STUDENTS’ PERCEPTION ON PLAY PERFORMANCE CLASS IN DEVELOPING SOFT SKILLS OF STUDENTS OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF SANATA DHARMA UNIVERSITY

A THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Krisna Septa Bernanda
Student Number: 031214091

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM DEPARTMENT OF LANGUAGE AND ARTS EDUCATION FACULTY OF TEACHERS TRAINING AND EDUCATION SANATA DHARMA UNIVERSITY YOGYAKARTA

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Approved by

Sponsor

Ag. Hardi Prasetyo, S. Pd., M.A.

July 20, 201
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Defended before the Board of Examiners
On July 29, 2011
And Declared Acceptable

Board of Examiners
Chairperson: C. Tutyandari, S.Pd., M.Pd.
Secretary: Made Frida Yulia, S.Pd., M.Pd.
Member: Ag. Hardi Prasetyo, S.Pd., M.A.
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Member: C. Tutyandari, S.Pd., M.Pd.

Yogyakarta, July 29, 2011
Faculty of Teachers Training and Education
Sanata Dharma University

Drs. Tarsisius Sarkim, M.Ed., Ph.D.
I honesty declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, July 20, 2011
The Writer
Krisna Septa Bernanda
031214091
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ABSTRACT


Human has many kinds of differences, but they have one way to communicate, through language. Also, the way of thinking of people in one certain place differs from people from another place. The geography, age, gender, social strata, etc can affect it. However, they can still communicate and express their ideas through art because art describes itself as a basic language (or symbol) that reaches under-consciousness area of people personally.

Nowadays role-play is an effective media in learning English. Many schools, even almost all, use role-play as a medium to teach and learn English. Whereas, role-play is a part of play performance itself. Play performance as the obligatory subject in English Language Education Program has important roles in developing soft skill. In Play Performance Class, students not only work individually, but they work in a group which contains 15-18 members. It takes one semester period. It means that they will face more complex problems in their progress during the semester.

In Play performance, students learn how to live by imagining and playing the role of each of them. It relates to how they have communication and relate to others in their group, or even with other person in different groups (Noer, 2005). Play Performance is the major field of role-play. Soft skills education often is delivered through role-playing activities. This is a very effective way of helping people to learn to do different hats and thing about the best way to handle a situation.

There were two research problems which the researcher intended to solve. The first is how Play Performance Class implements soft skills development during its progress in the semester. The second is what the students’ perception toward Play Performance Class in developing soft skills of the students of English Language Education Study Program of Sanata Dharma University.

To answer the questions, the researcher distributed questionnaires and held personal interviews. First, the researcher distributed the questionnaires to 30 students who have taken the class in the previous semester. They were asked to fulfill the questionnaires based on their experiences during and after taking Play Performance Class. Second, the researcher held personal interviews with 5 students of the previous respondents. In this section, the researcher got wider and deeper information to answer the problems appeared in the study.

Finally, the researcher hopes that the result of the study is useful to develop Play Performance Class in English Language Education Study Program of Sanata Dharma University.
ABSTRAK


Manusia mempunyai berbagai macam perbedaan, tetapi mereka mempunyai cara yang sama untuk berkomunikasi, yaitu melalui bahasa. Cara berpikir dari satu tempat tertentu dengan tempat yang lain dapat membedakan manusia tersebut. Keadaan geografis, umur, jenis kelamin, tingkatan sosial, dll dapat mempengaruhi cara manusia untuk berkomunikasi. Akan tetapi, mereka masih bisa berkomunikasi dan mengungkapkan pikiran secara terbuka melalui seni, karena seni diartikan sebagai bahasa dasar (atau simbol) yang dapat menyentuh keadaan bawah sadar secara pribadi.


Di mata kuliah ini, mahasiswa belajar bagaimana menjalani hidup dengan membayangkan dan memainkan peran tertentu. Hal ini berhubungan dengan bagaimana mereka berkomunikasi dan mempunyai relasi dengan teman-teman mereka. Pendidikan *soft skill* kerap disampaikan lewat kegiatan *role-play*. Kegiatan ini adalah cara paling mengena dalam membantu orang untuk belajar melakukan hal-hal yang berbeda tentang bagaimana mengatasi keadaan.

Dalam penelitian ini, terdapat dua masalah yang hendak dipecahkan. Pertama adalah bagaimana Kelas *Play Performance* menerapkan pendidikan *soft skill*. Masalah yang kedua adalah bagaimana tanggapan mahasiswa mengenai Kelas *Play Performance* yang tidak hanya mengajarkan tentang teori-teori drama, namun juga mengembangkan *soft skill*.

Untuk menjawab pertanyaan-pertanyaan tersebut, penulis mengedarkan kuesioner dan mengadakan wawancara dengan para mahasiswa yang telah mengambil mata kuliah tersebut pada semester sebelumnya. Dalam mengisi kuesioner, responden diharapkan mengisi sesuai dengan pengalaman mereka dengan Kelas *Play Performance*. Pada sesi wawancara, penulis mendapatkan hasil yang bervariasi dan lebih mendalam tentang tanggapan mereka tentang *Play Performance*.

Akhirnya, penulis berharap bahwa hasil dari penelitian ini berguna untuk mengembangkan mata kuliah *Play Performance* di Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma Yogyakarta.
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The writer,
Krisna Septa Bernanda
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CHAPTER 1
INTRODUCTION

In this chapter, the researcher elaborates six major underlying issues, namely background of the study, problem limitation, problem formulation, objectives of the study, benefits of the study, and definition of terms. Hence, the introduction is intended to build the main rationale for conducting the research.

A. Background of the Study

Quietly, and consciously, human has relationship with art. Art is a meeting forum for human to express their emotion (Noer, 2005). Human has many kinds of differences, but they have one way to communicate, through language. Also, the way of thinking of people in one certain place differs from people from another place. The geography, age, gender, social strata, etc can affect it. However, they can still communicate and express their ideas through art (Noer, 2005), because art describes itself as a basic language (or symbol) that reaches under-consciousness area of people personally.

Firstly, this study is trying to introduce Play Performance Class and elaborate students’ perceptions toward Play Performance Class in developing soft skill of the students. Also, this study is trying to explain how the class of Play Performance implement soft skill development through its progress. Play Performance is one of obligatory subjects in English Language Education Study Program of Sanata Dharma University. This subject is one of the artistic aspects of education. Nowadays role-play is an effective media in learning English. Many schools, even almost all, use role-play as a medium to teach and learn English. Whereas, role-play is a part of play performance itself. Every student in English education Study Program usually takes the subject in 3rd, or even 4th year of study.

Play performance as the obligatory subject in English Language Education Program has important roles in developing soft skill. In Play Performance Class, students not only work individually, but they work in a group which contains 15-18 members. It takes one semester period. It means that they will face more
complex problems in their progress during the semester. In play performance, students also learn not only knowledge about drama itself, but also they learn about how to manage themselves in holding a performance, dealing with group members, solving problems they have, even having connection with others who are out the group. Facing those phenomena, Play Performance demands teamwork.

In Play performance, students learn how to live by imagining and playing the role of each of them. It relates to how they have communication and relate to others in their group, or even with other person in different groups (Noer, 2005). Play Performance is the major field of role-play. Soft skills education often is delivered through role-playing activities. This is a very effective way of helping people to learn to do different hats and thing about the best way to handle a situation. The other hand, individuals learn how to react appropriately in the least possible time. Role-playing is a crucial tool to improve communication skills (Noer, 2005). Language and the use of the right words, use of body language, and the right expressions are the finer and important aspects of communication, that need to be closely monitored by each of us.

Nowadays education is not the matter that teachers distribute knowledge to students, but also they teach how to deal with others. What they teach not only is useful to their final mark at the end of the semester, but also abilities for facing others whom students meet everyday. This ability is called soft skill. Why is it important? Because soft skill can develop the way of thinking (Santrock, 1997), so students can think effectively and efficiently when they solve the problem they have.

Soft skills training require an in-depth understanding of the other person’s nature, their background, their personality temperaments and even previous work experience. The ability to deal with one’s feelings and understand the feelings of others in any given situation helps one to complement academic intelligence/cognitive capacities (IQ) with a humans’ understanding of issues. This Emotional Intelligence, also referred to soft skills, strengthens individuals from within and helps them understand “who they are” and how best to deal with
various situations.

According to Rajan (2006), honing soft skills involves two parts. One is developing attitudes and attributes, and the other part involves fine-tuning communication skills to express attitudes, ideas, and thoughts in the best possible manner (Rajan, 2006). Crucial to successful work is the perfect integration of ideas and attitudes with appropriate communication skills in oral and written abilities, and non-verbal areas. Attitudes and skills are integral to soft skills. Each one influences and complements the other. Punctuality, goal management, collaborative team skills, and listening skills, are important facets of a well-rounded personality. Soft skills also involve interpersonal skills, time management, stress management, body language and voice modulation (Rajan, 2006). It is important for us to understand the others’ points of view and give them the respect that is their due. Another crucial component of soft skills is time management, which is essential for effective communication. Studies have proved that those who have mastered the art of time management are high achievers, in all their endeavors. Good time management also means that one can achieve the greatest benefit possible with the limited amount of time available.

