

Workbook for English Drama by Incorporating Character Building for College Students

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Abstract: Drama class in its relation to education gives mental and intellectual experience in mastering English as language and culture. As an authentic material, drama class in university level should explore students' competence by providing varied material and activities. The development of a workbook by incorporating character building aspects for drama class in Lambung Mangkurat University is seen important. The workbook is developed by following the result of need assessment and the demand of course competence of English Department in Lambung Mangkurat University. By involving 20 students of drama class, the research is carried out by following the modified stage of development by Borg and Gall. The result of the development shows that the developed workbook can be categorized as good product from the result of quantitative data in all aspects. Therefore, the workbook can be used as one of the component in teaching in the drama class.

Key Words: workbook, english drama, character building

Abstrak: Kelas drama terkait dengan pendidikan memberikan pengalaman mental intelektual dalam penguasaan bahasa Inggris dari aspek kebahasaan dan budaya. Sebagai sumber otentik, kelas drama di universitas hendaknya menggali kemampuan siswa dengan memberikan ragam materi dan aktivitas. Pengembangan buku kerja dengan menggabungkan unsur pendidikan karakter bagi mahasiswa kelas drama Inggris di Jurusan Pendidikan Bahasa Inggris di Universitas Lambung Mangkurat (UNLAM) adalah penting. Buku kerja ini dikembangkan berdasarkan kebutuhan siswa dan disesuaikan dengan tuntutan pokok bahasan pada kelas drama di Jurusan Pendidikan Bahasa Inggris di UNLAM. Dengan melibatkan 20 siswa kelas Drama di program studi Bahasa Inggris FKIP UNLAM, penelitian pengembangan dilakukan dengan mengikuti tahapan modifikasi dari Borg & Gall. Hasil penelitian menunjukkan buku kerja yang dikembangkan dikategorikan baik berdasarkan hasil data kuantitatif dari semua aspek. Buku kerja ini dapat dijadikan pelengkap komponen dalam pengajaran di kelas Drama.

Kata kunci: buku kerja, drama bahasa Inggris, pendidikan karakter

Drama underlines the main concern of English: language and culture. As a part of literature, drama is the general term for performance in which actors impersonate the actions and speech of fictional or historical characters (or non-human entities) for the entertainment of an audience, either on a stage or by means of a broadcast; or a particular example of this art, i.e. a play (Baldick, 2001). Drama is a major genre of literature, but includes non-literary forms such as miming, gesture, and other body and facial expressions. Understanding English as language and culture demand students not only to be able to produce some expressions in certain conditions but also express gesture, facial expressions, and so on. Huang

(2008) in Bhaba (2000) states that role plays in drama are very important in the communicative approach because they give students an opportunity to practice communicating in different social contexts and different social roles. Students also have more opportunities to act and to interact with their peers trying to use English. As it is stated by Lazaar (1993:13), in English teaching, literature has two functions: as a study and as one of the material used for teaching the language.

A drama course is proposed in the university level as a course. As a part of literature, a drama course is required to facilitate both aspects in English: language and culture, to help learners in understanding the use of expression in certain condition and under

the scope of culture in order to improve their English ability. As it is discussed by Sharim-Paz (2011), using drama in teaching English helps teachers to achieve two goals of language program. First, it provides an active approach to the study of English, putting students into situations that require practice in oral communication. Second, it provides an opportunity for students to use creatively the English that have already been learned, presenting them with a situation that stimulates imaginative responses.

The teaching of drama has been presented from the early level of education. Integrated with speaking and reading, role play as a part of drama has been used in the classroom to create an English environment. Some books such as *English Focus* (Wardiman, Jahur, and Djusma) and *Scaffolding* (Priyana) also insert role play in speaking sections in their books. Drama gives more insight to students understanding of the different culture presented in the story of the drama, accordingly with the Education Bill No.20/2003 on Indonesian National Education System, in which one of the principles of the national education is that education is a lifelong process that includes the teaching of cultural values to empower the learners.

