



Musical colossal drama project-based learning to boost students' engagement in English language learning

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ABSTRACT

Various factors influence students to be active in learning English. One of them is role-playing and drama in learning songs. The present study aims to showcase EFL students' emotions in learning English as a foreign language by adopting musical colossal drama project-based learning. Nested in a qualitative case study, the eleventh-grade students of a senior secondary school in Purbalingga, Central Java, Indonesia were recruited to participate. Data were garnered through semi-structured interviews and classroom observation. The data were analyzed by employing data reduction, data display, and conclusion verification. Findings of the study demonstrate that the senior high school EFL students showed positive emotions when they engaged in learning English, particularly adopting songs, in the frame of musical colossal drama project-based learning. Another finding reveals that musical colossal drama project-based learning boosted the EFL students' 21st century skills, i.e., critical thinking, creative thinking, communicating, and collaborating. This study promotes some empirical evidence for how musical colossal drama is organized to foster students' involvement in a project-based English language learning.

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Introduction

Making students engage and their activeness in learning English is challenging for the English teachers. The teachers should be creative and find different ways of teaching English, especially in blended learning (Luan et al., 2020). During the pandemic era, there were lots of challenges that English teachers faced dealing with making the students more active in learning processes, especially in learning English (Aulia, 2022). The students tend to be quiet in the learning process. They seldom collaborate with their friends and enjoy their learning based on the virtual meeting held in online learning. The blended learning implementation is

a must in pandemic COVID-19 (Ramli et al., 2022). Teachers should know how to solve problems and deal with their students' engagement and the joy of their learning.

Project-based learning is one of the methods that may far from the words work out in this COVID-19 era learning process for the blended learning side. Since the presence of the students does not at the same time deal with their face-to-face class the blended learning for PBL is appropriate to be implemented to enhance student's activities (Bell, 2010). This challenged the researcher to apply project-based learning to the students. As Stivers (2010) states that project-based learning is a dynamic approach to teaching in which students explore real-world problems and challenges, simultaneously developing 21st Century Skills while working in collaborative small groups (Maros et al., 2021). Thus, it can be said that the students do their self-directed learning collaboratively in making their group a good communicating deal with the instructions given by the teachers attentively in their critical thinking to make the project done well.

In addition, Fandino (2013) stated that in EFL classroom, teachers should provide practices and processes in learning activities that focus on several skills namely creativity, critical thinking, collaboration, media literacy, initiative and self-direction, and social cross-cultural skills. Moreover, to make students succeed in the 21st century, teachers should provide strategies on how to prepare students' careers in the future by improving their critical thinking, and interpersonal communication skills.

Therefore, to make the students active and have the 4 C's skills, teachers should apply the appropriate method to achieve the goals of learning and train the students to have their own experiences in their real-life world learning and as freedom of learning. As Karyawati and Ashadi (2018) stated in her research that the project-based learning for ICP students in doing drama provided a learning atmosphere that gave some activities which contain communication, critical thinking, collaboration, and creativity or 4 C's skills. The researcher believed that the musical colossal drama PBL can be one of the best ways to train the students using the target language often as they will practice the script and the songs, and they will also know well how their progress in learning the language.

One of the challenges faced by English teachers in Indonesia was the lack of communicative activities in the teaching and learning English language process (Darling-Hammond, 2020). In their statement, Sotlikova and Sugirin in Karyawati and Ashadi (2018) claim that building communication activities can encourage the students to interact with each other. As we know, one of the approaches of learning that uses these activities is project-based learning (PBL).

Bender (2012) defines PBL as a learning model which improves the students' learning bits of knowledge, skills, and society using projects such as products in form of real-world research and questions. However, a teacher can make an authentic assessment by using PBL. From those opinions, the researcher believed that implementing PBL will encourage the students to be more active in communicating and using the target language often. Furthermore, they will learn more about the 4 C's skills in doing their PBL with their group.