B. Problem Formulation
The question addressed in the research is:
1. How does Play Performance Class implement soft skill development during the progress of the semester?
2. What is student’s perception towards Play Performance Class in developing soft skill of students of English Language Education of Sanata Dharma University?

C. Limitation of the Study
This study focuses on student’s perception of the role of Play Performance Class in developing soft skill of the students during taking the play performance class. The students chosen are the students of Sanata Dharma University who take play performance class in 5th and 6th semester of year 2009-2010. The subjects of
the study are the students who become the actors or actresses in their play performance.

This study also elaborates how the class of Play Performance implements soft skill development. As long as the researcher observed, the class has different implementation with the other classes. The class demands not only cognitive aspects of the students, but it also asks affective and psychomotor activities during the class conducted.

Play Performance course is a subject, which the researcher observes which joins many aspects of learning. Students learn how to act on the stage, how to practice their physical exercises, how to find the sense of play through music, how to learn to set the lighting for the show, and the most important is they learn how to manage themselves.

D. Purposes of the Study

This study aims to describe what Play Performance, as a class and a course which appears in English Education Language Study Program is. Because this course becomes an obligatory subject in English Education Study Program of Sanata Dharma University, all students of English Education Study Program have to take the course during their study in Sanata Dharma University. So, they have to understand what the nature of play performance itself is. Then, this research intends to describe what soft skill is, because it is needed when the students have progress during the class. Soft skill plays important role in students development during the class because working in a group, students should have abilities to cooperate with the members of the group. When they have one certain purpose, they shall help each other, hold a good communication, and have one clear vision to reach what they have discussed. It is also needed when the students have graduated, and face the real working field. Next, it intends to answer the question what the role of Play Performance Class in relation with developing soft skill for English Education Study Program students of Sanata Dharma University. Last, this research also aims to offer some suggestions to develop Play Performance Course itself.
E. Benefits of the Study

The study hopefully benefits those who deals with language teaching and learning, particularly teachers, students, and future researchers in Indonesia. First, this study will provide teachers how to understand emotive aspects that appear in teaching drama (play performance) because teaching drama (play performance) not only involves cognitive aspects (Noer, 2005). Second, the study makes language learners more aware that they themselves are responsible for managing their learning. Students have active roles to manage themselves. They have to be responsible for what they plan, do, work on, and get as a result of their study. Third, the study benefits future researchers because it can be used as the basis for conducting further researches on language learning of play performance in university. It can be further study how to design the materials of play performance in university.

F. Definition of Terms

This section presents the definition of terms which intended to avoid confusion and misconception, namely perception, play performance (drama), play performance class, and soft skill.

1. Perception

Kreitner and Kinicki (1992: 126) define, “perception is a mental and cognitive process that enables people to interpret and understand the surroundings”. According to Szilagly and Wallace (1980: 70), they says, “perception is defined as the process by which individuals attend to incoming stimuli, organize and then interpret such stimuli into a message that in turn indicates an appropriate action or behavior”. In the study, perception refers to how the students feel, think about, and consider about how they use their soft skill and develop it in the process in a group of Play Performance Class during the semester.
2. **Play Performance (drama)**

   The certain branch of art represents the reflections of human life in their social community. This reflection is performed as a art performance which involves characterization, costumes and make-up aspects, lighting, vocal performances, and music as an aspect which supports the atmosphere of the play performance itself (Noer, 2005). This reality show is performed on the stage as concrete as possible rather than an entertainment show (Nurhan, 2000).

3. **Play Performance class**

   This course is an obligatory subject in English Education Study Program of Sanata Dharma University. In the end of every semester, students perform drama performance. Many aspects are applied in that activity. Those are how to manage the members of groups, how to manage time to develop the progress, how to learn stage knowledge itself.

4. **Soft skill**

   Soft skill involves commitment to a vocational direction, an ideology stance, and a sexual orientation (Santrock, 1997). Soft skill is not once and for all, but has to be made again and again. Over the years of development, the soft skill begins to form a core of the individual is all about a person.
CHAPTER II
THEORETICAL REVIEW

This chapter reviews the theories are going to be used in the study. It consists of two parts. They are literature review and theoretical framework. Literature review presents the main theories which are used as the references in the study. The theoretical framework presents the outline of the specific theories which are used as the guideline to answer the problems of the study.

The main concern of the study is the students’ perception towards Play Performance Class in developing soft skill for the students of Sanata Dharma University. In order to conduct this research, the researcher will discuss some literature reviews which provide the references or theories related to the research. The theories in this chapter will be discussed in order to answer several questions. The questions are:

1. What is perception?
2. What is Play Performance Class?
3. What is soft skill?

Hence, the researcher is going to, first review the nature of perception because this research aims to understand what the students’ perception toward Play Performance in developing soft skill are. This discussion about perception is also needed to answer the second question of the research.

A. Theoretical Description

As been stated before, the writer will discussed the elements which are important to be reviewed in order to answer the problem formulations. They are perception, Play Performance Class, and soft skills.

1. Perception

According to Robbin (2001: 121-122), perception can be defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. It is also supported by Borger and
Seaborne (1982: 126), “a perception is an awareness of the environment, through which a person processes incoming sensory data in certain way to arrive at useful impression of the surroundings”. Mozkowitz and Orgel (1969: 158) stated that “perception is a global response to a stimulus or a set of stimuli”. Kreitner and Knicki (1992:126) add “perception is a mental and cognitive process that enables people to interpret and understand the surroundings”.

From those definitions, perception is reviewed as the responses of a stimulus or to the surroundings through their mental and cognitive processes. Those responses occur through their sensory receptors. Then, these responses will be interpreted as meaningful information about the stimuli and so called perceptions.

Robbins (2001: 122) adds perception can be defined as conscious mental processes of observing, viewing, responding, and understanding, in which someone gives a meaning on the stimulus. Perception does not solely involve sensory processes for it is also a mental processes. Perception does not solely involve sensory processes for it is also a mental process. In addition, Hardy and Heyes (1988: 85) states that the basic form of perception is people’s born talent, meanwhile perceptual ability is the result of learning, which is determined by the environment.

When someone experiences a stimulus, he may have sensation and perception processes. Those processes are different things, which are quite difficult to be separated completely although they exist together. This statement is supported by Bootzin et al (1983: 103). They say that it is impossible to separate perception and sensation. However, the primary difference between perception and sensation can still be seen.

The primary difference is that sensation can be thought of as an organism’s first encounter with a raw sensory stimulus, while is the process by which it is interpreted, analyzed, integrated with other sensory information.

(Fieldman, 1990: 127)
According to Szilagyi and Wallace (1980: 70), ‘Perception is defined as the process which individuals attend to incoming stimuli, organize, and then interpret such stimuli into a message that in turn indicates an appropriate action or behavior”. Stimuli can derive from outside and inside of individuals. And although some individuals receive the same stimulus, the individuals can have different perception due to individuals’ different experience, thinking ability and framework, and expectation. Hence, perception is personal.

Robbin (2001: 122-124) says that perception has three components. They are a perceiver, target and the situation in which the perception is occurring. Each of them influences the perceiver’s impression or interpretation of the target. First, it is important in forming the perception toward certain stimuli. When someone is interested in perceiving certain stimulus at the first time, he will intend to know and learn more about it. These impressions will ultimately lead to the positive perception, in which the person feels happy and likes the thing. In contrary, having bad impressions will lead people to have negative perception, in which people will feel unhappy and dislike the thing. Therefore, if the students have good impression toward Play Performance Class, it is positively expected that he or she will perceive Play Performance Class positively.

Characteristic of the target that is being observed what affect what is perceived. Motion, sound, size and other attributes of a target shape the way we see it. Play Performance Class is considered as a medium of learning. It teaches how to use the theories of language through making script. Inside the class, students also learn how to have cooperation and communication through group dynamics.

According to Robbins (2001), every perception occurs in some situational context, and this context can affect what one perceives. The most important effect that the situation can make is adding information about the target. The press of time will literally force the manager to overlook some details, to rush certain activities, and to ignore certain stimuli such as request from other managers or from superiors (Gibson et al., 1985: 67). People tend to work quickly when they do not have much time. Because the limitation of time, people pay less attention
to the factor, which may affect the work outcomes. They make decision about certain thing without further understanding on their perceptions toward the problem. Based on this theory, students will make perceptions on the Play Performance Class in developing soft skills with further understanding about it.

There are six factors that influence someone’s perception. They are stereotyping, selectively, self-concept, situation, needs, and emotion. Stereotype is a set of thinking in a particular group that generalized all members of group or it can be said people’s mind set (Gibson et al., 1985: 64). People have set some knowledge in their mind, even if they do not know those knowledge is true or not. If most people consider that Play Performance Class can develop soft skills, the students will set in his or her mind. Then he or she will perceive Play Performance Class positively.

