

A Descriptive Study of English Drama Performance :Ande-Ande Lumut

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ABSTRACT

This study aims to describe the English drama performance of Ande-Ande Lumut performed by the students of the English Education Study Program, PIA 3, Class of 2023, at HKBP Nommensen University Pematangsiantar (UHNP). This research employed a descriptive qualitative design. The participants were the students who took part in the drama performance. The data were collected through observation, interviews, and documentation and analyzed using data reduction, data display, and conclusion drawing. The findings show that the drama performance was conducted through several stages, including script preparation, character assignment, rehearsals, stage preparation, and the final performance. During the process, the students demonstrated cooperation, creativity, and responsibility in carrying out their roles. Although they encountered challenges such as memorizing dialogues and pronunciation, they were able to complete the performance successfully through continuous practice and teamwork. In conclusion, the English drama performance of Ande-Ande Lumut was successfully implemented and provided a clear description of the preparation and performance process in an English language learning context.

Keywords: English drama performance, descriptive qualitative study, Ande-Ande Lumut, English Education.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan pementasan drama berbahasa Inggris Ande-Ande Lumut yang dipentaskan oleh mahasiswa Program Studi Pendidikan Bahasa Inggris, PIA 3, Angkatan 2023, Universitas HKBP Nommensen Pematangsiantar (UHNP). Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Partisipan dalam penelitian ini adalah mahasiswa yang terlibat dalam pementasan drama tersebut. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian

menunjukkan bahwa pementasan drama dilaksanakan melalui beberapa tahapan, yaitu persiapan naskah, pembagian peran, latihan, persiapan panggung, dan pementasan akhir. Selama proses tersebut, mahasiswa menunjukkan kerja sama, kreativitas, dan tanggung jawab dalam menjalankan peran masing-masing. Meskipun menghadapi beberapa kendala, seperti menghafal dialog dan pengucapan (pronunciation), mereka mampu menyelesaikan pementasan dengan baik melalui latihan yang berkelanjutan dan kerja sama tim. Sebagai kesimpulan, pementasan drama berbahasa Inggris Ande-Ande Lumut berhasil dilaksanakan dan memberikan gambaran yang jelas mengenai proses persiapan serta pelaksanaan pementasan dalam konteks pembelajaran bahasa Inggris.

Kata Kunci: Pementasan drama berbahasa Inggris, penelitian deskriptif kualitatif, Ande-Ande Lumut, Pendidikan Bahasa Inggris.

A. Introduction

English is an international language that plays an important role in communication, education, and cultural exchange. In the context of English language learning, students are expected not only to understand grammatical structures and vocabulary but also to develop their ability to communicate effectively. Therefore, English language learning should provide students with opportunities to practice using English in meaningful and interactive situations. One activity that can support this goal is drama performance.

Drama is a form of performance that combines language, movement, expression, and interaction among performers. In English language learning, drama can provide students with opportunities to practice speaking in a natural and meaningful context. Through drama activities, students can improve their pronunciation, vocabulary, fluency, confidence, and ability to express

emotions. In addition, drama encourages students to actively participate in the learning process because they are required to memorize dialogues, understand characters, interact with other performers, and perform in front of an audience.

English drama performance also provides students with opportunities to develop various skills beyond language ability. The preparation and performance process requires cooperation, creativity, responsibility, and discipline. Students must work together in preparing the script, assigning characters, practicing dialogues, preparing costumes and properties, and organizing the stage performance. Therefore, drama performance can be considered an effective activity for developing both students' English language skills and their personal and social abilities.

One traditional Indonesian story that can be adapted into an English drama performance is *Ande-*

Ande Lumut. *Ande-Ande Lumut* is a well-known Javanese folktale that contains cultural values and moral lessons. The story presents various characters and conflicts that make it suitable for dramatic performance. By performing this story in English, students have the opportunity to introduce Indonesian cultural heritage while simultaneously practicing their English language skills. The adaptation of a traditional story into an English drama also allows students to combine language learning with cultural understanding.

However, conducting an English drama performance is not always easy for students. They may face several challenges, such as memorizing dialogues, pronouncing English words correctly, understanding the meaning of the script, expressing emotions, and performing confidently in front of an audience. In addition, successful drama performance requires preparation, cooperation, and continuous rehearsal. Therefore, it is important to describe the process of an English drama performance in order to understand how students prepare and perform the drama, as well as the challenges they encounter during the process.

Based on this background, this study focuses on the English drama performance of *Ande-Ande Lumut* performed by the students of the English Education Study Program, PIA 3, Class of 2023, at HKBP Nommensen University

Pematangsiantar. This study employs a descriptive qualitative approach to describe the stages of the drama performance, including script preparation, character assignment, rehearsals, stage preparation, and the final performance. It also describes the students' experiences, cooperation, creativity, responsibility, and challenges throughout the performance process. Therefore, this study aims to provide a clear description of the implementation of an English drama performance in an English language learning context.

