

The Effectiveness of the Intercultural Learning Materials in Teaching English Drama

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ABSTRACT

Teaching English drama to multicultural students has the problem of solving the similarities and differences between language and culture. This research aimed to determine the effectiveness of intercultural learning materials (ILM) in English drama at English Department. This study was quantitative research that explored quasi-experimental research. The sample of this research was eleven students in the experimental group and ten in the control group. The sample was taken by using random cluster sampling. The instrument of this research was a test that developed the student drama performance test. The data were analysed by using a T-test. The result shows that the students scored significantly in the experimental group with an average score of 201.85 % (a sig value of 0.003 < 0.05). Based on the result of this research, there was a significant effect of intercultural learning material in improving students' English drama. Then, the intercultural learning materials were the alternative resources for linking the different languages and cultures in teaching and learning drama.

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1. INTRODUCTION

Drama is the reflection of human life that perform on the stage; it appears from the active, interactive, and collaborative experience that stimulates motivation, creativity, curiosity, exploration, and experimentation (Abraham, 2018; Fleming, 2004; Garcia & Garcia, 2016; Kemeh, 2015). Students are able to collaborate on problem-solving, share their perspectives and understandings, acquire and apply new information, and grow personally and intellectually all through the media of drama (Abraham, 2018; Lehtonen et al., 2016; Ustuk & Inan, 2017; Zahid & Rohi, 2018). In line with this, drama-based learning provides opportunities to learn subjects across the curriculum (Dinarty, Sutapa, & Bunau, 2018). Movement, imitation, and peer interaction are all effective ways to learn new material. Then, drama aids in comprehension by providing concrete examples of otherwise intangible ideas.

Besides, the drama presents real stories to share experiences and build knowledge. In other words, Altun (2019) points out that drama naturally integrates language skills; the integration of

reading, listening, and speaking occurs, making language learning natural and effective. Students become actively involved in playing the drama; thus, learning becomes learner-centred (Kiliçaslan & Vural, 2018). Furthermore, drama is beneficial because it involves the use of language in a specific context (Lehtonen et al., 2016; Shepherd & Wallis, 2004). In short, a specific context is given; the relationship between the language form and function becomes clear, which promotes meaningful language learning.

In addition, drama serves as a metaphor for real-world events, an examination of cultural context, and a description of the human condition (Lee et al., 2014; Nuri & Topdal, 2014; Rahimipour, 2020; Toivanen et al., 2015). This idea is supported by Rudela (2015), who states that drama is a descriptive and experiential language that involves the interaction of mind and knowledge experiences. Intercultural competency and awareness of interpersonal dynamics can be fostered through the use of drama in the foreign language classroom (Zahid & Rohi, 2018). In short, drama is a medium to develop students' awareness of their culture and other cultures because it represents real human life and experiences. Abraham (2018) agrees that teaching drama is learning by doing. Students are engaged in drama to learn the language naturally, using body language and facial expressions, pauses, and interruptions, and showing emotions in their interpretations of the play. Then, Rahimipour (2020) and Zahid & Rohi (2018) add that drama helps learners gain confidence and self-esteem. It can be concluded that comprehension of drama performance is needed in teaching drama. It will be the main attention of the lecturers and students in learning and teaching drama.

Problems in the classroom often arise not because drama instruction is unimportant but because students lack access to adequate learning resources. The students' cultural identities were still present in their dramatic presentations. They were unable to see the similarities and distinctions between their own and the other cultures, and their performances showed the influence of their native language and culture. They were naturally unable to give a convincing performance in the theatre. Teachers also need access to and confidence in utilising relevant instructional tools to boost their students' dramatic abilities. According to Angelianawati (2019), lecturers are tasked with improving their students' academic performance by implementing proven teaching strategies and materials. In reality, the vast majority of professors rely on tried-and-true educational tools like textbooks and guides. Books have flaws, like lacking up-to-date information or relevant examples (Nesri, 2020; Zohrabi et al., 2012). Besides, the students feel bored because the textbook has many topics or pages, and they spend time reading it (Ayu & Indrawati, 2019; Sisquiarco et al., 2018). Thus, it is clear that these books are only focused on understanding drama and drama performances; these books do not fill the needs of lecturers or students, and the learning materials have not integrated the context and the norms of the culture in the learning process. In this case, learning materials should contain the materials entirely and point to the main goal of the learning.