In selectivity, it is impossible for us to catch all stimuli that exist in our environment. Only certain stimuli are taken and we process them in our brain. It is caused by our interest of those stimuli. We make a perception based on something that we want to choose. It is supported by Gibson et al. (1985) who say people tend to ignore information that might them feel discomfort. People have various interests so they may select what is important or what is relevant to fulfill their needs. This is why people perceive things differently.

The way we see ourselves in the form of self-concept will affect our perception about something in our environment. When someone is successful in knowing his or her self-concept, the perception about something can be seen accurately. Also, perception are significantly influenced by needs and desire (Gibson et al., 1985). People will eat what they want to eat, and they do everything what they want to do. In choosing shoes, people choose them based on their needs and expectations. It also happens in Play Performance Class. Students will perceive as good if they need it to find several knowledge to develop their soft skills through Play Performance Class. They expect this class can help them to develop their inter-personal abilities so they can accomplish their assignments.

Emotions such as anger, happiness, or fear can influence human perception. Gibson (1985) support this thought. He states that strong emotion
often distorts perceptions. If the students feel happy, feel comfortable, and
interested in Play Performance Class and its whole activities, they may have
positive perception about it.

2. Play Performance Class

The Play Performance, or in Indonesian called “drama”, itself means the
certain branch of art represents the reflections of human life in their social
community. This reflection is performed as a art performance which involves
characterization, costumes and make-up aspects, lighting, vocal performances,
and music as an aspect which supports the atmosphere of the play performance
itself (Noer, 2005). This reality show is performed on the stage as concrete as
possible rather than an entertainment show (Nurhan, 2000).

Play Performance is an obligatory subject in English Education Study
Program of Sanata Dharma University. In the end of every semester, students
perform drama performance. Many aspects are applied in that activity. Those are
how to manage the members of groups, how to manage time to develop the
progress, how to learn stage knowledge itself.

Every semester, English Education Study Program offers this class to the
students. However, the distribution of the number of the students is different each
semester. In odd semester, each class has three groups to conduct. Every group
has fifteen up to eighteen members. Usually, there are two classes in the odd
semester. It is different in even semester. The number of students is less than the
previous semester class’s. Even, it is only a half of the participants of the previous
semester. As a result, usually there is only one class in this semester.

This course consists of many physical activities. They are physical
practices, vocal practices, group dynamics, monologue practices, dialogue
practices, and many more activities. During the class, usually the lecturer is
helped by one or more assistants. These assistants take part as physical practice
trainer. Practically, the lecturer has a role a mediator or facilitator only. Almost
whole activities are taken by the assistants. The lecturer arranges the raw material
about play performance and makes the standard of marking the students’ work.
The assistants make detail activities plans to hold the class. Those assistants also take a part in evaluating the progress of the students.

3. Soft skills

Soft skill involves commitment to a vocational direction, an ideology stance, and a sexual orientation (Santrock, 1997). Soft skill is not once and for all, but has to be made again and again. Over the years of development, the soft skill begins to form a core of the individual is all about a person. Soft skills also involve interpersonal skills, time management, stress management, body language and voice modulation (Rajan, 2008).

Rajan (2008) also states that soft skills play an important role in the development of the students’ overall personality, thereby enhancing their career prospects. Students must undergo training in soft skills which will provide strong practical orientation to them and help them in building and improving their skills in communication, the effective use of English, business correspondence, presentations, team building, leadership, time management, group discussions, interviews, and interpersonal skills. Soft skills education often is delivered through role-playing activities. This is a very effective way of helping people to learn how to don different hats and think about the best way to handle a situation. While on the one hand, individuals learn how to react appropriately in the least possible time, role-playing is a crucial tool to improve communication skills. Language and the use of the right words, use of body language and the right expressions are the finer and important aspects of communication, that need to be closely monitored by each of people.

Redford (2007) says that it is important for people to understand the others’ points of view and give them the respect that is their due. Another crucial component of soft skills is time management, which is essential for effective communication. Studies have proved that those who have mastered the art of time management are high achievers, in all their endeavors. Good time management also means that one can achieve the greatest benefit possible with the limited amount of time available.
Closely related to time management is the management of stress. While stress can have a positive influence and compel us into new action, resulting in new awareness and exciting perspectives, it may also result in anger and depression, affecting one’s health adversely. One must learn how to fairly defend his rights, protect his free time, handle seemingly unreasonable demands, and manage the complex politics of a challenging role; one will win respect in the workplace, and mark out as someone who can maturely and positively handle difficult situations. Body language is another aspect that plays a big role in intuition as it gives people messages about others that people can interpret at intuitive levels. It is therefore necessary to get to know people’s own body language first.

Honing soft skills involves two parts. One is developing attitudes and attributes, and the other part involves fine-tuning communication skills to express attitudes, ideas, and thoughts in the best possible manner. Crucial to successful work is the perfect integration of ideas and attitudes with appropriate communication skills in oral and written abilities, and non-verbal areas. Attitudes and skills are integral to soft skills. Each one influences and complements the other. Punctuality, goal management, collaborative team skills, and listening skills, are important facets of a well-rounded personality. These soft skills are enormously valued in business organizations. As employment conditions become tougher, potential recruiters look for personal attributes like attitude and values (Rajan, 2008).

Rajan (2008) also states that soft skills training require an in-depth understanding of the other person’s nature, their background, their personality temperaments and even previous work experience. The ability to deal with one’s feelings and understand the feelings of others in any given situation helps one to complement academic intelligence/cognitive capacities (IQ) with a humane understanding of issues. This Emotional Intelligence, also referred to soft skills, strengthens individuals from within and helps them understand “who they are” and how best to deal with various situations. Santrock (1997) also adds that socio-
emotional processes involve changes in the individual’s relationships with other people, changes in emotions, and changes in personality.

B. Theoretical Framework

This section discusses students’ perception towards Play Performance Class in developing soft skills. It is expected that there is a positive relationship between students’ perceptions and their soft skills development through Play Performance Class. This expectation derives from the theory that stated human perception results in human behavior: positive perception leads to positive behaviors and vice versa.

Based on the theories of perception that have been discussed in the previous section, we know that there are factors affect perception (Robin, 2001). Experiences become the most important factor in drawing perception. Stereotype, self-concept, and need affect someone in perceiving something. The respondents of this study are categorized as adolescence that have set their mind about play performance. They consider that play performance is a good media to develop their inter-personal abilities. They also have self-concept and need for achievement. Those lead to the possibility they have good perception of Play Performance Class in developing their soft skills. However, this possibility is theory only, therefore, the researcher conducted this research to understand whether the students will perceive the role of Play Performance Class in developing their soft skills positively or not.

Play Performance is a course which focuses on the training of theater aspects. It also focuses on group dynamics which leads the students can develop their personal skills (Nurhan, 2000). In the course, the lecturer and the assistants give many activities and practices for the students. The students have to join in every activity and it is mostly done in a group. Those activities aim to prepare the students to have performance in the end of the semester. They also have purpose to develop students’ soft skills through group dynamics. Those activities must be done seriously and with responsibility. This responsibility is greatly influenced by the students’ perceptions toward Play Performance. If students perceive Play
Performance positively, they would have positive attitudes in their mind. Positive attitudes lead to positive and strong motivation. Strong motivation is a great energy for the students to organize their behaviors. When the students do the activities in positive behaviors, it can be said that they have responsibility in doing the group’s tasks and receiving the group’s purpose.

As someone perceives Play Performance positively, it means that he or she tends to see Play Performance Class as effective, important, beneficial, and contributory. This positive perception leads the students to have more positive attitudes towards the role of Play Performance in developing their soft skills. It turns in arising a motivation to take part in every single activity which included in Play Performance Class. By this motivation, the students would be able to manage the group and also themselves “moving better” in achieving the purposes. The term “moving better” means the serious effort in joining the class. The students’ positive perceptions of Play Performance Class influence the students’ perceptions of Play Performance Class contributions toward their soft skills development. By having positive perceptions, the students may be helped to improve and develop their inter-personal abilities.

In order to conduct the research, the researcher distributed questionnaires and held an interview. This research procedure and methodology that the researcher did will be discussed further in Chapter III.
CHAPTER III
METHODOLOGY

This chapter presents detailed discussion about the methodology employed in this study. Hence, the discussion consists of seven subdivisions, namely research method, research participants, setting, research instruments, data gathering techniques, data analysis techniques, and research procedures.

A. Research Method

The qualitative approach and quantitative approach were applied in this study. Qualitative method was described as approach used to gather data systematically, but the data was purely descriptive, and therefore not numerical (Silverman, 2001). Quantitative method was described as an approach used to gather data systematically and the data was numerical. This study was also a survey study. It aims at obtaining the answers for the questions stated in the problem formulation. According to Ary et al (2002), survey study is a study that permits the researcher to summarize or measure the characteristic, attitudes, and opinions of several different groups toward some issues.

Survey research which focused on a group’s characteristic, attitudes, and opinions, often takes the form of questionnaire that is sent out to a group of people. The advantage of using this type of research is that large amounts of information can be collected in a relative short time. This approach can support in discriminating patterns in large amounts of information (Brown, 1988).