The teaching of English drama itself has been carried out in university level. In Lambung Mangkurat University, drama is taught in the literature class. As part of literature course, it is mentioned in the course description of English department in Lambung Mangkurat University that the drama class is designed to provide students' needs toward literature and play. Drama class is hoped to be a supplementary course to facilitate the use of English. Drama provides exposure of language and creates situations in which students may follow as the reflection of real life situations. Drama is the implementation of the use of speaking and listening which is beneficial for language enrichment. Collie and Slater (1987) state that drama increases a learner's receptive vocabulary and facilitates transfer to a more active form of knowledge. It also provides a rich context in which individual lexical or syntactical items are made more memorable. Moreover, drama helps extend the intermediate or advance learners' awareness of the range of language itself. For these features, literature should be appreciated as an important aspect in learning English.

As an effort to help students with the drama class, the researcher is interested in finding the teaching of drama in an English department in the university. As drama also covers the concept of speaking,

listening, reading, and socio-culture, drama is considered important for students. A preliminary study has been carried out by the researcher to investigate the match of important concept of drama with the fact in the field. There is a difficulty in finding related study related to drama course. The closest study is related to role play in the speaking class. As it is stated in the catalogue of English Department in Lambung Mangkurat University, Drama is taught in English Department in Literature II and takes 2 credits. As it is stated in the course outline, the course is aimed to give mental and intellectual experiences related to drama. The students are hoped to be competent in expressing the drama script, tragedy, comedy, force, etc. The head of English Department of Lambung Mangkurat University as well as the lecturer of English drama willingly gave information of the drama class. He stated that the students have no workbook. The teaching and learning is revolved around the distribution of scripts and then followed by instruction from the lecturer. As the result, students feel that a drama class is just playing and is not a serious study. The enthusiasm of students is also low. The score is only taken from the project made by students so that students focus much on that. When the idea of making a workbook for a drama class is proposed, he stated that it will be very helpful for him and also the students. He believed that the workbook can give more activities to the students, so that the activity in the classroom will not only be project oriented as a drama class used to have. Students also stated their support of the need toward a workbook. They believe that by having a workbook, it will help them in understanding the course based on the activity required in the workbook. Students also said that they could learn inductively from the activities in a workbook. Since there is no workbook for drama class in English department of Lambung Mangkurat University, students feel that the activities in the classroom were quite boring.

Integral Drama Culture, Consciousness, and identity by Haney (2008) and English Literature by Barnett and Bruto (1993) are taken as a sample to be evaluated by the researcher in order to see the applicability to be used in drama class. Those books cover the demand of course outline under the discussion of the nature of drama, the world of dramatic verbal and non-verbal expressions, internal structures of play, and play reading. In *Integral Drama Culture, Consciousness, and identity* by Haney (2008), the contents focused on the theories of literature and discussing aspects in specific play. There was no

discussion about specific genres in drama, no insight of drama in general, and the contents were discussing specific title of play without description of what competences of drama that will be acquired and no relation with values. In *English Literature* by Barnett and Bruto (1993), the contents were simply compilation of plays. There was also no discussion of theories in basic drama and no relations to values. Besides those weaknesses, the contents of both books were valuable as reference of theories presented by lecturer in English Department of Lambung Mangkurat University. Those books can be used to facilitate students with various plays and to help lecturer as teaching sources. However, having several books to be brought in the classroom is considered ineffective. It is considered that having one workbook that can cover all of those discussions will be very effective for both teachers and students. Moreover, the workbook for drama in the market as they were mentioned above does not involve character building aspects that become the part of education in Indonesia. Therefore, based on these considerations, developing a workbook for Drama class will be very useful.

