



**THE IMPLEMENTATION OF MINI DRAMA SCRIPT PROJECT  
TO IMPROVE CLASSROOM INTERACTIONS  
AND STUDENTS' WRITING SKILL**

**The Case at Undergraduate Level  
of Sultan Agung Islamic University**

**A THESIS**

**Submitted in Partial Fulfillment of the Requirements for the Magister's Degree  
in English Language Education**

**by**

**Daud Jiwandono  
2003512075**

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## APPROVAL

This thesis draft entitled **“The Implementation of Mini Drama Script Project to Improve Classroom Interactions and Students’ Writing Skill; The Case at Sultan Agung Islamic University”** by:

Name : **Daud Jiwandono**  
Student No. : **2003512075**  
Study Program : **Pendidikan Bahasa Inggris, S2**

has been examined on October 2<sup>nd</sup>, 2015 and revised based on the examiners’ suggestions and approved by the Board of Examiners.

Semarang, December 2<sup>nd</sup>, 2015

Head of Examiners,

Secretary,

Prof. Dr. Achmad Slamet, M.Si.  
NIP. 196105241986011001

Dr. Januarius Mujianto, M.Hum  
NIP. 195312131983031002

First Examiner,

Second Examiner,

Drs. Ahmad Sofwan, Ph.D.  
NIP. 196204271989011001

Prof. Dr. Dwi Rukmini, M.Pd  
NIP. 195104151976032001

Third Examiner,

Dr. Dwi Anggani L. B., M.Pd  
NIP. 195901141989012001

## **STATEMENT OF ORIGINALITY**

I honestly state that the thesis I wrote is my own work and does not contain other people's works, except those cited in the quotations and the references following of scientific paper rules.

Semarang, December 2<sup>nd</sup>, 2015

Daud Jiwandono  
NIM. 2003512075

## **MOTTO**

Students' interaction is one of keys to develop their writing ability.

This thesis is dedicated to:

PPS UNNES,  
future researchers.

## ABSTRACT

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Keywords: classroom interaction, mini drama script, project based learning, writing skill.

This study aimed at improving students' interaction and their writing skill by implementing mini drama script project. There were three research questions investigated in this study: (1) How was mini drama script project implemented in the classroom?, (2) How was the mini drama script project improve the classroom interaction?, (3) How was the improvement of the students' writing skill in L2?

The design of this study was action research employing convergent parallel mixed method in gathering and analyzing the data. The qualitative data in this study were collected through analytical observation sheets, open-ended questionnaires, and audio and video transcriptions while the quantitative data were collected through students' mini drama script, and students' interaction checklists. The analysis of qualitative data was using four steps in analyzing talk and the quantitative data were analyzed using analytical scoring rubrics and classified into level of writing achievements and the data were also examined using T-test analysis in SPSS program. There were three cycles in this study conducted in a single EFL classroom consisting of 20 undergraduate students majoring in Islamic study.

Based on the findings, there are three points concluded. First, in implementing mini drama script project, the teacher had to choose familiar topic for the students and encourage them in using L2 during the project. Second, the implementation of mini drama script project allowed various types of interaction including teacher speaking to the whole class, teacher speaking to a group of members, student speaking to teacher, and student speaking to student. Moreover, the classroom interaction was improved across cycles since they worked collaboratively in making the script. Third, based on their writing score and T-test analysis, the students also improved their writing skill across cycles.

In conclusion, based on the findings, this study achieved its goal in improving classroom interaction and their writing skill in EFL class.

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Finally, I realize that this thesis was far from perfect as there might be a lot of shortcomings and errors. Thus, I welcome any constructive suggestions and criticisms. I hope this study would be useful for future studies.