There are three features in survey studies. The first feature is that probably sampling is employed in order to represent the large number of respondents from the whole population. The second is questionnaires or interviews, which are used to ask some questions about the current issues to the respondents, and then record the answers. The last is that for the quantitative study, the answers are summarized in numerical codes. While for qualitative study, the numerical data is used as evidence of the conclusion of a certain issue (Singleton and Straits, 1999).
As to the general qualitative approach, this research was progressive in nature, adopted the progressive qualitative research proposed by Holliday (2002) hence. There are four principles of progressive qualitative research. First, reality and science are socially constructed. Second, researchers are part of research settings. Third, investigation must be in reflexive, self-critical, and creative dialogue. Fourth, the aim is to problematize, reveal hidden realities, and initiate discussions.

Citing Hammersley and Atkinson (1995), Holliday (2002, p. 20) reveals that “progressive qualitative researchers portray people as constructing the social world and researchers as themselves constructing the social world through their interpretations of it”. In this research, the students created their social world in accomplishing the collaborative audio-journal project. Additionally, the researcher himself also revealed meaning by interpreting the experiences told by the students.

To collect such information, this survey study involved asking the same set of questions (Fraenkel, 1993) in the form of an interview on the intended experience to be measured. Before conducting the survey study, the library study was done to facilitate the researcher in finding and selecting the appropriate theories and information related to the study, which were really needed to support this study in order to find out the answer to the two problems mentioned in the problem formulation in the first chapter.

The reason why the researcher chose qualitative research because this study focused on the progress of the students themselves and interpreted the “story” of what happened in Play Performance Class and experiences of the students. The data itself appeared as verbal data which allowed the research to develop the instruments used. As a verbal data, it is possible for the researcher to get thick information about Play Performance, especially in English Education Language of Sanata Dharma University students’ perception towards Play Performance in developing soft skill.

Moreover, this study was considered as a reflective study. It means that the researcher got information of what students have experienced, and then analyzed
that information in deep thought as a personal answer of the students and took the main points of the students’ feeling and thinking. It was said so because this study focused on what inter-personal experience, which every single student could have different stories during taking Play Performance Class. This study also considered every word arisen during the interview, because the word choice during interview could show the cognitive skills, especially in vocabulary skill, grammatical skill, and speaking skill. It also showed the researcher how they felt, thought, and did during they joined Play Performance Class.

The researcher also hopes that this study can be continued as a further research in the same field, Play Performance, but in the different focus. It means that the researcher studied intentionally only on how Play Performance affects English Education Language students’ soft skills. Further, the researcher allows the readers to develop the study, because there are many problems can be solved arisen in this subject, for example how Play Performance affects the students on preparing the next group-subjects which arisen in English Education Study Program of Sanata Dharma University: Service Program Design, PPL II, etc.

B. Research Participants

The population of the study was the students belonging to Play Performance Class in the 2009/2010 academic year. For sure, they are the students of 5th and 6th semester of year 2010-2011. There were 92 students in the class. The researcher chose the sample using random sampling. In this regard, the different groups allowed the researcher to see the possible differences existing in the groups of a population (Ary et al., 2002).

C. Setting

This research was conducted in even semester Academic Year of 2010/2011 in March until April 2011. It took place in Play Performance Class of English Language Education Study Program of Santa Dharma University, Yogyakarta.
D. Research Instruments

To gain construct validity of this research, the researcher developed two instruments used to elicit data on learning experiences, namely interview guide and questionnaire. The clearer description of the instruments was as follows.

1. Interview Protocol

Interview was a crucial technique to provide a true picture of the respondents’ perspectives. The interview involved the collection of data through direct verbal interaction between individuals (Borg, 1983). Borg (1983) contends that the interview permits the researcher to obtain more data and greater clarity. Therefore the obtained research data is expected to be much greater depth. An interview was a crucial way to collect data in the qualitative study. For this reason, the researcher conducted the interview with six participants to obtain the information from their perspectives. To conduct the interview systematically within the limited time and to serve the consistent basic lines of inquiry delivered to each participant (Patton, 2002; Yin, 2003), the interview guide was developed. It was intended to make the stream of questions “fluid rather than rigid” (Rubin & Rubin, 1995, cited in Yin, 2003, p. 89). However, it was also noteworthy that the questions in the interview guide were open-ended so that the researcher might ask the participants about “the facts of a matter as well as their opinions about events” (Yin, 2003, p. 90). To do so, probing questions were also employed, enabling the researcher to pursue the deeper information based on the previous ones.

The questions appeared in the interview protocol were:

1) Apakah kamu senang mengikuti kelas Play Performance? Kenapa?
2) Menurutmu, mengapa Play Performance penting untuk mahasiswa PBI Sanata Dharma?
3) Apakah kamu merasakan perubahan ketika dan setelah mengikuti proses dalam kelas Play Performance? Apa dan bagaimana?
4) Menurutmu, apa yang sebaiknya dikembangkan dan dipertahankan dalam kelas Play Performance?
5) Sejauh mana Play performance membantumu dalam menjalani sebagai mahasiswa dan sebagai pribadi?

2. Questionnaire

According to Ary et al (2002), questionnaire was an instrument in which respondents provided written response to questions on mark items that indicated their responses. The questionnaire was distributed to a group of people assembled at a certain place for a specific purpose.

The questionnaire used Likert Scale, a scale with a number of points that provide ordinal scale measurement (Wiersma, 1995, p. 183). A set of related responses, one of each point, was provided. The responses were valued from strongly disagree, disagree, agree, and strongly agree. The rank was one to four. In answering the questions, the respondents were asked to tick off the number based on their choices. The choices are SD (strongly disagree), D (disagree), A (agree), and SA (strongly agree). The questionnaire in this study aims to know the students’ perceptions on developing soft skills during taking Play Performance Class.

The questions/statements which appeared in the questionnaire were:

Table 3.1
Table of the Questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>Sangat Tidak</th>
<th>Tidak Setuju</th>
<th>Setuju</th>
<th>Sangat Setuju</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya mengikuti semua kegiatan dalam kelas Play Performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>2</td>
<td>Saya mengikuti workshop yang diadakan dalam menunjang mata kuliah Play Performance, walaupun bukan tugas saya.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>3</td>
<td>Saya selalu mengikuti latihan kelompok di luar kelas Play Performance.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<td>No</td>
<td>Pernyataan</td>
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<tr>
<td>4</td>
<td>Saya juga mengikuti perkembangan kelompok lain lewat presentasi yang mereka adakan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Saya senang mengikuti semua aktifitas dalam mata kuliah Play Performance.</td>
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<td></td>
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</tr>
<tr>
<td>6</td>
<td>Selama mengikuti mata kuliah Play Performance, saya aktif ikut ambil bagian dalam kegiatan kelompok saya.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Saya merasakan perubahan dari sisi kepribadian saya menjadi lebih baik selama dan setelah mengikuti kelas Play Performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>8</td>
<td>Dalam kelompok Play Performance saya, saya belajar bagaimana cara berkomunikasi yang baik.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Saya merasa bebas mengungkapkan ide saya kepada kelompok.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>10</td>
<td>Saya terbuka dengan ide lain yang diberikan oleh orang lain demi kemajuan kelompok saya.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>Saya kecewa apabila ide/usulan/masukan saya tidak digunakan oleh kelompok saya.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>Saya tidak menjalankan keputusan kelompok apabila ide/usulan/masukan saya tidak dipakai sebagai keputusan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>Saya bebas berkreasi demi kemajuan kelompok saya.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>Kelompok saya mendukung kerja saya, baik secara tim maupun personal dalam menjalankan tugas saya.</td>
<td>1</td>
<td>2</td>
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<td>No</td>
<td>Pernyataan</td>
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<tr>
<td>15</td>
<td>Saya merasa terganggu apabila ada teman yang menanyakan tugas saya dalam kelompok Play Performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>Saya tergerak untuk membantu hanya apabila saya diminta.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>17</td>
<td>Saya merasa terbebani dengan tugas saya dalam kelompok Play Performance.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>18</td>
<td>Play Performance membuat saya terbebani dalam mengerjakan tugas mata kuliah yang lain.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>19</td>
<td>Waktu pribadi saya tersita hanya untuk mata kuliah Play Performance.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>Saya juga bisa mengembangkan kemampuan Bahasa Inggris saya selama mengikuti mata kuliah Play Performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>Play Performance membuat saya percaya diri dalam menggunakan Bahasa Inggris.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>Saya belajar menjadi pemimpin yang baik selama mengikuti mata kuliah tersebut.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23</td>
<td>Saya bisa memberikan solusi/pemecahan atas masalah yang dihadapi.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24</td>
<td>Saya bisa memutuskan apa yang terbaik untuk kelompok Play Performance saya.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>25</td>
<td>Saya bisa memberikan kontribusi untuk kelas Play Performance.</td>
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<td>4</td>
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<tr>
<td>No</td>
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<tr>
<td>26</td>
<td>Tanpa diminta, saya bersedia membantu teman yang kesulitan dalam mengerjakan tugas Play Performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27</td>
<td>Saya bersedia mengikuti semua aktifitas yang menyangkut mata kuliah Play Performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28</td>
<td>Bahasa Inggris saya berkembang selama mengikuti mata kuliah tersebut.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29</td>
<td>Mata kuliah Play Performance sebaiknya terus diadakan di PBI Sanata Dharma.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>30</td>
<td>Play Performance memberikan nilai lebih untuk mahasiswa PBI Sanata Dharma.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>31</td>
<td>Play Performance juga berguna untuk calon guru.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>32</td>
<td>Saya bisa menjadi pemimpin yang baik setelah mengikuti mata kuliah Play Performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>33</td>
<td>Saya merasa lebih kreatif setelah mengikuti mata kuliah Play Performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>34</td>
<td>Kelompok saya mendukung saya dalam mengerjakan tugas kelompok, baik secara personal maupun tim.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>35</td>
<td>Saya merasa tersinggung apabila ada teman yang memberikan masukan atas apa yang telah saya kerjakan dalam kelompok Play Performance.</td>
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<td>2</td>
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</tr>
</tbody>
</table>
E. Data Gathering Techniques