The workbook of drama will contain the theory as the opening part, the drama script related to the topic, and then it will be followed by several tasks and exercises related to the material. Students will also be assigned to perform a play at the end of every unit. They should record it and post it on an official blog of English Department so that other students may post their comment and suggestion toward students' performance. In line with the arguments above, Vygotsky (Lange 2001: 35-36) states the importance of having a workbook as one of instruction of activities or tasks in a course or subject. He states that the primary goal of instruction is to lead children from naïve understandings of spontaneous concept to mature understanding of true concepts, through social interaction with both adult and other children. Therefore, the existence of a workbook is determined as a crucial thing for teachers and students. There should be at least one book to provide the needs of students and teachers. A workbook deals with the education of Indonesia as it facilitates students to get education, it should also teach values. Education highlights not only intelligence aspects but also moral values. Therefore, due to the president of The Republic of Indonesia, Susilo Bambang Yudhoyono's speech in May 20, 2011 in *Peringatan Hardiknas*, the character building rises. Character building should be integrated and implemented in the teaching and learning process as well as the material.

Asyanti (2012) states that there is degradation of education in Indonesia when the main focus of education is academic, leave alone the moral value behind. Specifically, in *Buku Induk Kebijakan Nasional Pembangunan Karakter Bangsa 2010-2025*, in Siswanto (2011) the Indonesia government emphasizes the need of character education with several reasons; disorientation and lack of understanding of Pancasila, limitation on the sustainability of Pancasila, degradation of values and ethic in everyday life, the lost of cultural values, and lack of national independence.

Character education is considered important as it becomes the main concern of education in Indonesia. There are 18 values of character building in national character and cultural education such as; religious, honesty, tolerance, discipline, work hard, creative, independent, democracy, curious, nationality, loving the nation, sportive and respect, inclusion/communicative, loving peace, love reading, care and compassion, empathy, and responsibility. Since character building is not mentioned explicitly in the material, teachers were demanded to integrate it in the lesson plan. Therefore, it is necessary to develop a workbook for a drama class by incorporating character building aspects. The drama scripts, task and exercises in the drama workbook should reflect those values. It will be very useful since it covers not only the demand of communicative competence, but also values as they exist in character building aspects.

METHOD

Dealing with the purpose of this research in developing workbook for English drama class, the suitable design for this research is research and development (R&D), for this method is used to develop certain product. Borg and Gall (1983:772) describe educational research and development as a process to develop and validate educational products. As a development design used in this research, the model of development by Borg and Gall is modified. The activities in the proposed models which all are good in term of developing materials are simplified which consist of carrying out the needs assessment, reference study, material/workbook development, validating it with the expert and trying it out in the field. In the development stage, the framework proposed by Aniroh (2009) was adapted in order to give clear picture of the workbook. For the exercises and practices, the model proposed by Hutchinson and Waters,

(1987). There are three expert involved to validate the developed workbook before it moved to try-out stage. 20 students involved in the try-out and followed by FGD (Focus Group Discussion) to conclude the varied answers. There are three forms of data collected based on the procedure of development. The data are gathered from needs assessment, expert validation, and try-out. For the quantitative data gathered from the checklist from experts is scored by following the rating scale as follows (Table 1).

Table 1. Rating Scale

Response	Point	Description
Yes	5	The aspect is definitely fulfilled
Partially	3	The aspect is only fulfill basic description and need revision
no	1	The aspect is definitely not fulfilled

The quantitative data was analyzed by using the following formula:

$$\text{Percentage} = \frac{\sum \text{responses} \times \text{weighting on each responses}}{N \times \text{weighting the highest responses}} \times 100\%$$

Discussion:

\sum = Total number

N = The total number of all the items

The result in form of percentage was converted into description by following the range of 5-Scales criterion proposed by Kuswandi (2001) in Batunan (2011) as follows (Table 2).

