

# Project-Based Language Teaching and Technology in Online Drama Class

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**Abstract.** This article discussed project-based learning in language teaching, especially the implementation of it in online drama class. The researcher reviewed some literatures as a basis of designing project-based language teaching integrated with technology in online drama class. The researcher adapted steps of project-based learning and created four steps in designing an implementation in drama class; the steps are introduction step, work in project step, publishing step, and reporting step. The researcher also used technology to support the implementation. The technology used is in the form of virtual meeting apps, Learning Management System, and social media. The research also reported that project-based language teaching integrated with technology in online drama class can create students-centered atmosphere which can enhance students' autonomy, critical thinking, creativity, responsibilities, and language skills.

**Keywords:** *project-based language teaching, technology, drama*

## INTRODUCTION

The position of English as Foreign Language commonly faces some treats in the implementation. One of them is the unsupportive environment in acquiring L2 (Ibrahim, 2001). English is only taught in classroom setting, and only used in international communication in certain domains like bureaucracy, mass media, business, etc. It means that there is limitation of opportunity to use the language; it creates passive user of language. However, we cannot wait until the students come to the real context of using L2 to get more opportunity of using L2, teachers should expose or bring the real world to the classroom. It can be done by choosing appropriate strategy or method of teaching language.

Based on the writer's observation, the students only used L2 when they must use it, for example when they did tasks in English. If the condition did not push them to use English, they prefer not to use it or prefer to keep silent all the time. Moreover, in online learning, when the students asked to ask questions or give opinion in English, they chose to keep silent. However, when they were assigned to do the tasks in English, they did it in English. It can be seen that the right strategy/tasks/exposure are needed to train the students use their L2, motivate them in leaning, and awaken their critical thinking.

Certain method should be used to motivate students actively using their English and give them more opportunities to use it based on context. As a solution, project-based learning (PjBL) can be used to provide those opportunities. PjBL is a strategy where students learn by engaging the real world to create meaning (Boss & Krauss, 2007). It changes traditional classroom which focuses of content to more communicative and contextual. It also creates students who can collect information and create meanings by themselves. Additionally, Krauss and Boss (2013) state "In project-based learning, students gain important knowledge, skills, and dispositions by investigating open-ended questions to "make meaning" that they transmit in purposeful ways." It can be explained that PjBL emphasises on students' experience in learning to develop their capabilities by raising students' curiosity and driving students to inquire value of a project. Further, PjBL breaks the walls of classroom; students learn more about their surrounding and outside world by sharing, discussing, and debating cases to solve problems (Boss & Krauss, 2007).

Some researches have done in relation with PjBL and language teaching. First, Sirisrimangkorn (2018) conducted one group pre-test and post-test design research to examine the result of using project-based learning focusing on drama to promote learners' speaking skills. Second, Vaca Torres & Gomez Rodriguez (2017) conducted action research involving thirty ninth grade students of public school in a Northwest neighbourhood of Bogota, Colombia. It aimed at to see how PjBL could influence the students' speaking skill development. Both, of the researches focused on the use of PjBL in relation with speaking skills. In this paper, the researcher used

PjBL in Drama Class not only focusing on speaking skill but also language skills, literacy skills, and critical thinking skills and also combine PjBL with technology in teaching online.

Based on Sirisrimangkorn (2018), PjBL and drama have benefits for students' language learning. Both of them support students-centered, students independence, learners' autonomy, communicative language teaching. Sirisrimangkorn (2018) listed various advantages of PjBL and drama, such as (1) encouraging learners to communicate actively and provide them with a useful speaking context, (2) developing learners' motivation and confidence through fun instruction in a non-threatening environment, and (3) encouraging learners to learn and work through a cooperative learning context. Based on those three advantages of the use PjBL collaborated with drama, the writer eager to design PjBL for Drama Class by combining it with the use of technology in online teaching. However, before the writer designed the project, the writer had reviewed some articles related and did discussion about procedure of PjBL and the strengths and weaknesses of PjBL.

## METHOD

The writer used library research method in this paper. As the characteristic of library research which involves identifying factual information or personal/expert opinion on a research question (George, 2008), the writer identifies factual information and expert opinion in answering research questions related to PjBL. At first, the writer did critical review upon articles from Vaca Torres & Gomez Rodriguez (2017) and Sirisrimangkorn (2018) related with PjBL implementation, after that finding other references related with the topic. Moreover, the data collection technique in this research is by documenting or recording data obtained from journals or reference books. The recording uses an instrument in the form of researcher's notes. Later on, the data in this study were analysed using the interactive model (Miles and Huberman, 1994).