Semarang, December 2<sup>nd</sup>, 2015

Daud Jiwandono

## TABLE OF CONTENTS

ABSTRACT .....	iv
ACKNOWLEDGEMENT .....	v
TABLE OF CONTENTS .....	vii
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
LIST OF APPENDICES .....	xii
CHAPTER	
I. INTRODUCTION .....	1
1.1 Background of the Study .....	1
1.2 Reasons for Choosing the Topic.....	4
1.3 Research Questions.....	5
1.4 Objectives of the Study.....	5
1.5 Significance of the Study.....	5
1.6 Scope of the Study .....	6
1.7 Definitions of Key Terms .....	7
1.8 Outline of the Study .....	8
II. REVIEW OF RELATED LITERATURE.....	9
2.1 Review of Previous Studies .....	9
2.2 Theoretical Review .....	12
2.2.1 Sociocultural Theory .....	12
2.2.2 Sociocultural Theory in SLA .....	16
2.2.3 Sociocultural Approach to Teaching Writing in ESL/EFL Classroom.....	17

2.2.4 Teaching Writing .....	25
2.2.5 Collaborative Learning.....	26
2.2.6 Project Based Learning .....	35
2.2.7 Classroom Interaction .....	37
2.3 Theoretical Framework of the Study .....	39
III. RESEARCH METHODOLOGY .....	41
3.1 Research Design .....	41
3.1.1 Preliminary Observation .....	43
3.1.2 Planning .....	45
3.1.3 Action .....	45
3.1.4 Observation.....	46
3.1.5 Reflection.....	46
3.2 Subjects of the Study .....	46
3.3 Data Collections .....	47
3.3.1 Qualitative Data Sources.....	48
3.3.1.1 Reflective Observation Sheet.....	48
3.3.1.2 Audio and Video Transcription.....	48
3.3.1.3 Open-ended Questionnaires .....	48
3.3.2 Quantitative Data Sources.....	49
3.3.2.1 Classroom Interaction Checklist .....	49
3.3.2.2 Students' Mini Drama Scripts.....	49
3.3.2.3 Scoring Technique .....	49
3.3.2.4 Classification of the Scores.....	49

3.4 Data Analysis.....	50
3.4.1 Qualitative Data Analysis .....	50
3.4.2 Quantitative Data Analysis .....	51
3.4.2.1 The Students' Score Analysis .....	51
3.5 Drawing Conclusions .....	52
IV. RESULTS AND DISCUSSIONS.....	53
4.1 Research Findings.....	53
4.1.1 The Implementation of Mini Drama Script Project.....	53
4.1.1.1 Pre-Cycle .....	54
4.1.1.2 Cycle 1.....	55
4.1.1.3 Cycle 2.....	58
4.1.1.4 Cycle 3.....	61
4.1.2 The Improvement of Classroom Interactions across Cycles .....	62
4.1.2.1 Pre-Cycle .....	63
4.1.2.2 Cycle 1.....	63
4.1.2.3 Cycle 2.....	68
4.1.2.4 Cycle 3.....	71
4.1.3 The Improvement of Students' Writing skills.....	76
4.1.3.1 Pre-Cycle .....	76
4.1.3.2 Cycle 1.....	77
4.1.3.3 Cycle 2.....	80
4.1.3.4 Cycle 3.....	81
4.2 Discussions .....	84

4.2.1 Mini Drama Script Project to Improve Classroom Interaction .....	84
4.2.2 The Correlation of the Classroom Interaction and Writing Skill.....	85
4.2.3 The Students' Opinion towards Mini Drama Script Project .....	87
V. CONCLUSIONS AND SUGGESTIONS .....	89
5.1 Conclusions .....	90
5.2 Suggestions.....	90
REFERENCES.....	92
APPENDICES .....	96

## LIST OF TABLES

Table	Page
3.1 Indicators for Classroom Interaction .....	44
3.2 Data Collection Instruments for each Aspect .....	47
3.3 The Measurement of Students' Achievements.....	50

## LIST OF FIGURES

Figure	Page
2.1 Zone of Proximal Development.....	15
2.2 The Theoretical Framework of Present Study.....	40
3.1 The Action Research Cycles.....	42
3.2 The Action Research Cycles of the Study .....	43
4.1 The Classroom Interaction across Cycles .....	74
4.2 The Students' Writing Score.....	83

## LIST OF APPENDICES

Appendix	Page
1. Sample of Audio and Video Transcription.....	96
2. Syllabus .....	115
3. Sample of Lesson Plan .....	126
4. Script Scoring Rubrics .....	140
5. Sample of Students' Mini Drama Script .....	142
6. Students' Writing Score.....	147
7. T-Test Analysis .....	148
8. Classroom Interaction Observational Sheet .....	152
9. Sample of Interaction Observational Sheet .....	153
10. Classroom Interaction Checklist .....	155
11. Open Ended Questionnaire .....	156
12. Samples of Questionnaire .....	157
13. Documentation.....	161

# CHAPTER I

## INTRODUCTION

In this section, I discuss the background of the study, reasons for choosing the topic, statement of problems, research questions, objectives of the study, significance of the study, scope of the study, and the definition of key terms.