Table 2. Range of 5-Scales Criterion

Percentage	Qualification	Discussion
90% - 100%	Very good	No revision needed
75% - 89%	Good	No Revision needed
65% - &4%	Enough	Revision needed
55% - 64%	Poor	Revision needed
0% - 54%	Very poor	Revision needed

RESULT

Observation

From the observation, researcher found out that the source of the materials is English Literature by Barnett and Bruto (1993) consists of compilation of several plays. The materials given to the students are the photocopy version of plays.

Students

Based on the results of tests on 20 students, followed by FGD (Focus Group Discussion) obtained answers varied, as in Table 3.

Lecturer

The Approaches in the current textbook were both tasks based and project-based approach as the textbook provide individual and project tasks. However, the number of tasks and practices were limited because the book was made to provide material rather than activities. Therefore, the textbook did not provide enough activities to be applied by the lecturer.

All the design, layout, pictures, and graphics were not very interesting. The font used in the current textbook was typewriter's type and considered out of date as the book was published in 1993. The layout was not interesting as it was simply the print out form of a play followed by a set of questions. Learners need colorful book to make the long text of plays do not appear as dull.

The activities in the textbook were both individual and group tasks. For the individual task, students used to assign to answer the questions related to play they read. For the group tasks, students used to assign to perform a play in the end of the semester as final project. The exercises presented in the textbook were in line with the topic discussed. However, the type of the exercises was not varied and did not explore the mental experience of students toward drama. Moreover, the exercises in the textbook also did not carried out the moral values of the materials. Therefore, the workbook providing varied tasks, practices, or exercises is highly expected to help students to achieve drama's competence.

In term of book organization, the topic sequence of the textbook can be categorized into good criteria because it was appropriate with the course outline. The topic was started the basic elements of drama which was the nature of drama followed by the world of dramatic verbal and non-verbal expression and the structures of play. The textbook also provide plays under the genres of comedy and tragedy. Instead of the lack of tasks provided, the fixed topics allowed lecturer to explore additional information by himself under the same topics.

Expert Validation

As it has been mentioned previously, the next step after developing the draft of workbook was expert validation. In this study, the researcher has finish writing the workbook on the end of April 2013. Then, the researcher came to experts to give the draft of the workbook and to get feedback and suggestion from them. The result is presented in the Table 4.

Table 3. Variation of Student Answers in The Try Out & FGD

Design		Topics			Course Competence			Tasks			
2	3	4	5	6	7	8	9	10	11	12	13
A	A	A	A	A	A	A	D	C	B	C	A
A	A	A	B	A	A	A	A	A	B	C	A
A	A	A	A	A	A	A	A	A	A	A	A
A	A	C	D	B,C	A,B	A,C	B,C	A	A,C	A,C	A,C
C	B	B	A	B	C	B	D	A	A	B	B
C	A,D	D	B,E	A	A	A	B,E	A	A,D	A	C
A	A	C	B	A	A	A	B	C	C	A	C
A,C	A	A	E	B	A	A	B	C,D	C	A	A
A,C	A	A	A	C	A,B,C,D	A	A	C	C	C	C
A,C	A	C	D	D	D	A	B	A	A	A	A
A	A	C	B,D	A	A	A	B	A	A,B	C	A,C
A	C	A	D	A	A	A	B	C	B	C	A
A	A	C	B	B	A	A	B	A	A	A	C
A	A	C	A	A	A	A	A	C	D	C	A
C	A	A	A	A	A	A	B,C	C	A	A	B
A	A	C	B	A	A	A	A	C	C	C	C
A	A	A	A	A	A	A	A	A	A	C	A
A	A	A	A	A	A	A	B	A	A,B	A,C	A
A	C	B	B	B	C	A	B	A	A	C	B
A	A	A	B	B	C	A	B	A	B	C	A

Try Out

In the teaching and learning process, all units in the developed workbook were taught by dividing the group into two classes. Held from 24th May 2013 to 28th May 2013, the result of the try-out from students showed 79.3 % which means the developed workbook was in good criteria and the lecturer gave 94.3% as it meant that the developed workbook was very good criteria.