## DISCUSSION

In this discussion session, the writer will describe three main points. First, the writer describes about steps in implementing PjBLT which later on will be used to design PjBLT in the writer class, especially in Drama Class. Second, we will discuss the strengths and weaknesses of PjBL to maximise the design and the implementation of PjBL in the writer's class. Third, the writer will design PjBLT based on the procedures of PjBLT.

### Steps in Implementing PjBLT

To conduct PjBL, Sirisrimangkorn (2018) used Fried-Booth theory about how to design PjBL. There are three stages proposed, the planning stage, the implementation stage, and the creation of the end-product. In the planning stage, there should be teacher-students discussion to decide the scope and content of the project. It means that in this discussion the teacher can inform the students about the project, the objectives, time allocation, and students' responsibilities. The discussion can add more ideas and insight from students and teachers and vice versa, so that everything is clear start from the beginning. Later on, in the implementation stage, the students are expected to start doing their tasks do accomplish the project. The teacher's role in this stage is to support and monitor the process. In Sirisrimangkorn (2018) research, teacher also had a role as facilitator in which assisted students and approved content. Finally, the last stage is the creation of the end-product. In this stage, the students submit or perform their project. The project will be evaluated in this stage based on certain criteria. It is not a matter of scoring the project, the teacher should also provide feedback for the improvement of the project.

Based on Jalinus, Nabawi, & Mardin (2017), there are seven steps of implementing PjBL. It is divided into three main stages, skill competences debriefing, project work, and evaluation. In skill competences debriefing stage, students are expected to have understanding about expected outcome capabilities, have high motivation, have an understanding about the concept of teaching material, and have the skills of essential learning content. While, in project wok stage, the students start doing the project related to the real-world issue. After that, in evaluation stage, the learning process and students' competences are revealed. The detail of the seven steps will be describe on the next paragraph.

First step is the formulation of expected learning outcomes. In this stage, students and teachers discuss about the learning outcomes and materials explored in the project and the relation to the real world. Second step is understanding the concept of teaching material. The students work cooperatively to discover the concept that will be used as a foundation of the project work. Third step is skills training. By the third steps, the students practice the skills used in project with the guidance of the teacher before they practice it autonomously in the project. Forth step is designing the project theme. In this step, the students asked to find case and solve the problem in the case by doing a project. Moreover, the students do this step in small group, so they have an opportunity to discuss the case in a group. After deciding the project theme, the students should submit a draft proposal to the teachers who then feedback related to the proposal. Fifth step is making the project proposal. Bu this step, students should create

a project proposal which consist of problems and solutions, framework, and estimated production. Sixth steps is executing the task of project. In this step, the students execute the tasks written on the proposal in group or individually. Until they finish the project, the students arrive at the seventh step, presentation of the project report. In this last step, the students presented the process and the end-product on a seminar in the classroom. The seminar involves discussion and feedback. Teacher also summarises and does evaluation in this step.

In this paper, the writer adapted syntax of PjBL from Sirisrimangkorn (2018) and Jalinus, Nabawi, & Mardin (2017) to design PjBL in Drama Class. The steps adjusted based on the characteristics and level of the students (university students), the needs of the course, the students' condition, and facilities provided.

## Strengths and Challenges

It is important for the users to find the strengths and the challenges of the strategy that will be used. The importance is to maximize the use of the strategy and anticipating the weaknesses. The benefit of using PjBL in teaching EFL have been recorded. It is frequently mentioned that PjBL improved language skills because PjBL engage students in purposeful communication in which gives opportunity to use language in real context and provides meaningful authentic activities (Sirisrimangkorn, 2018; Vaca Torres & Gomez Rodriguez, 2017; Haines in Kavlu, 2017; Boss & Krauss, 2007). It can be said that by implementing PjBL, teachers help students in developing their language skills naturally and contextually. In PjBL, the students face some tasks that will guide them to the accomplishment of the project; in the process, the students discuss to solve problems and use the language actively. The student-centered approach used in PjBL promotes students' responsibility, autonomous, critical thinking, and creativity (Sirisrimangkorn, 2018; Vaca Torres & Gomez Rodriguez, 2017; Kavlu, 2017; Jalinus, Nabawi, & Mardin, 2017; Boss & Krauss, 2007).