The process of gathering data was conducted during the odd semester of 2010/2011 academic year. The researcher joined the class activity. Also, the researcher conducted questionnaire and interview. The data from questionnaire was used to know the students’ perceptions of the role of Play Performance in developing soft skills. The interview was conducted to obtain further information about it, and to get thicker data about personal information of the students towards Play Performance Class.

The data was first gathered by conducting, distributing, and collecting the questionnaires. In distributing the questionnaires, the researcher had opportunity to explain the purposes and relevancies of the study. Another technique was conducting the interview. The researcher conducted the interview outside the Play Performance Class. It aimed to decrease fatigues and interference from other students, because the researcher thought that interview is personal information distributing from interviewee to interviewer. In conducting interview, the researcher asked several questions, which probably developed, and recorded it.

F. Data Analysis Techniques

As previously described, there were two instruments employed in this research. The raw data of the instrument was first read repeatedly by the researcher. Finishing reading the raw data, the researcher categorized the data of each instrument into similar cluster to find the thematic organization (Holliday, 2002). This kind of process was also known as data coding (Yin, 2003).

1. Interview

The researcher made use of the MP3 recorder to record the interview. To transcribe the gained data faithfully, it was necessary for the researcher to play each interview recording repeatedly and write down the data. The written data was categorized into five clusters, namely perceptions, planning, problem solving, monitoring, and evaluating. For the second until five, they were given for the lecturer of Play Performance Class. After the researcher gained the data from
having interview, the researcher transcribed the data and concluded the main points of each interview answers.

2. **Questionnaire**

The researcher used four scales to gather the respondents’ information of their perceptions of Play Performance in developing soft skills from the questionnaires. They were:

1 = strongly disagree with the statement
2 = disagree with the statement
3 = agree with the statement
4 = strongly agree with the statement

After gathering the data, the researcher analyzed it by recording the data in the table and discussed it based on frequency. Then, the data is described and summarized by using descriptive analysis, for example measuring the tendency. The tendency was used because this study tried to find out the tendency of the respondents’ perceptions toward the statements given.

The scores of the questionnaires were calculated by using descriptive statistics to the source of variance. The source of variance was number of cases, mean, median, and modus. Mean or average point is indicators of the central tendency of the scores. Median is the middle point which occurs in the set of scores. Modus is the point or number which appears most frequently in the scores. The frequency and central tendency were recorded in a table as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents’ Opinions on</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
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</tbody>
</table>
Table 3.3
Central Tendency

<table>
<thead>
<tr>
<th>No</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

Notes:
N = number of respondents
Mn = mean (indicators of central tendency of the scores)
Mdn = median (middle point that occurs in the scores)
Mds = modus (the score that the most frequently appears in the scores)

The formula to get Mean is:

\[
Mn = \frac{\sum x}{N}
\]

Table 3.4
Formula of Getting Mean

\[
Mn = \frac{\sum x}{N}
\]

Notes:
Mn = mean (indicators of central tendency of the scores)
x = raw score
\(\sum\) = the sum of
N = number of respondents

The measurement of the mean is described as follow:
1.0 – 1.9 = the students’ perceptions were low
2.0 – 2.9 = the students’ perceptions were medium
3.0 – 4.0 = the students’ perceptions were high

This measurement was based on the researcher’s understanding. The first classification showed that the respondents strongly disagree toward the statements of the questionnaire. It implied that they did not identify the role of Play Performance in developing their soft skills. The second classification was when
the respondents mostly chose between disagree and agree. Then, the last classification was when the respondents mostly strongly agree toward the statements in the questionnaire. Next, the researcher would present the data gathered and data analysis in Chapter IV.

G. **Research Procedures**

This study was conducted by these following steps:

1. **Doing library research**

   The researcher collected many theories from books and others which discuss soft skill play performance / drama, and education.

2. **Conducting research and information gathering**

   First, the researcher collected information by studying the theories. The steps were discussed as follow:

   a. The researcher studied the related theories concerning play performance/drama, soft skills, and education from several books and other sources.

   b. The researcher held interview of five students and distributed thirty questionnaires to the students.

   c. The researcher gathered the data from holding interview and collecting the questionnaires.

3. **Transcribing and analyzing the data**

   In this step, the researcher transcribed and analyzed the data gathered using theories and formulas were appropriate to the issue concerned.

4. **Presenting the product of the study.**
CHAPTER IV
DATA ANALYSIS

This chapter is the part where data are presented and analyzed based on the justified methodology. From the data presentation, the researcher obtained the findings and discussed as well as addressed them explicitly to answer the research problems. In addition, making links between the findings and the aims of the research was essentially mentioned.

This chapter consists of three main sections; they are questionnaire result, interview result, and discussion. In the questionnaire result, the researcher presents the data of the questionnaires in a descriptive form. In the interview result, the researcher reports the data of the interview. This section discusses what the researcher found and obtained from the interview to verify the questionnaire and to add some additional information. In the last section, it is discussion. Here the researcher discusses what the researcher found through both of questionnaires and interview in order to answer the research problems as stated in chapter 1.

A. Data Presentation of the Questionnaire

The writer distributed questionnaires to respondents who are 30 students of 5th semester of English Education study program of Sanata Dharma University, who have taken Play Performance Class in January-May 2011. The respondents answered the questionnaires given by choosing one of one to four Likert scale. Since this study aims to know students’ perceptions of the role of Play Performance Class in developing soft skill, therefore the students’ answers in the questionnaires helped the researcher to answer the problems of the study.

From the tables, the researcher found that the respondents gave various information. It appeared because there are different experiences among the respondents during joining the Play Performance Class. The students’ experiences were told by the respondents through filling up the questionnaires. The identities of the respondents were classified to keep the privacy of them by hiding their names,
so they could be comfortably answer the questions and respond the signals appeared in the questionnaires.

From the result of the questionnaires, it occurred that most of the respondents actively participated and felt glad to join this subject. There were many reasons why they do so. First, Play Performance Class has different activities from other subjects. They said that there were mobilizations during the class. Physical activities occur during the class. It makes the respondents to move and have interactions with other students. Role plays and group discussion occur in the class, so makes them to share and communicate each other. Also, they said that there was little theory that they have to understand.

Second, the respondents were asked to do various activities that probably new for them and rarely appear in other subjects. Play Performance Class also uses various media to learn. It was said that even Play Performance Class makes the students to do impossible actions. It means that firstly the students have not done them yet. Third, the respondents had chance to be respected and respect others. For example, when they had idea, they could share it without being afraid to be rejected, because each of them learned to listen to and respect each group member.

Play Performance Class also helped the respondents to make them more creative than they were before. They could develop their ideas freely of what they have done of their group. They also said that they tried to appreciate others’ ideas in developing their group and others’ groups. Competition spirit leads them to care and have thought about their progress. There were many ways to do so, they were; doing visitation to other groups to get and give responses and comments of what they were doing in Play Performance Class, having discussion with other groups’ members, and asking help, suggestions, and advice from the experts of theater. For addition information, being creative here means trying new things and doing many innovations which they have never done before. Being different means unique and doing something different from other groups for their group development.
They told that there was not obstacle in carry out other activities. They stated that they could learn how to manage themselves. It related to time management and problem management. Relating to time management, they were able to arrange their time in daily habit. They could distribute their time; when they should join the activities of Play Performance Class, when they should focus on other subjects, and when they have enough time to spend for their personal activities. It made the respondents arrange their time more effectively and efficiently. Relating to problem management, this subject taught them to solve the problems in priority scale. Problems appeared in Play Performance group were not discussed in other subjects. They also stated that they did not bring their personal problems into their group. It showed that they learnt to be professional in their field of study.