Based on the importance of the learning materials in teaching English drama, the lecturers should use the learning materials to fill the gap between the different cultures in teaching and learning drama. It is in line with Depdiknas (2017) that intercultural learning material can help teachers/lecturers guide and help students in the learning process. This idea also relates to Saqdiyah et al. (2018), who state that intercultural learning material can support the lecturers and students use to achieve the learning process. In line with this, Ajoke (2017) states that intercultural learning material is meant to improve the quality of education for effective students' academic performance in schools or high education. In this case, the appropriate content of learning materials that are used to enhance the students' drama performance is intercultural learning materials.

The intercultural learning materials are able to equal participation of members from different cultures to make students aware of their own and foreign cultures and increase their understanding (Benson, 2015; Ennis, 2015; Morganna, 2017). Intercultural learning requires the individual to learn about culture by reflecting on their own culture, learning about other cultures and engaging successfully in various social contexts (Rokhayati, 2016; Tran & Seepho, 2017). So, intercultural learning is essentially applied in the teaching and learning process. Intercultural understanding

engages the students' care about their own and foreign cultures. Profoundly, the students should be aware of multiculturalism in the classroom.

Furthermore, some previous research investigated the learning materials as materials to improve the teaching and learning process. Avval et al. (2013) investigated the impact of learning materials in creating the class effectively. The study pointed out the function of the handout to help the lecturers and students become more creative in classroom activities. In addition, Nesri (2020) investigated the learning material in the form of modules. Its findings show that modules should be done in printed and electronic modules. It is designed to help teachers and students provide the materials more efficiently. On the other hand, some scholars have done research that pointed to the learning materials in the form of handouts being the problem-solving difficulties in understanding the materials of learning. (Arroyani Lisa, 2019; Asrizal et al., 2021; Munyoro, 2014; Refnywidialistuti, 2021; Regina Rahmi, 2014) . They agree the learning materials in the form of handouts can help the learning process effectively; the lecturers can easily explain the materials, and the students can easily find the materials.

Then, Dheghu et al. (2019) investigated the implementation of socio-cultural content in learning. The study shows that the students deeply understand culture and society. They are more interested in combining social and culture in teaching and learning processes. Besides, Rokhayati (2016) investigated the development of English textbooks based on the intercultural approach and character education. This study's result promotes the textbook developed by the intercultural learning needed to build the students' characters. Moreover, Harsono (2015) investigated that learning material has a central role in the learning process. This study's result underlines that the teaching and learning process depends on the content of the subject materials.

Based on the explanation above, some previous studies discussed the learning material, but there is no learning material based on intercultural learning materials, especially for Drama subjects. Therefore, this study is expected to be the new material to fill the gap between the different languages and cultures in teaching and learning drama. Then, the students can bring a sense of culture when they perform and learn English Drama. Further, the lecturers and the students have the learning material to encourage cultural awareness in teaching and learning. So, it was academically necessary to determine the effectiveness of intercultural understanding in enhancing the students' English drama. This learning material is expected to guide the lecturers and the students in integrating different languages and cultures into the learning process. It makes the students' drama performances more exciting and livelier and brings a sense of language and culture to drama performances.

2. METHODS

Quantitative research exploring quasi-experimental research was the focus of this study. Both an experimental and a control group were in place. Sixth-semester English majors made up the sample for this study. Using a cluster sampling method, they represented the study's sample. Eleven students comprise the experimental group, while ten comprise the control group in this sample.

In this study, the test results were used to gather data. This kind of test was a test of how well you can act. In line with this, the students put on the play from the intercultural learning materials that they had chosen. There were three steps to how this study was done. The first step was to look at the pre-treatment test that was done early on. This stage was used to find out the first level of a student's performance skills in drama. Then, once the results of the pretest were known, the treatment was given to the students. At this stage, there were three things happened: (1) The students were given materials for a drama class that were based on intercultural materials. At this stage, the students learned about other cultures through drama performances and other activities (2) The students chose drama and got ready for the play. (3) The play was put on by the students. At the same time, the post-test was given, the students put on the play, and the professors gave an assessment. The researchers did these things to determine how well the intercultural learning

materials helped students perform in their drama performances. After the data were collected, they were put through a T-test, which first checked for normality and homogeneity. They have done tests to figure out the formula for testing hypotheses. In this study, the data had a homogeneous variance, and the data was not normal. So, the Non-Parametric Test type test is used to test the hypothesis in this study.

3. FINDINGS AND DISCUSSION

This research shows the effect of intercultural learning materials on teaching and learning drama. The result of this research is as follows.