### 1.1 Background of the Study

English has become the most commonly used language for international communication throughout the world for there are many people using English either as their first language or their second language (Brumfit, 1982). As the second language, there have been many researchers investigating students' second language development that some decades ago, cognitive approach became the primary focus of the research which regards second language acquisition as the mental process occurs in individual. The cognitive approach emphasizes more on individual's aspect of cognitive and the interaction with the physical environment (Lightbown & Spada, 2013; Razfar, Khisty & Chval, 2011).

However, another theory called *Sociocultural Theory* (SCT) arises a notion that students learn not only from their interaction with the physical environment but also through social and cultural interaction. Based on this theory, human beings develop their learning through their interactions both their

interactions with artifacts and society. SCT is a theory about human cognitive and mental function development which argues that the development comes from human interactions (Aimin, 2013; Eun, 2010). Sociocultural theory highlights the notion of interaction to the students in their learning process gives benefits to them in their learning development. Whereas, in *Second Language Acquisition* (SLA), students' interaction has been a central issue as it becomes an influential aspect for second language development. Derived from Vygotsky's theory, social contexts play important role in human development since the very beginning of life. Since then, many studies focus on SLA as the process of students' interaction with the physical, social, and cultural environment (Adair-Hauck & Donato, 1994; Razfar, Khisty & Chval, 2011). With more emphasis on the aspect of social and cultural interaction among students and others or with the environments, SCT sheds light to the second language researchers on how they conduct studies investigating SLA more comprehensively based on sociocultural theory. In brief, there was a paradigm shift in studies related to SLA from cognitive perspective to sociocultural theory.

In the language learning process, SCT believes that students can acquire language by allowing them to socialize and interact either with other learners or with the native speakers. Thus, SCT argues that the most appropriate way in learning a language is through social interaction in the context of language being learned because the learning situation which at least in part interlocutors modify their dialogue to make it more understandable to students (Aimin, 2013). Moreover, Thorne (2004, 2005) and Hymes (1980) as cited in Ajayi (2008)

emphasize that because English as a second language requires practices in social context, there must be a highlight on the “dialogical interconnection” between students, society, and the learning context. Thus, Aimin (2013) proposes that SCT can be practiced through students’ interaction in the classroom context which is built as simulations of the cultural context of the language. Moreover, by having interactions, students can also scaffold the learning of their friends.

SCT gives a new perspective to see how classroom interactions affect students’ language development. There are a number of studies have found that classroom interactions improve students’ speaking and writing skills. Some research indicated that students’ oral development was enhanced through their interactions with peers and with the teacher (Foster & Ohta, 2005; Razfar, Khisty & Chval, 2011). Moreover, students’ writing skills also developed during the students’ interaction (Lei, 2008; Razfar, Khisty & Chval, 2011). The findings of these studies are very useful in giving the information on the implementation of sociocultural approach which resulted in the improvement of students’ second language development.

In SCT, students are asked to work collaboratively with their peers and teachers or usually called collaborative learning. There are a number of teaching techniques under collaborative learning approach; one of them is project based learning. Project based learning means teachers use instructional strategies to empower learners to pursue content knowledge and demonstrate their understanding through a variety of projects (Klein, 2009). Thus, it is important to

teachers for applying project based learning to encourage the students' interaction to help them develop their language skills.

However, in my class, classroom interactions were still limited in form of teacher talks to whole class and limited students speaking to teacher. Thus, in this study, I applied mini drama script project learning to enhance classroom interaction especially students' interaction with their peers as well as the teacher. Students were asked to make mini drama script as their project. Working together in groups of five encouraged them to have interaction within the group. The primary focus in this study was on how the classroom interaction was improved during the project and students' writing skills presented in their script were improved across cycles.