From the results, it appeared that most of them could help their friends without being asked. The respondents actively paid attention to their group members, and also other groups’ members. It performed that they became aware of others needs and aspirations. Nine three point three percent of the respondents agreed with the statement that they helped their friends before their friend asked them. Relating to sensitivity of being care, they also said that in this aspect, each of the respondents learnt to be a good leader. They also added, a good leader is the person who is willing to listen to others’ suggestions and paying attention to all aspects in his or her life and situation.

Moreover, in Play Performance Class, the respondents agreed that their abilities in using English were developed. Sixty percent of the respondents said so. Seventy percent of them also stated that they were more confidence enough to use English in their daily conversation. It also related to their communication ability. The respondents used English as their media of communication during discussion, and applied the theories of English trough daily conversation. Seventy six point seven percent of the respondents said that they could develop their capability, in English certainly, during Play Performance Class.

More than eighty percent of them agreed that Play Performance Class still should be held in English Education Study Program. It showed that most of them
intended to this study program still hold the class. They said so based on the reasons which stated before.

In addition to give signs in the columns, the respondents also were asked to answer the questions appeared in the questionnaires. There were several questions which as suggestions, incomes, and criticism. Those were based on the students’ experience during and after taking Play Performance Class.

B. Data Presentation of the Interview

The interviews were conducted to get additional information and to verify the questionnaires’ answers. In the interview, the respondents were let to develop their ideas and speak more widely on the problems of the research. The interviews were conducted during April 18 until April 28, 2011. The interviewees were the students who have taken Play Performance Class in the previous semester. The researcher asked five students in conducting the interviews. The researcher asked five questions, and then developed the questions to ensure and reinforce the answers appeared in the questionnaires. The interviewees were asked about their opinions and perceptions toward Play Performance Class in developing their soft skills.

It was obvious from the interview that Play Performance helped much the students to develop their personal skills. From the question “Apakah kamu merasakan perubahan ketika dan setelah mengikuti pappeareds dalam kelas Play Performance?” all of the interviewees said “yes”, and they gave many reasons and evidences of the differences. They were they became more creative than they were before, their self-management became more well-arranged, the way of thinking developed, the students became more patient, and they said that they were able to solve the problems they faced wisely. It indicates that the interviewees had positive perceptions toward Play Performance Class.

The students also felt happy when they joined in this course. They stated many reasons why they said so. First, in this course, there is less theory material than other subjects do. Second, this course is different from others subjects. Here, the students do many physical activities in the class. Third, they also said that in
Play Performance Class the students were asked to have critical thinking of what they faced. It means that they were encouraged enough to face different situations in the particular time. Fourth, they claimed that they could get more value in having group dynamics than in other classes. Next, every single person in this class was treated as a mature person. It means that there was not intimidation during doing activities.

From the interview, they also stated that they got many food holds in life. As a teacher candidate, the interviewee said that it was necessary for them to learn about role-play. That role-play is a media to teach English. They also learnt to be more flexible in facing the problems appeared. Different situation and different problems asked different way of solving, they added.

Apart from the above research results, the researcher also found other findings. The interviewee said that it was very necessary for students of English Education to take Play Performance course because it does not only teach the application to hold a performance, but also gives more valuable experiences for the next professional career

C. Discussion

Play Performance Class is still necessary to be held. It is probably because in one section class, Play Performance does not only teach the theories of holding a performance, but also improves students’ soft skills. Many activities found in the course are able develop students’ inter-personal abilities. In holding the subject, the lecturer and assistants cooperate to form the students through groups in order they can build, develop, and manage themselves.

Based on the results, both from questionnaires and interviews, the students said “happy and glad” when they were asked about their feeling when they joined the class. In indicates that all of them had positive response toward Play Performance. As Gibson (1985) says, “If the students feel happy, feel comfortable, and interested in Play Performance Class and its whole activities, they may have positive perception about it.”
Their self-concept and needs formed their perceptions to Play Performance. It is obvious that the results showed positive reactions. However, in fact they complained about there were many activities to join. Finally, they were aware that this course does not only distribute cognitive aspects. In the progress, students were divided into several groups. It allowed them to interact with their own group’s member. In the group, there were many problems to solve. It demands people’s ability to overcome the problems appeared.

Self management, time management, leadership, sensitivity, creativity, and patient occur when the people work in certain group to achieve specific purpose. It is supported by Redford (2007). She says that it is important for people to understand the others’ points of view and give them the respect that is their due. Another crucial component of soft skills is time management, which is essential for effective communication. Studies have proved that those who have mastered the art of time management are high achievers, in all their endeavors. Good time management also means that one can achieve the greatest benefit possible with the limited amount of time available.

The results stated that all of the students felt “more” in their inter-personal abilities. It showed that Play Performance has positive impacts for students’ soft skills development. Those abilities are important for the students during studying in English Education of Sanata Dharma. They will have needed those skills by the time they graduate from this study program.

Their interests, feeling comfort, and motivations make them enthusiastic to join all the activities in the course. They also perceived that the role of Play Performance gives contributions toward their soft skills development. The students also learn how to solve the problems with various situations. These phenomena requests students’ personal abilities. The situation when they are in a group is different from when they stand as individuals. In a group, there are many way of thinking in discussing the problem. They learn to appreciate each member of the group.

The students also learn how to develop their ideas and express them. According to Nurhan (2000), play performance is a part of arts, which the players
perform certain characters as concrete as possible rather than an entertainment show. It means that the students have to be as creative as possible in presenting the characters, the setting, and the situations based on the script. The creativity here is expected to appear in their activities after taking Play Performance Class. For example, they can present the material of English creatively in school when they teach later in order to avoid students’ boredom.

It is also stated that soft skill training requires an in-depth understanding of the person’s nature, their background, their personality temperaments and even previous study experience (Rajan, 2008). It means that in a group students are allowed to have good cooperation with their friends. The student has to respect other’s background, personality, and experiences. By this course, students learn to appreciate others. Based on the results, they have passed the stage of appreciation that they can respect each other.

Nevertheless, most of the students gave many suggestions to improve and develop Play Performance Class. They were also satisfied with their skill development through Play Performance. These suggestions will be presented in the next chapter.
CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter consists of two parts, they are conclusion in the first part, and suggestion in the last part. The first part deals with the conclusion of the study. The second part deals with the suggestions. The suggestions are recommended to the lecturer of the Play Performance Class, the assistants, English Education Study Program, and further research.

A. Conclusion

This study aims to find out the students’ perception toward Play Performance in developing soft skills. There are two major research problems as stated in Chapter I. The problem are about the way Play Performance Class implement soft skill development during the progress of the semester and students’ perception towards Play Performance Class in developing students’ soft skills. In order to answer the research problems, the researcher distributed questionnaires and conducted interviews.

Based on the results of both questionnaires and interviews, the following conclusions are drawn. It is found that Play Performance Class implements soft skills development during its progress. By holding many group activities, students learn to improve their inter-personal abilities. Group dynamics also help the class to conduct the activities which allow the students to improve and develop themselves, especially in soft skill abilities.

The students are also interested and have good motivation to join the class. It proves that they have good perceptions toward Play Performance. They could get sufficient knowledge to develop their inter-personal abilities. Students became more creative, sensitive, well managed, and discipline after they took the class. They also learn how to be a good leader, even in the small scope. They also believe that Play Performance Class gives contributions toward their development in having relationship with others.
B. Suggestions

The researcher found suggestions related to this study. These suggestions based on the research which was held. The suggestions are recommended to the lecturer of Play Performance, the assistant who help the lecturer in running the class, English Education Study Program which is the formal institution where this course conducted, and further research which has the same field, that is Play Performance.

1. For the Lecturer

The conclusions in the previous part show that Play Performance is considered as a good subject to improve and develop students’ inter-personal capabilities. The students have positive perceptions of the role of Play Performance in improving soft skills.

Therefore, the lecturer should take part actively into the group dynamics. It can help the students to learn about the material actively also. It also avoids the assumption that there is a gap between the lecturer and the students. Close relationship may encourage the students to get strong motivation taking part of the class. It is also stated in the results that the lecturer should give fair portion in assisting the progress. The lecturer should give appreciation more to the students to create and express their ideas and creativity.

Further, the lecturer should consider students’ background, experiences, and emotion. It may help the lecturer to distribute the materials and theories accurately.

2. For the Assistant

In previous explanation, it is stated that the progress of the class cannot be said that it is only students’ work. Sometimes, the lecturer needs one or more assistants to help running the materials. In this section, the researcher provides several suggestions for the assistant of the Play Performance lecturer.

The assistant should give balanced portion in visiting the groups while they have practices. This action aims to monitor and evaluating the group whether
they get improvement or not. An assistant is a back-up of the lecturer in monitoring the groups’ progress. It was also said that the assistant should be more objective. Although the assistant is a student, in the class he or she is a teacher. It helps the person who becomes an assistant to be more professional. From the results, it is said also that the assistant should have a specialty. It may help the students to get more information about Play Performance itself.

3. For English Education Study Program

   English Education Study Program as the formal institution where the course conducted is also given several suggestions. It should choose the capable lecturer to hold Play performance. It means that the lecturer chosen should understand the theories of theater and can lead the students in class.