3.1. Findings

3.1.2 Experimental Group

In this part, the effectiveness test on the experimental group is displayed, which aims to see the level of effectiveness increasing from the pretest to the post-test. The result of the statistical test for the experimental class is as follows.

Table.1 Statistic Test for Experimental group

Experimental Group				
No	Student	Pretest	Posttest	Efektivitas (%)
1	Student 1	27.78	83.33	200
2	Student 2	27.78	83.33	200
3	Student 3	27.78	80.56	190
4	Student 4	27.78	77.78	180
5	Student 5	30.56	83.33	172.73
6	Student 6	27.78	83.33	200
7	Student 7	27.78	83.33	200.
8	Student 8	27.78	83.33	200.
9	Student 9	25.00	77.78	211.11
10	Student 10	27.78	83.33	200.00
11	Student 11	27.78	83.33	200.00
Mean				201.85

Table.2 The Result of the Statistic Test for the Experiment

Test Statistics	
Posttest Eksperiment - Pretest Eksperiment	
Z	-3.020 ^b
Asymp. Sig. (2-tailed)	.003
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on the results of the effectiveness test above, it can be seen that the average value of effectiveness from the pretest to the post-test in the experimental group is 201.85%. Then, the result of statistics is 0.003. It is said that there is a significant increase if the value of sig < 0.05, and there is no significant increase if the value of sig > 0.05. Based on the test results above, obtained a sig value of 0.003 < 0.05. So it can be concluded that there is a significant increase.

3.1.3 Control Group

The effectiveness test on the control group aims to see the level of effectiveness increasing from the pretest to the post-test. The result of the statistical test is as follows.

Table.3 Statistic Test

Test Statistics	
Posttest Kontrol - Pretest Kontrol	
Z	-2.970 ^b
Asymp. Sig. (2-tailed)	.003
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

It is said that there is a significant increase if the value of sig < 0.05, and there is no significant increase if the value of sig > 0.05. Based on the test results above, obtained a sig value of 0.003 < 0.05. So it can be concluded that there is a significant increase. The result of the effectiveness test of each sample in the control group is as follows.

Table. 4 Effectiveness test in Control Group

No	Student	Control Group		
		Pretest	Posttes	Efektivitas (%)
1	Students 1	27.78	50.00	80.00
2	Students 2	27.78	50.00	80.00
3	Students 3	33.33	55.56	66.67
4	Students 4	27.78	50.00	80.00
5	Students 5	27.78	50.00	80.00
6	Students 6	27.78	50.00	80.00
7	Students 7	25.00	47.22	88.89
8	Students 8	27.78	47.22	70.00
9	Students 9	27.78	50.00	80.00
10	Students 10	27.78	50.00	80.00
	Mean			79.81

Based on the results of the effectiveness test above, it can be seen that the average value of effectiveness from the pretest to the post-test in the control group is 79.81%.

3.1.4 The Effectiveness between the Experimental and Control Groups

Furthermore, the effectiveness in the experimental group is 201.85%, and the effectiveness in the control group is 79.81%. It can be concluded that the experimental group was more effective than the control group. The result of the effectiveness between the experimental and control group is displayed as follows.

Table 5. Mann-Whitney Test Result

Test Statistics	
Effectiveness Score	
Mann-Whitney U	.000
Wilcoxon W	55.000
Z	-4.022
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed sig.)]	.000 ^b
a. Grouping Variable: Kelompok Efektivitas	
b. Not corrected for ties.	

It is said that there is a difference in effectiveness if the sig value is < 0.05 , and there is no difference in effectiveness if the sig value is > 0.05 . Based on the test results above, the sig value is $0.000 < 0.05$. So it can be concluded that there is a difference in effectiveness between the experimental and control groups.

Furthermore, the analysis was carried out in the experimental and control groups. In the experimental group, the results obtained sig $0.003 < 0.05$ in the Wilcoxon test, which means that there is a significant increase from the pretest to post-test scores in the experimental group and the results of the effectiveness test are 201.85%. Meanwhile, for the control group, the results obtained sig $0.003 < 0.05$ in the Wilcoxon test, which means that there is a significant increase from the pretest to post-test scores in the control group and the results of the effectiveness test are 79.81%.

Based on the results of the analysis, it was found that there was a significant increase in both groups, but when viewed from the results of the effects test in each group, it was found that the experimental group had a more significant increase compared to the control group due to the effective value of the experimental group; higher is 201.85% than the value of the control group's effectiveness, which is 79.81%.