B. Research Methodology

This study employed a descriptive qualitative research design to describe the English drama performance of *Ande-Ande Lumut* performed by the students of the English Education Study Program, PIA 3, Class of 2023, at HKBP Nommensen University Pematangsiantar. A descriptive qualitative approach was selected because the purpose of the study was to provide a comprehensive description of the preparation and implementation of the English drama performance in its natural context without employing statistical analysis. The study focused on describing the stages of the drama performance, including script preparation, character assignment, rehearsals, stage preparation, and the final performance. In addition, the research explored the supporting factors that contributed to the successful implementation of the performance, such as cooperation,

creativity, responsibility, and continuous practice, as well as the challenges encountered by the students, including difficulties in memorizing English dialogues, pronunciation, confidence in performing before an audience, and team coordination. The research was conducted during the preparation and performance of *Ande-Ande Lumut*, enabling the researcher to observe the entire process directly and obtain a thorough understanding of the students' experiences in performing an English drama.

The data were collected through observation, interviews, and documentation. Observation was conducted to obtain direct information about the students' activities throughout the preparation and performance process, including script preparation, character assignment, rehearsals, stage preparation, and the final performance. Interviews were carried out using semi-structured questions to explore the students' experiences, opinions, and perceptions regarding their participation in the drama performance, particularly the challenges they encountered and the strategies they used to overcome them. Documentation, including photographs, videos, drama scripts, rehearsal notes, and other relevant materials, was collected to support and verify the findings obtained from observation and interviews. The collected data were analyzed using the qualitative data analysis procedures proposed by Miles and

Huberman, consisting of data reduction, data display, and conclusion drawing. During the data reduction stage, the researcher selected, organized, and simplified the collected data by focusing on information relevant to the research objectives. The reduced data were then systematically presented according to the stages of the drama performance, supporting factors, and challenges encountered by the students. Finally, conclusions were drawn by interpreting the findings obtained from all data sources. To ensure the trustworthiness of the data, triangulation was employed by comparing information collected through observation, interviews, and documentation. The consistency of the findings from these different sources enhanced the credibility, dependability, and overall trustworthiness of the study, resulting in a comprehensive and accurate description of the English drama performance of *Ande-Ande Lumut*.

C. Findings and Discussion

1 Findings

This study describes the English drama performance of *Ande-Ande Lumut* performed by the students of the English Education Study Program, PIA 3, Class of 2023, at HKBP Nommensen University Pematangsiantar. Based on the data obtained through observation, interviews, and documentation, the drama performance was conducted through several stages, namely script preparation, character assignment,

rehearsal, stage preparation, and final performance.

1.1 Script Preparation

The first stage of the drama performance was script preparation. The students prepared and adapted the story of *Ande-Ande Lumut* into an English drama script. The script contained dialogues and scenes that were adjusted to the characters and storyline of the traditional folktale.

During this stage, the students needed to understand the storyline and the meaning of the English dialogues. Script preparation was important because the students used the script as the main guide throughout the performance. The adaptation of the story into English also provided the students with an opportunity to practice English vocabulary, sentence structure, and communication.

1.2 Character Assignment

The second stage was character assignment. The students were assigned different roles based on the characters in the story. Each student was responsible for understanding and performing his or her assigned character.

Character assignment helped the students understand their responsibilities in the drama. The students needed to learn their dialogues, understand the characteristics of their roles, and interact with other characters during the performance. This stage also

required cooperation among the students because each character had an important role in developing the storyline.

1.3 Rehearsal Process

Rehearsal was one of the most important stages in the preparation of the drama performance. During rehearsals, the students practiced their dialogues, pronunciation, intonation, facial expressions, body movements, and interactions with other characters.

The students encountered several difficulties during the rehearsal process. Some students experienced difficulties in memorizing their dialogues and pronouncing certain English words. In addition, some students needed time to become more confident when speaking and acting in English. However, these difficulties were gradually overcome through continuous practice.

The rehearsal process also demonstrated the importance of teamwork. The students helped one another remember dialogues, correct pronunciation, and improve their performance. Through repeated practice, the students became more prepared and confident to perform in front of an audience.

1.4 Stage Preparation

After the rehearsal process, the students prepared the stage and other supporting elements for the performance. Stage preparation

included costumes, properties, decorations, and other equipment needed to support the drama.

The students worked together to prepare the stage and ensure that the performance could be conducted properly. This stage demonstrated the students' creativity and responsibility. Each student contributed to the preparation according to his or her role and responsibility.

