom. The goal was to

make students conscious of what they were learning so that they could strive for more sophisticated levels of learning (Rahman & Manaf, 2017). In education, Bloom's taxonomy has been extensively used to guide the development of learning objectives, assessments, and activities (Anderson et al., 2001).

The Bloom learning domain consists of three major parts, the cognitive, affective, and psychomotor domains. Bloom (1956) states that the cognitive domain contains objectives for recalling or recognizing information and developing intellectual abilities and skills. The affective domain contains goals that describe changes in interest, attitudes, and values, as well as the growth of appreciation and appropriate adjustment. According to Simpson (1972), the psychomotor domain comprises physical movement, coordination, and motor skills.

Journaling in education, also known as reflective learning journaling, entails writing about learning experiences (Hermansyah, 2016). This tool promotes self-reflection that leads to the growth and development of judgment, personal values, and critical thinking skills. There may be guided inquiry or a free-writing activity for the student to contemplate (Miller, 2017).

Journaling for educational reflection is a practice where students, educators, or professionals involved in education document their experiences, observations, and insights to deepen their understanding, enhance learning, and promote personal and professional growth. It is used as a strategy to enhance learning within education. In the latter half of the 20th century, journaling was explicitly utilized as a teaching instrument (Smith, 2013).

According to Rakhmat (2000), perception is the knowledge of an object, occurrence, or relationship gained through information recall and message interpretation. It provides context for the stimulus-response process of recapping information and predicting messages, which includes memory, motivation, hope, and attention. Michotte (2017) describes perception as a phase of the entire action process that enables us to adapt our actions to the world in which we live. The students' perception can be defined as the developed opinion following a specific event that requires adjustment (Agung, Surtikanti, and Quinones, 2020).

G. Previous Study

There are several studies regarding project-based learning and English drama. A study on project-based learning was conducted by Rozal and other researchers (2021). In this study, they analyze the effect of project-based learning with YouTube presentations as a final project on the cognitive domain online learning outcomes in English for physics subjects. A quantitative approach with a quasi-experimental method was used in this study. The study's instrument was a post-test with a non-equivalent design. The fourth-semester physics education students, totaling 32 people, constitute the population of this study. The samples were collected using the technique of saturated sampling. This study's instrument consisted of twenty multiple-choice questions. The result shows that project-based learning with YouTube presentations as the final project helps students learn more in cognitive areas, where the experimental class does better than the control class.

This study is relevant to the current study because both discuss project-based learning (PjBL) and its implications for the domain of learning. However, there are also differences regarding research methodology, the type of project-based learning used, and the areas of learning that are emphasized. This study employs a quantitative research design, uses YouTube presentations as PjBL, and only looks at the cognitive part of the learning domain. On the other hand, the current study applies a qualitative research design, employs English drama as PjBL, and focuses on all three learning domains: cognitive, affective, and psychomotor.

Sirisrimangkorn (2018) explained how project-based learning focusing on drama promotes the speaking skills of EFL learners. EFL students majoring in English who were enrolled in the Learning English through Drama course made up the participants in this study. The data for this study was collected quantitatively and qualitatively. Speaking tests, semi-structured interviews, and students' reflections were employed as research instruments in this study. According to quantitative and qualitative data analysis, using project-based learning and concentrating on drama improved learners' speaking skills. In

addition, the principles of project-based learning and drama are beneficial for students' language learning and speaking skills.

Several similarities between this study and the current study make them relevant. This study and the current study discuss English drama as project-based learning. What sets it apart is that this study focuses on discussing whether English drama as PjBL can improve the English language skills of EFL students. In contrast, the current study discusses students' ideas and perceptions of English drama as PjBL. The research method used also distinguishes these two studies. This study uses mixed methods as the research design. Meanwhile, the current study uses a qualitative research design.

Regarding English drama, Anggraini (2022) researched how students perceive drama as project-based learning in learning English. Students engaged in drama production made up the population. The number of participants was 30 higher education students. A descriptive-quantitative research design was chosen to show how drama can be used as a project-based learning tool in teaching and learning English. This study used a questionnaire to assess students' views and attitudes toward drama as project-based learning in English classes. The study discovered that drama is the best option for enhancing students' opportunities to learn English and facilitating learners' experiences of autonomous learning.

This study is relevant to the current study because both utilize drama as project-based learning and see how students perceive English drama as project-based learning. However, in the current study, the researcher examines student perceptions from the perspective of Bloom's learning domains. The current study also uses a qualitative research method, which makes it different from this study.

Another study on English drama was carried out by Indriaji (2018), who investigated students' perceptions of drama as an English subject and their difficulties. This study employs a descriptive-qualitative research design. The researcher used an interview as the instrument to collect the data. The subjects of the study were four students who joined the drama class at the Department of English Education. The objects of the study were the stories and statements of the students who take drama classes at Universitas Muhammadiyah Surakarta. The

researcher used a hermeneutic-phenomenological approach to analyze the data. This study revealed that the student perceives drama to be a comparatively time-consuming subject to study and a performance-oriented subject. Additionally, students reported experiencing challenges adapting to a drama performance's collaborative nature, mainly when working with other crew members.

This study relates to the current study because both are about English drama and how students see it. This study is also related to the current one because it uses a qualitative research design. Despite its relevance, there are also differences between these studies. In the current study, the researcher looks at how students see English drama through the perspective of Bloom's learning domains.

The current research discusses English drama as project-based learning based on Bloom's learning domain, different from previous studies that discussed project-based learning in general. The cognitive, affective, and psychomotor aspects based on Bloom's learning domain will be discovered through the journals students wrote while working on the English drama project. Students' perceptions of English drama as project-based learning are also examined based on Bloom's learning domains.