Table 4. Result of Expert Validation

Expert	Quantitative result	Qualitative result
Expert 1	89.7%	Instructional Objective Unclear Instruction in unit 1 and unit 3, page 18,21,and 63.
Expert 2	93.8%.	Instructional Objectives Language errors Grouping instruction
Expert 3	94.9 %.	Letter Language errors

Final Product

After having completed procedures the researcher adapted from Borg and Gall (1983), the final product in the form of workbook for students of Literature II (Drama) in the English Department of Lambung Mangkurat University is ready. The layout was made attractive and interesting, the contents of the workbook were enriched with tasks and skill of target language and the moral values were explicitly revealed. The workbook covered 6 units; every unit consists of two sections that explore both theoretical and mental experiences of students and the tasks explore students' performance as individual and group. The workbook consisted of 84 pages, 70 grams HVS. The pictures were taken from Google while the texts were taken from English Literature by Barnett and Bruto (1993) and Elements of Literature by Holt, Rinehartand Winston, Inc. (1989). From the discussion held after finishing the try-out, both the lecturer and students agreed that the workbook developed was very useful to facilitate them in the teaching and learning process.

DISCUSSION

The workbook which was developed by using Borg and Gall's model (1983) obtained positive comments from students and lecturer since it can motivate students to learn drama aspect in the target language more. It is due to the fact that the developed

workbook has been developed based on the students' need, the product have been validated both on contents and applicability, as well as have accommodated the suggestion from the experts and students as users. In other words, some crucial steps have been undertaken by researcher in term of procedure of development.

In the needs analysis stage, the researcher found out that in terms of teaching component, the drama course has no workbook. The workbook is considered crucial because it presents tasks and practices to make students understand the course well. Since there was no workbook, the activities were limited to lecturer's session and reading look assignment. Meanwhile, as drama deals not only with theories but also practices, students need more activities, tasks, and practices. As part of English, Shumin (2002) stated that the diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation. Those competences in paralinguistic element will not be achieved if the material is theoretical. As it is reflected in the current textbook, the activities there did not reflect the complexity of drama as in fact, a course book should correspond to learners' need (Cunningword, 1994). It is very important that a course should facilitate learners' progress and take them forward as effectively as possible toward their goals. Furthermore, the content of the workbook should carry out to what the students' need to learn in terms of language, competences, and values.

In developing the tasks and practices in the workbook, the researcher adopted the spirit of task-based and project-based learning. Harmer (2001) states that guiding principle was to train the students to use language forms appropriately in a variety of contexts and for a variety of purposes. Those exposures to language in use and opportunity to use it are vitally important for the students' development of knowledge and competence. The examples of those activities are individual tasks in answering questions related to the play, questions related to moral values, questions exploring other aspects than the story, and the project-based related to preparation for a play. It is considered so important to have varied activities in drama as it stated by Collie and Slater (1987) that drama increases a learner's receptive vocabulary and facilitates transfer to a more active form of knowledge. Moreover, Nation (1994) as quoted by Hunt and Beglar (2002) states that the students are supposed to get exposure of word knowledge such as how to use the words receptively and productively.

Thus, the students are provided with exercises in which can elaborate their knowledge and competence in drama.

In the expert validation stage, the researcher gathered very valuable input in terms of the content materials and applicability of the workbook. From expert 1 in material development, the developed workbook gets 89.7% and considered good so that the developed workbook does not need to get major revision. The revision is related to some of the language errors and unclear instruction. The errors have been revised and could go to the try-out stage. From the expert 2, educational expert 1, the workbook validated gets 93.8% and educational expert 2 give 94.9%. Both are also classified as good. All of experts show score above 75% so as it is stated by Kuswandi in Batunan (2011), if the score is above 75%, it means that the developed workbook is eligible to be used by users.