1.5 Final Performance

The final stage was the presentation of the English drama *Ande-Ande Lumut*. In the final performance, the students presented the story using English dialogue, acting, facial expressions, body movements, costumes, and stage properties.

The final performance showed the results of the students' preparation and rehearsals. Although the students had experienced challenges during the preparation process, they were able to complete the performance successfully. The performance also demonstrated the students' cooperation, creativity, responsibility, and effort in using English in a dramatic context.

2 Supporting Factors in the Drama Performance

Several factors supported the successful implementation of the English drama performance. The first supporting factor was cooperation. The students worked together during

the preparation, rehearsal, stage preparation, and final performance.

The second supporting factor was creativity. The students used creative ideas in presenting the story through acting, costumes, properties, and stage performance. Creativity helped make the drama more interesting and meaningful.

The third supporting factor was responsibility. Each student was responsible for his or her role and tasks. Responsibility was important because the success of the performance depended on the participation of all members.

The final supporting factor was continuous practice. Repeated rehearsal helped the students improve their pronunciation, memorize dialogues, and become more confident in performing in English.

3 Challenges Encountered by the Students

Although the drama performance was successfully completed, the students faced several challenges. One of the main challenges was memorizing English dialogues. Some dialogues were difficult to remember because they were written in English and required continuous practice.

Another challenge was English pronunciation. The students needed to practice pronouncing words correctly so that their dialogues could be understood by the audience.

Pronunciation difficulties were addressed through repeated practice and assistance from other students.

Confidence was also a challenge for some students. Performing in front of an audience could make students feel nervous. However, regular rehearsal helped the students become more confident in delivering their dialogues and acting.

In addition, team coordination was another challenge. Since the drama involved many students, the performance required good coordination among all participants. Through communication and cooperation, the students were able to manage these challenges.

4 Discussion

The findings of this study show that the English drama performance of *Ande-Ande Lumut* was conducted through a systematic process. The process began with script preparation and continued through character assignment, rehearsals, stage preparation, and the final performance. Each stage played an important role in supporting the successful implementation of the drama.

The findings indicate that drama provides students with opportunities to use English in a meaningful and communicative context. During the performance process, students practiced speaking, pronunciation, intonation, vocabulary, and expression. Instead of only

studying English through written exercises, the students used English directly through dialogue and interaction with other performers.

The study also shows that drama performance can support the development of students' confidence. At the beginning of the preparation process, some students experienced difficulties with memorizing dialogues, pronunciation, and performing in front of others. However, continuous practice helped them improve their performance and become more confident.

Furthermore, the findings demonstrate that drama performance develops more than language skills. The students also developed cooperation, creativity, and responsibility. The preparation of a drama requires students to work as a team because the success of the performance depends on the contribution of every participant.

The use of *Ande-Ande Lumut* as the drama story also connects English language learning with Indonesian culture. By performing a traditional Indonesian folktale in English, the students were able to practice English while presenting local cultural heritage. This makes the learning activity meaningful because language learning and cultural understanding can take place at the same time.

Overall, the findings indicate that the English drama performance of *Ande-Ande Lumut* was

successfully implemented. Although the students encountered several challenges, such as dialogue memorization, pronunciation, confidence, and team coordination, these challenges were managed through continuous practice, cooperation, and responsibility. Therefore, the drama performance provided the students with valuable experiences in using English, working collaboratively, and expressing creativity through performance.

D. Conclusion

This study aimed to describe the English drama performance of *Ande-Ande Lumut* performed by the students of the English Education Study Program, PIA 3, Class of 2023, at HKBP Nommensen University Pematangsiantar. The findings revealed that the drama performance was carried out through a systematic process consisting of script preparation, character assignment, rehearsals, stage preparation, and the final performance. Each stage played an important role in ensuring the successful implementation of the performance and provided students with opportunities to practice English in a meaningful and communicative context.

The study also found that several factors supported the success of the drama performance, including cooperation, creativity, responsibility, and continuous practice. These factors enabled the students to perform their roles effectively and complete the performance

successfully. At the same time, the students encountered several challenges, such as memorizing English dialogues, improving pronunciation, building confidence, and maintaining team coordination. However, these challenges were gradually overcome through repeated rehearsals, collaboration, and mutual support among the students.

Overall, the English drama performance of *Ande-Ande Lumut* not only enhanced the students' English language skills, particularly speaking and pronunciation, but also developed important soft skills such as teamwork, creativity, responsibility, and self-confidence. Furthermore, the performance demonstrated that integrating traditional Indonesian folktales into English language learning can create a meaningful learning experience by combining language practice with cultural appreciation. Therefore, English drama performance can be considered an effective and engaging learning activity for improving students' language competence while fostering collaboration and preserving local cultural values.

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