Additionally, Martinez and Tinoca (2022) in her research found that the activities of students are quite hard to enhance since the students tend to be more passive than active ones. They still got embarrassed to ask questions to their teacher and their friends. Furthermore, they lack a collaboration system with their friends, not only do those matters

make the students passive but also lack attention to the teacher's explanation. In her research, she used the mind mapping method to make the students more active in the learning process. The results are that the students are more active, interested, and eager to collaborate with their friends and also have fun in the learning process.

Additionally, students are more responsible in doing their assignments from their teacher to understand the material. By the result of previous research, the researcher believed that if teacher applied a method of learning that is based on students centered and also have more clear instructions that need fully involvement from the students will make the learning process goes well, the students engage in collaboration with friends will be more adaptable and to be a good habit end up as their positive character.

By doing a musical colossal drama project and the fast progress of the digital revolution, students can search their logical thinking by using YouTube, and choosing their instrument as karaoke or unplug version as they wish. They can find the lyrics of songs that are appropriate to their story in their drama project. The journal writing for the groups guides them to make sure that the project will be done well by using their smartphone as their tool to make the video of their drama more interesting and awesome. They also can easily learn the new or oldies songs they wish that reflect the story of their drama. These activities will give them a cross-cultural understanding of the lyrics and also identified by each era for the music products that they will use in their PBL.

In line with those explanations, the lesson done by Lapo (2016) called Soundtrack of My Life says, "music is what helped build my language base and can do the same for other ELL/ESL students" (Lapo, 2016, p. 1). This activity combines the five domains of reading, writing, listening, speaking, and communicative competence (Lems et al., 2017) while tying content to a student's own life. Lapo (2016) mentions that the songs do not have to be in English, "students may choose songs in their native language and choose to translate their meaning and present those to the class" (Lapo, 2016, p. 1). Making and sharing a playlist allows students to know and be known more deeply by the others in the class, and this shared knowledge helps create community.

By following Lapo (2016), the researcher allowed the students to use one to three songs in their native language and as local wisdom cultural knowledge in performing their musical colossal project drama. They have their rights whether they will use the song in the term of "mash-up" songs or their full song. It was on their creativity to make the drama related to the songs and also, they will know their values as creative students to make their PBL unforgettable in their learning experiences in learning the language. As we know that the students love to know about their group passions, their teacher's musical passions, education, family background, and their experience in their youth life.

Musical colossal drama project would be their adventure in learning the English language. They also will have special songs that remind them of school days In line with the statements, the researcher believed that PBL is an applicable method to make the students' activities more diverse and have various learning experiences. Moreover, by implementing musical colossal drama PBL, students will be more conducive and challenged to finish the project and produce their creativity. Since music will make the class more enthusiastic in the learning process. Furthermore, if the song that played in the class related to the teenagers' life and story that would have an awesome positive vibe around the class. This will be the

teachers' and students' desire. Teacher and students want that positive atmosphere of learning to achieve the goals of learning.

In addition, music offers other benefits for those who learn the language. The song's lyrics will train the students to pronounce and know well the tenses that are used by the songs. The listening skill is also trained while listening to the song. Moreover, singing is an enjoyable, fun, and natural way to practice pronunciations, words, phrases and also new vocabulary for the students.

As Hilda (2013) concluded in her research that the application of song and music as a teaching and learning classroom in secondary school in KwaZulu-Natal, South Africa (SA) motivation was affirmed, resulting in creative and enhanced language performance. Additionally, 'if music is the food of learning, play on' (with apologies to Shakespeare). There are times when the language teacher has to be very creative indeed, or else both content learning and the throughput rate of learners suffer.

Based on Hilda's statement, it can be said that language teachers should be creative in applying the model and methods for their students to achieve the goals of learning and for meaningful experiences in the learning process. Teenagers are more motivated to engage with songs that reflect their life which means they will always be remembered for the words and lyrics. Then, she would like to know that the musical colossal drama PBL model also enhanced students' 4 C's skills. She assumed that implementing musical colossal drama PBL will lead the students to enhance students' activities and also to prepare themselves to be ready for their future deals with collaboration, communication, creativity, and also their critical thinking skill. Therefore, based on the description above, the present study aims to showcase EFL students' emotions in learning English as a foreign language by adopting musical colossal drama project-based learning.