## **1.2 Reasons for Choosing the Topic**

Applying sociocultural theory in the teaching learning is very beneficial since it provides new perspective on seeing the students' learning development especially in their second/foreign language acquisition. By having students interact to each other to do the task, they exchange ideas which can develop their thinking. Another benefit is when the students are encouraged to use the target language to express their ideas, so that they also develop their language abilities. In short, applying mini drama script where the students were asked to make the drama script with their friends demanded them to interact with their peers and teacher. By interacting with their peers and teacher they got chances to learn and develop

their knowledge and language abilities. I conducted this study because of two reasons, as follows,

- 1) First, I found that the classroom interaction in the class during the lesson was still limited. The students interacted with the teacher only in the form of question answer when they were asked questions by the teacher. In addition, the students neither paid attention to the teacher nor interact with their friends using L2. Most of the students interacted using their L1.
- 2) Second, the researcher identified the implementation of collaborative learning especially project based learning to improve their interaction regarded as an important aspect in developing the students' language skill based on sociocultural theory.

### **1.3 Research Questions**

There are three questions investigated this study as follows:

- 1) How was a mini drama script project implemented in the classroom?
- 2) Ho was the mini drama script project improve the classroom interaction?
- 3) How was the students' writing skill improved across cycles?

### **1.4 Objectives of the Study**

The objectives of this study are,

- 1) To describe how the mini drama script project was implemented in the classroom

- 2) To describe how mini drama script project improve the classroom interactions.
- 3) To explain how the students' writing skill improved across cycles.

### **1.5 Significance of the Study**

Three aspects of significance were drawn from this study, as follows,

- 1) The first is the theoretical aspect related to the theory of sociocultural theory to the students' language development. Implementing the study sheds more light of the benefits of sociocultural theory towards student's language development. By having interaction with their peers or teacher, they are able to improve their second language (L2) because they directly use the language to express their idea which is good for their language proficiency.
- 2) The second is pedagogical significance which refers to the method used in this study which can be implemented in real class situations. In supporting sociocultural theory which emphasizes the importance of social interaction, the collaborative learning especially the project based learning is suitable to be implemented in class.
- 3) The last is practical aspect which implies the application of mini drama script project in the study gives some ideas in increasing classroom interaction in other classes in various situations. Applying mini drama script project to the teaching learning process in the class makes the

students more active in following the lesson. Moreover, they get more understanding towards the topic and also improve their English skills.

### **1.6 Scope of the Study**

This study was designed as action research study to improve the classroom interaction in L2. Thus, this study investigated the improvement of classroom interaction and the types of interaction during the project. Further, their writing skills was assessed based on the script they produced.

The scope of the class was the limitation of this study where there was only one class as the subject subject of the study which could not be generalized to the population.

### **1.7 Definition of Key Terms**

- 1) *Sociocultural Theory* (SCT) is a theory about human cognitive and mental function development which argues that the development comes from human interactions (Aimin, 2013; Eun, 2010).
- 2) Collaborative learning regards students learn something by talking, sharing, and discussing with the other students; then they make a conclusion as the agreement among them (Gokhale, 1995). In this notion, collaborative learning highlights the importance of interaction during the discussion to acquire knowledge as they are learning something by working together (Rockwood, 1995, in Karantaz, Avery, Macfarlane, Mussap, Tooley, Hazelwood & Fitness, 2013).

- 3) Project based learning, according to Klein (2009), "Project-based learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes." Students are encouraged to be active so that they are able to understand the content knowledge of the lessons. They are not doing this by themselves, but they are guided by the teacher so that they are not off the track.

### **1.8 Outline of the Study**

Chapter I consists of background of the study, reasons for choosing the topic, research questions, objective of the study, significance of the study, and the outline of the study.

Chapter II presents the review of the related literature. This chapter concerns with review of previous studies, theoretical review and the theoretical framework of present study.

Chapter III discusses the method of investigation. It includes the research design, subjects of the study, data collections data analysis, and drawing conclusions.

Chapter IV describes the results of the study based on data analysis and the discussion of research findings.

Chapter V is the conclusions and suggestions. This chapter concludes the study and provides suggestions.