   This study program should give clear guidance in running the class. It may help the lecturer in conducting the class. Also, it would better consider about the needs of the class, for example relating the administration, class arrangement, and even giving more operational fund to run the course.

4. For the Further Research

   This study is hoped to inspire future researchers to conduct further research about Play Performance and enrich the existing research. The researcher also suggests a further research to consider that there are still many aspects to discuss in Play Performance. The future researcher can explore more Play Performance. This research only focused on students’ perception toward Play Performance in developing students’ soft skill.
REFERENCES


APPENDIX 1

Result of the Questionnaires and Interviews
### Result of Questionnaires

<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>Sangat Setuju</th>
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<th>Setuju</th>
<th>Sangat Setuju</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya mengikuti semua kegiatan dalam kelas Play Performance.</td>
<td></td>
<td>1</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>Saya mengikuti workshop yang diadakan dalam menunjang mata kuliah Play Performance, walaupun bukan tugas saya.</td>
<td>14</td>
<td>4</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Saya selalu mengikuti latihan kelompok di luar kelas Play Performance.</td>
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<td>2</td>
<td>9</td>
<td>18</td>
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<tr>
<td>4</td>
<td>Saya juga mengikuti perkembangan kelompok lain lewat presentasi yang mereka adakan.</td>
<td>3</td>
<td>11</td>
<td>7</td>
<td>9</td>
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<td>Saya senang mengikuti semua aktifitas dalam mata kuliah Play Performance.</td>
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<td>7</td>
<td>17</td>
<td>5</td>
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<tr>
<td>6</td>
<td>Selama mengikuti mata kuliah Play Performance, saya aktif ikut ambil bagian dalam kegiatan kelompok saya.</td>
<td></td>
<td>2</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>Saya merasakan perubahan dari sisi kepribadian saya menjadi lebih baik selama dan setelah mengikuti kelas Play Performance.</td>
<td>1</td>
<td>6</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>Dalam kelompok Play Performance saya, saya belajar bagaimana cara berkomunikasi yang baik.</td>
<td></td>
<td>4</td>
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<tr>
<td>9</td>
<td>Saya merasa bebas mengungkapkan ide saya kepada kelompok.</td>
<td>3</td>
<td>11</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
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<td>Saya terbuka dengan ide lain yang diberikan oleh orang lain demi kemajuan kelompok saya.</td>
<td>-</td>
<td>-</td>
<td>22</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>Saya kecewa apabila ide/usulan/masukan saya tidak digunakan oleh kelompok saya.</td>
<td>8</td>
<td>17</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Saya tidak menjalankan keputusan kelompok apabila ide/usulan/masukan saya tidak dipakai sebagai keputusan.</td>
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<td>Saya bebas berkreasi demi kemajuan kelompok saya.</td>
<td>3</td>
<td>9</td>
<td>15</td>
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<td>Kelompok saya mendukung kerja saya, baik secara tim maupun personal dalam menjalankan tugas saya.</td>
<td>-</td>
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<td>Saya merasa terganggu apabila ada teman yang menanyakan tugas saya dalam kelompok Play Performance.</td>
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
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<td>Bahasa Inggris saya berkembang selama mengikuti mata kuliah tersebut.</td>
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<td>29</td>
<td>Mata kuliah Play Performance sebaiknya terus diadakan di PBI sanata Dharma.</td>
<td>1</td>
<td>3</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>30</td>
<td>Play Performance memberikan nilai lebih untuk mahasiswa PBI Sanata Dharma.</td>
<td>-</td>
<td>1</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>31</td>
<td>Play Performance juga berguna untuk calon guru.</td>
<td>-</td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>32</td>
<td>Saya bisa menjadi pemimpin yang baik setelah mengikuti mata kuliah Play Performance.</td>
<td>-</td>
<td>10</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>33</td>
<td>Saya merasa lebih kreatif setelah mengikuti mata kuliah Play Performance.</td>
<td>-</td>
<td>7</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>34</td>
<td>Kelompok saya mendukung saya dalam mengerjakan tugas kelompok, baik secara personal maupun tim.</td>
<td>1</td>
<td>3</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>35</td>
<td>Saya merasa tersinggung apabila ada teman yang memberikan masukan atas apa yang telah saya kerjakan dalam kelompok Play Performance.</td>
<td>15</td>
<td>14</td>
<td>1</td>
<td>-</td>
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</table>
### Result of Questionnaires (in %)

<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>Sangat Tidak Setuju</th>
<th>Tidak Setuju</th>
<th>Setuju</th>
<th>Sangat Setuju</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya mengikuti semua kegiatan dalam kelas Play Performance.</td>
<td>-</td>
<td>3,3%</td>
<td>36,7%</td>
<td>60%</td>
</tr>
<tr>
<td>2</td>
<td>Saya mengikuti workshop yang diadakan dalam menunjang mata kuliah Play Performance, walaupun bukan tugas saya.</td>
<td>46,7</td>
<td>13,3</td>
<td>26,7</td>
<td>3,3</td>
</tr>
<tr>
<td>3</td>
<td>Saya selalu mengikuti latihan kelompok di luar kelas Play Performance.</td>
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<td>Saya juga mengikuti perkembangan kelompok lain lewat presentasi yang mereka adakan.</td>
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<td>5</td>
<td>Saya senang mengikuti semua aktifitas dalam mata kuliah Play Performance.</td>
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<td>23,3</td>
<td>56,7</td>
<td>16,7</td>
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<tr>
<td>6</td>
<td>Selama mengikuti mata kuliah Play Performance, saya aktif ambil bagian dalam kegiatan kelompok saya.</td>
<td>-</td>
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<td>53,3</td>
<td>40</td>
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<tr>
<td>7</td>
<td>Saya merasakan perubahan dari sisi kepribadian saya menjadi lebih baik selama dan setelah mengikuti kelas Play Performance.</td>
<td>3,3</td>
<td>20</td>
<td>56,7</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>Dalam kelompok Play Performance saya, saya belajar bagaimana cara berkomunikasi yang baik.</td>
<td>-</td>
<td>13,3</td>
<td>43,3</td>
<td>43,3</td>
</tr>
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<td>-------------</td>
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</tr>
<tr>
<td>9</td>
<td>Saya merasa bebas mengungkapkan ide saya kepada kelompok.</td>
<td>10</td>
<td>36,7</td>
<td>43,3</td>
<td>10</td>
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<tr>
<td>10</td>
<td>Saya terbuka dengan ide lain yang diberikan oleh orang lain demi kemajuan kelompok saya.</td>
<td>-</td>
<td>-</td>
<td>73,3</td>
<td>26,7</td>
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<tr>
<td>11</td>
<td>Saya kecewa apabila ide/usulan/masukan saya tidak digunakan oleh kelompok saya.</td>
<td>26,7</td>
<td>56,7</td>
<td>10</td>
<td>6,7</td>
</tr>
<tr>
<td>12</td>
<td>Saya tidak menjalankan keputusan kelompok apabila ide/usulan/masukan saya tidak dipakai sebagai keputusan.</td>
<td>66,7</td>
<td>30</td>
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</tr>
<tr>
<td>13</td>
<td>Saya bebas berkreasi demi kemajuan kelompok saya.</td>
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<td>30</td>
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<td>10</td>
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<tr>
<td>14</td>
<td>Kelompok saya mendukung kerja saya, baik secara tim maupun personal dalam menjalankan tugas saya.</td>
<td>-</td>
<td>16,7</td>
<td>50</td>
<td>33,3</td>
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<tr>
<td>15</td>
<td>Saya merasa terganggu apabila ada teman yang menanyakan tugas saya dalam kelompok Play Performance.</td>
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<td>53,3</td>
<td>6,7</td>
<td>-</td>
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<tr>
<td>16</td>
<td>Saya tergerak untuk membantu hanya apabila saya diminta.</td>
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<td>56,7</td>
<td>6,7</td>
<td>-</td>
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<td>17</td>
<td>Saya merasa terbebani dengan tugas saya dalam kelompok Play Performance.</td>
<td>16,7</td>
<td>56,7</td>
<td>20</td>
<td>6,7</td>
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<tr>
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<tr>
<td>18</td>
<td>Play Performance membuat saya terbebani dalam mengerjakan tugas mata kuliah yang lain.</td>
<td>3,3</td>
<td>36,7</td>
<td>3,3</td>
<td>16,7</td>
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<tr>
<td>19</td>
<td>Waktu pribadi saya tersita hanya untuk mata kuliah Play Performance.</td>
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<td>50</td>
<td>26,7</td>
<td>16,7</td>
</tr>
<tr>
<td>20</td>
<td>Saya juga bisa mengembangkan kemampuan Bahasa Inggris saya selama mengikuti mata kuliah Play Performance.</td>
<td>6,7</td>
<td>16,7</td>
<td>60</td>
<td>16,7</td>
</tr>
<tr>
<td>21</td>
<td>Play Performance membuat saya percaya diri dalam menggunakan Bahasa Inggris.</td>
<td>6,7</td>
<td>23,3</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>22</td>
<td>Saya belajar menjadi pemimpin yang baik selama mengikuti mata kuliah tersebut.</td>
<td>13,3</td>
<td>36,7</td>
<td>43,3</td>
<td>6,7</td>
</tr>
<tr>
<td>23</td>
<td>Saya bisa memberikan solusi/pemacahan atas masalah yang dihadapi.</td>
<td>-</td>
<td>43,3</td>
<td>46,7</td>
<td>10</td>
</tr>
<tr>
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<td>Saya bisa memutuskan apa yang terbaik untuk kelompok Play Performance saya.</td>
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<tr>
<td>25</td>
<td>Saya bisa memberikan kontribusi untuk kelas Play Performance.</td>
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<td>60</td>
<td>33,3</td>
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<tr>
<td>26</td>
<td>Tanpa diminta, saya bersedia membantu teman yang kesulitan dalam mengerjakan tugas Play Performance.</td>
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<td>6,7</td>
<td>63,3</td>
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<td>--------------</td>
<td>--------</td>
<td>---------------</td>
</tr>
<tr>
<td>27</td>
<td>Saya bersedia mengikuti semua aktifitas yang menyangkut mata kuliah Play Performance.</td>
<td>-</td>
<td>10</td>
<td>56,7</td>
<td>33,3</td>
</tr>
<tr>
<td>28</td>
<td>Bahasa Inggris saya berkembang selama mengikuti mata kuliah tersebut.</td>
<td>6,7</td>
<td>33,3</td>
<td>60</td>
<td>-</td>
</tr>
<tr>
<td>29</td>
<td>Mata kuliah Play Performance sebaiknya terus diadakan di PBI sanata Dharma.</td>
<td>3,3</td>
<td>10</td>
<td>43,3</td>
<td>43,3</td>
</tr>
<tr>
<td>30</td>
<td>Play Performance memberikan nilai lebih untuk mahasiswa PBI Sanata Dharma.</td>
<td>-</td>
<td>3,3</td>
<td>40</td>
<td>56,7</td>
</tr>
<tr>
<td>31</td>
<td>Play Performance juga berguna untuk calon guru.</td>
<td>-</td>
<td>16,7</td>
<td>33,3</td>
<td>50</td>
</tr>
<tr>
<td>32</td>
<td>Saya bisa menjadi pemimpin yang baik setelah mengikuti mata kuliah Play Performance.</td>
<td>-</td>
<td>33,3</td>
<td>50</td>
<td>16,7</td>
</tr>
<tr>
<td>33</td>
<td>Saya merasa lebih kreatif setelah mengikuti mata kuliah Play Performance.</td>
<td>-</td>
<td>23,3</td>
<td>56,7</td>
<td>53,3</td>
</tr>
<tr>
<td>34</td>
<td>Kelompok saya mendukung saya dalam mengerjakan tugas kelompok, baik secara personal maupun tim.</td>
<td>3,3</td>
<td>10</td>
<td>53,3</td>
<td>33,3</td>
</tr>
<tr>
<td>35</td>
<td>Saya merasa tersinggung apabila ada teman yang memberikan masukan atas apa yang telah saya kerjakan dalam kelompok Play Performance.</td>
<td>50</td>
<td>46,7</td>
<td>3,3</td>
<td>-</td>
</tr>
</tbody>
</table>
Answer of Open Questions of the Questionnaires