Method

A descriptive qualitative research design in the form of a case study was selected to describe the implementation of musical colossal drama PBL and to explain whether the method enhanced the students' activities dealing with the learning language process and also their 4 C's skills, i.e., collaboration, communication, creativity, and critical thinking. As mentioned by Yin (2003), a case study is the most appropriate technique when the event has been little controlled by the researchers that focus on the phenomenon in real life to answer 'how' and 'why' questions. The previous statement is in line with this field research that this study was conducted to answer whether musical colossal drama PBL enhanced students' activities in learning the English language. Additionally, it also explains that these PBL challenges will develop 4 C's skills for the students.

The research setting was in a public senior high school in Purbalingga, Central Java, Indonesia. The research was overtaken from 17 January to 21 February 2022. The participants of this study were 36 students of eleventh graders of a mathematics and science program. There were 12 male students and 24 female students aged around 16-17 years old.

The researcher did the research by asking help to her colleagues observe the process of implementing musical colossal drama project-based learning from the lesson plan, assessment, showcase meeting and peer feedback process in her research by using reflective

notes. Bordan and Biklen (2003) stated that this reflection in the observation sheet is to improve the notes in the research field. As this research was using blended learning, the privacy of the researcher was not recorded for the sake of her privacy.

The interviews were conducted in two sessions as the students were present at school in half of the class. The interviewed in the form of focus group since it will make more dig up the students' emotions and how they feel after implementing the musical colossal PBL at their class. The interview conducted in the library room since the circumstantial make the students comfort and they can communicate easily to explore their ideas deal with the questions delivered. The time of the interview was on 17 January 2022 and 21 February 2022.

Meanwhile, data were analyzed by employing thematic analysis proposed by Miles and Huberman (2014, p. 8). This analysis consists of four stages. First, the researcher collected the data by using the observation sheet result. Those data make the researcher know well how the research goes and to find out the answer to the problems.

Second, interview session is an activity done by the researcher with random sampling data with the sample of the subject for the focus group interviewed. It was conducted in two terms: January 2022 before the researcher implemented the method and February 2022 after she implemented the series of her research. It was conducted in the library to make the students comfort in explored and answered the questions by the researcher and observer.

Third, data condensation refers to the process of selecting, focusing, simplifying, abstracting, and or transforming the data in the research. The researcher focuses on enhancing the students' activities for limited full face-to-face learning (PTMT) and also how the implementation of the musical colossal drama project impacts students' activities and the students' 4 C's skills. By condensing the data, it will make the research results stronger. Finally, the result of the data analysis was connected in the relevant references through a descriptive qualitative. This method is applied to depict the analysis through some theories and some elements of the interpretation of its analysis.

Findings and discussion

Musical colossal drama as project-based English language learning

Dealing with project-based learning process in the classroom, there were six steps in performing musical colossal drama. First, starting with essential questions and designing a plan for the project. Next, creating the schedule and followed by monitoring the students' activities and progress of the project. After that, assessing and giving feedback and evaluating the experience. The researcher used the observation sheet for students' activities. The results of the interviews with the students in implementing musical colossal drama project-based learning in English to learn songs were explained as follows.

This research was conducted on Monday, 17 January 2022, with the first introduction of the musical colossal drama project, rules and instructions that should be followed by the students. The researcher asked the students to watch the musical film and drama. After that, the researcher asked about the students' emotions after watching the video and asked their opinion about the strength and the weakness of the videos.

Then, the teacher asked their students some questions, such as how do you feel after watching the video? Why? How's the costume and the story? Were the songs related to the flow of the story in drama? Why? How will you learn the songs competence if you make a musical colossal drama project? Is it interesting for you?