The try-out was held from 24th May 2013 to 28th May 2013 by teaching 20 students of Literature II (Drama) in the English Department of Lambung Mangkurat University with developed workbook that has been validated by experts. The result of the try-out of Unit 1-6 shows 79.3%. As stated by Kuswandi, the product can be categorized as good so that there was no revision. In this stage, the researcher believed that there was a gender bias as most of male students preferred black and white lay-out while female students preferred full-colored lay-out. In order to facilitate both needs, the researcher held FDG (Focus Group Discussion) to explore the meaning of findings. Steward and Shamdasani (1990) states that FDG allows researcher to take a conclusion from various data gather from large number of data, therefore, the researcher uses this method to conclude the varied responds from the students. The result of the try-out and the FDG went to the conclusion that the male students were agreed to colorful lay-out as long as the red color is not too much. This decision was also agreed by the rest of the group.

After finishing all stages of development, the researcher found out the strengths of the workbook on the following aspects. First, the developed workbook can provide enough practice and tasks that are beneficial for both students and lecturer. The various tasks and exercises help students to improve their drama competence as well as the drama performance. Second, the tasks-based and the project based approaches help students to explore their mental and physical experience in drama. The students are not only deal with the content of play, but also the values

from the activities and the tasks. Third, every unit in the developed workbook is intended to prepare students for the big project. The discussions deals with theories and also practice performance so that at the end, students have less burden to prepare their performance. Finally, the workbook is equipped with colorful and interesting picture which can make students feel motivated to learn the material and to do the practice, exercises, and tasks on the book as it is stated by Tomlinson (1998) that the materials design and illustration (visual element) are necessary to achieve impact by being able to attract students' curiosity, attention, and interest, to keep using the material and to help the students to feel at ease. In conclusion, with the strength of the developed workbook, it is hoped that the workbook can improve students' competence in drama based on the demand of the objectives and course competence of the institution.

The weakness of the developed workbook lays on the discussion of culture, teacher's guidelines and time allotment. Cultural discussions related to the theories were not explicitly elaborated. Culture as important part of drama was not involved in the practices as no question beside acting out performance underline the aspect of culture. There was also no teacher's guideline for the workbook to emphasis what important elements in the workbook which should be pointed out by the teacher. For The There is no specific time allotment to finish the tasks in each unit so it comes back to the lecturer's judgment to decide which one should be done in the class and which ones should be the homework.

CONCLUSIONS AND SUGGESTIONS

Conclusions

As all of the stages of development have been finished, it can be concluded that the developed workbook is classified as a good workbook which is ready to be used by students of the English Department in Lambung Mangkurat University. The workbook has been developed, validated by experts, tried out in the field, revised, and then presented as workbook for Literature II (Drama). The developed workbook is hoped to give pedagogical implication as it can be one of the source materials for drama competence and provide more insight toward literatures, to give more insights of literature especially drama aspects, to provide more exercises, tasks, or practices to help the lecturer and students in drama class. The

developed workbook can be used by students of the English Department in Lambung Mangkurat University and can be adopted by other departments with similar needs.

Based on the whole process of conducting the development research, some suggestion are presented on how to make use of the product and how to make the product better. The comments from the experts, students, and also the lecturer of Literatures II (Drama) can be used to improve positive aspects of the workbook. The clarity of course objectives are required to be the basic foundation to make the content materials of the workbook.

In relation to the improvement of the developed workbook, it is necessary for the researcher or other people who are interested in the product to try-out all units in the workbook to get the information about the strength and weaknesses of each chapter based on the user of the book. Other recommendation is to use more than one teacher or lecturer to teach so that more insight and input can be obtained.

Suggestions

For the future researcher especially in materials development area, this research can be used as one of the references for developing workbook for drama class or more importantly for other courses based on the modified test. The stages can be followed and revised based on the purpose and scope of the research. For greater scale of development, it is hoped that the future researcher can conduct the whole procedures of original model of development.

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