Although, PjBL has a lot strength, there are also some challenges of PjBL. Teachers are challenged to do research before the implementation to have well-prepared management and implementation (Kavlu, 2017). It means that teachers need extra time for preparations. It is better to have detailed preparation before the implementation so that it will ease teachers in handling the process. Moreover, PjBL also proposes team work which can be a challenge for the teacher to handle disagreement or clash between or among students. Teachers should be there as mediator for the students and guide them back on the track. It can be seen that although PjBL promotes students' autonomy, teachers' presence is still important.

## Designing PjBLT for Drama Class

In designing PjBLT for Drama Class, the writer used four steps adapted from Sirisrimangkorn (2018) and Jalinus, Nabawi, & Mardin (2017). They are introduction step, work in project step, publishing step, and reporting step. First is introduction step. In introduction step, the teacher informing the learning objectives and outcome, concepts used, timeline of the project, and criteria of assessment. Moreover, students and teacher can have discussion session in introduction step to clarify and enrich the project. Secondly, the students do work in project step. The learning of concept used to use case-based learning is initial activity in this step. While understanding the concept, the students directly exercise and apply it to the context. The third step is publishing step. Finally, the students publish their project to public and get feedback about their project. The last step is reporting step. In this step, the students report the process, the product, the feedback, and the implication toward the project. By doing these four steps in PjBL, the students can get whole experience in constructing knowledge and language.

Moreover, the project is designed for 16 online meetings. The meetings and discussions are conducted through Zoom/Google Meet and WhatsApp Group. While, the materials and tasks are provided through Google Classroom. First, the introduction step is conducted in the first meeting. In this meeting, the teacher introduces the course (English Drama), the learning objectives and outcome (students able to use the concept of drama to perform a monologue performance), concepts used (certain concepts of drama production), timeline of the project (by sharing semester course plan), and criteria of assessment (self-assessment, peer-assessment, formative assessment (tasks during the process), and summative (performance assessment and report score). Second step starts from second meeting until fourteenth meeting. Through the second step, the students learn the concepts of drama and directly exercise and apply it. Specifically, the concepts learned are about defining character and characterization, creating interesting plot that will direct to script writing, designing settings to support the plot, designing costume and make up to support character, and designing and publishing poster for the performance. After that, the students should submit and publish the video monologue on YouTube which organized by the teacher. The students will get feedback from viewers of their performance and use it as feedback for their betterment. Finally, in reporting steps, the students make a report which consist of description of the process of the project, the product (final script and poster), the student's review of feedback, and the implication toward the project.

To motivate students in creating the project, the teacher gives reward and punishment. For the reward, beside give encouragement through the meetings and feedback for each task, the teacher registers the best performance to get *Hak Kekayaan Intelektualitas* or Intellectual Property Rights on the video of monologue performance. While, the punishment given is based on the time management and tasks/project accomplishment; it can be in the form of warning and score reduction. Moreover, it is expected that the rewards and punishment can encourage the students to do the project in their best.

## CONCLUSION

It can be concluded that PjBL creates students-centered atmosphere which can enhance students' autonomy, critical thinking, creativity, and responsibilities. It also improves language skills because PjBL provides large opportunity to communicate in solving problems through the tasks in a project. In this paper, the writer designed PjBLT integrated with technology in online drama class. The writer has reviewed some articles related, found PjBL's procedure, the strengths and weaknesses. The procedure in implementing PjBLT in drama class is adapted from Sirisrimangkorn (2018) and Jalinus, Nabawi, & Mardin (2017). There are four steps; they are introduction step, work in project step, publishing step, and reporting step. The steps integrated with technology because it used to teach in online setting, The technologies used are online meeting apps, chatting apps, Learning Management System, and social media.

Moreover, it is suggested for the teachers to turn traditional classroom by using PjBL and bring real-world to the classroom. If the teaching learning process conducted in online setting, PjBL can be integrated with technology. The design created above can be an alternative for PjBLT. For other researchers, it is suggested to conduct researches around the theme of PjBLT especially about assessment.

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