The next step is creating the schedule and followed by monitoring the students' activities and progress of the project. On 17 January 2022, it was the same day students were divided into three groups. Each group has to do the three phases of the project as follow.

Table 1. Project schedule

	Schedule	Activities
First	Pre-production	Scheduling, journaling, script and casting
Second	Production	Making video and showcase term
Third	Post-production	Feedback and evaluation

Table 1 shows that the first phase was designing the schedule, by designing the schedule of the students' activities from planning, making scripts of drama that related songs followed the story, consulting the script and making video before the showcase term at class. The students agreed that the project would be done for a month until giving feedback and appreciation of others groups' showcase terms.

After that, the researcher monitored the project involving the planning of musical drama projects, correcting the students' script and having forum group discussion of each group to make sure that their project is in line with the goals of learning and make them more active and increase their 4 C's skills. The researcher opened the opportunity for the students to consult about their difficulties and also questions during the project. She also described the rubric of the assessment of their project to make the students well prepared in doing the drama as their assessment in speaking term. The rubric is presented in Table 2 below.

Table 2. Students' performance rubric

Criteria	25	20	15	10	5
Clarity and gesture in performing					
Accuracy, intonation, and fluency					
Teamwork/collaboration					
The qualities of video product					

*25: Excellent, 20: Good, 15: Average, 10: Below average, 5: Poor

In the section of giving feedback and evaluation, the researcher asked the students' opinion about their musical colossal drama performance. They discussed the strengths and weaknesses of their performance and video production. The results of the rubric showed that most of students show their efforts to make their pronunciation, clarity and gesture in performing better than before. It is about 86% of the students develop their performance in the clarity and gesture in performing their drama or it can be claimed good at this rubric. The quality of all the video products is excellent. The videos described the teamwork/collaboration skills works in line with their plan. The videos showed their creativity in their conducted the process of taking video, editing the video until it will be done into great video to perform at class. However, for the rubric of fluency, accuracy and the intonation of the

students' performances still to be developed. It's in an average rubric though about 11 students in the excellent performance. It's described that they which were not good in this rubric need more practice before taking the video for the followed project or assignment in speaking task.

Opportunities and challenges for 21st century skills in musical colossal drama project-based learning

In this phase, the researcher explored more based on the reflective notes from the observer. The observer stated that the process of musical colossal drama projects was so varied and full of students' involvement. It means that this implementing method is based on students' centered learning. By implementing musical colossal PBL, the students not only have the students' activities increased but also, they learned so many activities that push them to be more active, interactive than the conventional way of learning English.

From the observer's eyes it said that the students were more active in the speaking and listening process. Their jobs for their casting are in line with their plan for the project. Their communication skills are enhanced since they often take their rehearsal to make their project perfect. It can be summed up that the skills of communicating, collaboration, creativity and critical thinking were shown in the process of learning until in the showcase terms also for the feedback and evaluation activities. It can be asserted that the result of this research was similar to Karyawati and Ashadi (2018) findings that building communication activities can encourage the students to interact with each other.

However, there were some passive learners in class. The researcher tried to solve the problems when the students were not actively participating in forum group discussions by asking questions and giving the chance for the passive learner to be involved in discussion which was good to train them in digging up the students' self-esteem in communication.

In accordance to the showcase session process, the result showed that the great efforts students acted their casting was clearly shown. It can be seen from the video that they were really good at cutting the scene, they sang the songs, their joy in acting and also for the forum discussion group activities. However, there were some students that reluctant to speak actively.

Based on the above explanation, it can be said that the research findings were similar to Hilda's research (2013) that the application of song and music as a teaching and learning classroom in secondary school in KwaZulu-Natal, South Africa (SA) motivation was affirmed, resulting in creative and enhanced language performance. The musical colossal drama project could enhance the students' language performance when they performed the musical drama (Burakgazi et al., 2019). Their activities enhanced as they really enjoyed doing every step of the projects.