3.2 Discussion

Implementing intercultural learning materials is effective for the student's English drama in the sixth semester of the English Department at Pasir Pengaraian University. Implementing the intercultural learning materials in the form contributes to the students performing drama. This result relates to the studies by Alshraideh & Alahmdi (2020), Celik (2019), and Lehtonen et al. (2016). This material can help the students to prepare and perform the drama. On the other hand, The students are able to perform drama well.

Furthermore, the result seems that the intercultural learning materials give a different performance of the students' voice or drama language performance. The learning materials cause it to have a relationship with the student's language, culture, and contextual teaching and learning. This idea is supported by Demir & Takkac (2016); teaching and learning can be more attractive if cultural understanding is involved. Then, Jubhari et al. (2022) agree that contextual and cultural understanding in teaching and learning affects students who learn EFL. It supports that intercultural learning as contextual learning helps the students to learn English drama. Besides, this material helped students to improve their improvisation and expression.

In addition, intercultural learning material sets teamwork well because it provides teaching guidelines in a multicultural context in teaching drama. It could expand the students' cooperation in drama performance. The result is related to Rahimpour (2020); learning materials in drama propose a shared and cooperative activity that fires the individual and collective imagination. Meanwhile, Erdogan (2013) points out that the learning materials of drama are a pedagogy that reaches students with intelligence with different learning styles. Some scholars also support this statement (Abraham, 2018; Astuti, 2016; Maolida & Savitri, 2017; Nuri & Topdal, 2014; Olaniyan, 2015; Zahid & Rohi, 2018), who conclude that teaching drama provides the pedagogy aspect in teaching and learning process. In line with this, drama is a learning model that involves the mind, body, senses, and emotions (Gray et al., 2017; Jurinović, 2016; Olaniyan, 2015).

Moreover, intercultural learning materials explore the students' improvisation. The students are more active in performing their drama. In line with this, Ulya et al. (2015) state that learning materials in the form of handouts increase students' interest in learning, increase student activeness in the learning process, and improve understanding of student concepts. Then, this material can engage the students' activeness because the materials provide the questions or assessments of each topic. Nashruddin & Rahmawati Ningtyas (2020) agree that questioning strategies can engage the student's participation in learning activities.

Furthermore, the result shows that intercultural learning materials bridge Malay and English in teaching drama. The result shows that the students use the language more flexibly because they do

not memorise it but just relate it to their language. This material provides local wisdom; brings the Malay culture into the material's topic. It means local wisdom can help the student's awareness of their culture. This idea is supported by Tahir et al. (2020), who state that learning local wisdom is needed for the next generation to build their culture and environment. Then, intercultural learning fills the gap in Malay culture's dominance in teaching and learning drama. It is in line with Haerazi et al. (2018) that intercultural learning can improve language skills in the teaching and learning process and the student's understanding of their culture and others' cultures. This finding is also lined with previous research by Riefani et al. (2020), who found that learners who are given intercultural understanding have higher knowledge of understanding different cultures. In addition, intercultural learning is effective learning material for teaching and learning for EFL in multicultural contexts (Benson, 2015; Echcharfy, 2019; Garcia & Garcia, 2016; Haas, 2019; Morganna, 2017).

Moreover, intercultural learning helps the students practice drama performance and create an enthusiastic learning process that achieves the standard of learning competence. The results show that the students express their gestures freely without depending on the script. Automatically, when they forget the script, they can do the improvisation their dialogue. In line with this, Simpuruh (2021) agrees that gestures can improve the students' vocabulary in the teaching and learning process.

4. CONCLUSION

The intercultural learning materials are effective for teaching drama. There is a significant difference in scores between the experimental and control group. In short, intercultural learning materials improve the students' English drama by covering voice, body language, movement, and dialogue. The intercultural learning materials provide an understanding of language and culture in classroom activities. In addition, it can link the English and Malay cultures in teaching drama. This research seems that intercultural learning materials can significantly affect teaching and learning, especially for drama subjects. The learning material effectivity is shown in the students' improvement in drama performance and their language improvisation. They are more active and free to express their language because they do not depend on their script; they relate to their language or culture.

Intercultural learning materials are the appropriate learning materials or the main resources in developing students' awareness of language and culture because the sense and the integration of two and more are brought into the teaching and learning process. Therefore, it should be implemented and developed continuously for language and culture revitalisation to fill the phenomenon of different languages and cultures in the teaching and learning process. It is explored not only for Drama subjects but all subjects involving cultural sensitivity in classroom activities.

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