According to Bender's (2012) statements about project-based learning, the musical colossal drama project improves the students' learning bits of knowledge, skills, and society using projects such as products in form of real-world research and questions. In other words, this project-based learning train the students to learn the real-world life learning as they reflect through their life relate to the songs that will be add in their performance for this musical colossal drama project-based learning.

Based on the focus group interview results on 21 February 2022, after a showcase and evaluation session revealed that most students love doing the project and agreed that the project trained them to be more active in the learning process and their learning outcomes. The method gave them positive impacts in their critical thinking, communicating, collaboration and also their creativity in producing their video of colossal musical drama projects. They learned how to make them in a good order in studying such as in designing the plan, and knew well how their efforts in doing the project based on the assessment's rubric for their project. Based on their monitoring process, they learned a lot in understanding a good script of drama, the punctuation and making the story goes well with the soundtrack songs that they applied in their project.

Furthermore, they really learned about increasing their creativity and critical thinking and also their collaboration in editing the video and work as a team, activities of forum group discussion and also in the feedback of post-production. In these activities, all the members of the group had the same opportunities to explore their ideas and to solve the problems, not only their communication skills that were trained in this FGD activity but also their attitude dealing with their good manners in appreciating others' opinions (Darling-Hammond et al., 2020). However, the researcher found that the lack of vocabularies of the students was also one of the factors that hinder the FGD activities. The teacher should be creative in facilitating their students' effort to deal with this factor. It can be done by giving the students' task of Voclog (vocabulary log), including words and phrases.

From all above results, implementing musical colossal drama projects provide the students more active and improving their 4 C's skills. As it is said that teachers should provide strategies on how to provide their students for their activities in learning and improving their critical thinking and interpersonal communication skills (Menggo et al., 2022). Moreover, the FGD activities which contain communication skills also critical thinking (van Laar et al., 2020) is an interaction between student and student or teacher and student in the classroom (Keyton, 2011).

The student's project was conducted in a colossal group. It means in a big group and they had collaboration experience and appreciate others in finishing their project (Lai, 2011). Based on the video product, it can be said that not only active students were good at playing their roles but also the passive ones. They encouraged and cooperated with the teacher in making these projects in learning language (Tan, 2017). Lastly, this musical colossal drama project drives students to conduct their projects on time, increasing their creative skills, and being more active and building their language base as EFL students in learning language (Lapo, 2016).

Conclusion

Two points can be concluded in this research based on the research questions, those are the students' activities and their 4 C's skills deal with the implementing of musical colossal drama project-based learning in learning English the first point that the researcher point out is the teacher gave the questions and instructions that lead the students to be critical in thinking. The musical colossal drama makes the students more active and critical in doing their project-based learning. The researcher participated in the process of students' project-based learning for planning, creating a schedule and job description for each member of the group,

journaling, writing a script of drama, and evaluation or feedback activities in the form of FGD activities to enhance their activeness, communication, and also collaboration skills in learning the English language. Furthermore, in engaging students' engagement, the researcher monitored students' journals and discussions activities in the process of PBL and it guides the students' creativity skills for sure.

The second point is the opportunity and challenges that musical colossal drama PBL develops students' 4 C's skills in learning the English language. The chance is when PBL of Musical colossal drama in quite a large group makes the students learn in a complex way and varied field that experienced them in meaningful learning. The musical colossal drama PBL not only do the students engage in their activeness in doing the project but also develop their communication, collaborative, creative, and critical thinking skills. The researcher gives their feedback to the students and encourages them to be more active and more creative in deciding to perform their drama within their group. Therefore, the researcher should consider the students that are not quite active in doing the PBL. The teachers also should know well about the individual and group efforts in the process of musical classical drama PBL.

The limitation of this study was in presenting the data not in numbers. Thus, future researchers can explore the same field in the term of specific English language skills that would like to enhance to make the research more fruitful and deeper in broaden the data of research results. This method can contribute to the English teachers who desire the students more engagement, active and interactive in learning English process. The musical colossal drama PBL can be applied as a new method that make the students learn their own self-esteem and their responsibility to finish the project well for other materials of genres of the texts.

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