1. Yang seharusnya dipertahankan dalam klas Play Performance
   - Adanya latihan fisik dan vokal
   - Tugas dosen tetap sebagai fasilitator dan mediator
   - Penerapan dasar-dasar teater yang lazim digunakan dalam dunia seni
   - Adanya workshop dan dibimbing oleh tenaga yang berkompetensi
   - Adanya kerjasama antar kelompok play
   - Tes yang berupa penerapan seni pertunjukan; monolog, dialog, dll
   - Mata kuliah Play Performance itu sendiri.

2. Yang masih harus diperbaiki dan dikembangkan
   - Profesionalisme kerjadian kapasitas dosen, sebaiknya yang menguasai bahan
   - Dosen yang terlalu banyak campur tangan masalah kelompok
   - Teori tentang dunia teater itu sendiri
   - Latihan dari dosen pengampu mata kuliah
   - Cara mengorganisir kelompok, baik oleh dosen maupun oleh mahasiswa sendiri
   - Secara pribadi, sifat dosen yang tidak otoriter
   - Alokasi kegiatan yang lebih teratur
   - Komunikasi yang berjalan dua arah
   - Dosen yang tau esensi mendidik
   - Ide cerita yang sederhana
   - Pengaturan jumlah dalam kelompok
   - Kru panggung yang lebih mumpuni
   - Direduksi adanya kompetisi antar dosen
- Kerjasama dengan dosen mata kuliah yang lain

3. Saran/usul/kritik

a. Untuk dosen
- Mohon jangan mengganggu sesi latihan
- Bila ada saran, jangan mendadak
- Dosen sebaiknya menghargai ide dan kreativitas siswa
- Kurangi kegiatan di luar esensi grup-support dan teater
- Butuh campur tangan dosen dalam mengatur jumlah anggota kelompok
- Membentuk kerjasama yang baik dengan mahasiswa
- Adil
- Jangan otoriter
- Tanggap situasi

b. Untuk mahasiswa
- Lebih kompak lagi
- Lebih terbuka dengan usul
- Jangan cengeng
- Lebih kreatif lagi dalam pengusahaan dana kelompok
- Jangan nge-gap
- Lebih sportif
- Lebih obyektif
- Tanggap pada situasi
- Lebih disiplin
- Jangan egois
- Mengatur manajemen diri yang lebih baik lagi
- Lebih bertanggung jawab

c. Untuk asisten dosen
- Diperbanyak lagi waktu kunjungan ke kelompok
- Lebih proaktif
- Kerja nyata lebih ditingkatkan, jangan Cuma usul
- Dapat menjadi back-up buat dosen
- Lebih obyektif
- Adanya spesialisasi kerja

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Result of Interview Section

1) Apakah kamu senang mengikuti kelas Play Performance? (senang)

Kenapa?

karena:

- Karena tidak ada teori
- Kegiatan perkuliahan berbeda dengan mata kuliah yang lain
- Diajak berpikir, bergerak dan merasa
- Karena ada permainan kelompok
- Banyak kegiatan fisik
- Bisa belajar melakukan kegiatan yang awalnya dipikir mustahil untuk dilakukan
- Menemukan banyak pelajaran dari tiap kegiatannya
- Merasa diperlakukan lebih dewasa karena semua keputusan dipertimbangkan dari situasi dan kondisi pribadi dan kelompok
- Merasa ditempa lebih oleh setiap kegiatan dalam kuliah
- Mendapatkan banyak teman dalam berkegiatan
- Jadi mengerti bagaimana bekerja sama dengan orang-orang yang berbeda

2) Menurutmu, mengapa Play Performance penting untuk mahasiswa PBI Sanata Dharma?

Kaitannya sebagai calon guru:

- Jadi mengerti bagaimana teknik role-play, jadi bisa digunakan untuk mengajar
- Menjadi terbiasa menghadapi banyak orang
- Melatih manajemen diri dalam kaitannya hubungan dengan orang lain; ramah, taktis, tidak egois, dll
- Belajar menjadi “bunglon”; fleksibel
- Belajar menjadi mediator bagi orang lain

Sebagai pribadi:
- Melatih tanggung jawab diri
- Belajar berempati
- Menjadi lebih kreatif
- Sadar kalau hal sekecil apa pun bisa diambil hikmahnya

3) Apakah kamu merasakan perubahan ketika dan setelah mengikuti proses dalam kelas Play Performance? Apa dan bagaimana?
- Menjadi lebih kreatif
- Manajemen diri makin tertata
- Lebih mandiri
- Bisa berpikir panjang; mengerti bagaimana berpikir sebab-akibat
- Menjadi lebih sabar
- Pintar mencari solusi

4) Menurutmu, apa yang sebaiknya dikembangkan dan dipertahankan dalam kelas Play Performance?
- Adanya latihan fisik dan vokal
- Tugas dosen tetap sebagai fasilitator dan mediator
- Penerapan dasar-dasar teater yang lazim digunakan dalam dunia seni
- Adanya workshop dan dibimbing oleh tenaga yang berkompetensi
- Adanya kerjasama antar kelompok play
- Tes yang berupa penerapan seni pertunjukan; monolog, dialog, dll
5) Sejauh mana Play performance membantumu dalam menjalani sebagai mahasiswa dan sebagai pribadi?

- Jadi mampu berinteraksi dengan banyak orang, sehingga kemampuan berkomunikasi menjadi lebih baik
- Merasa bisa jadi lebih fleksibel dengan situasi dan kondisi yang ada
- Jadi lebih kreatif dalam mengusahakan sesuatu
- Tidak gampang menyerah
- Kekompakan dengan teman-teman satu angkatan lebih berkembang
- Belajar menjadi seorang pemimpin, walaupun dalam hal kecil sekalipun
- Tanggap dan peka dengan keadaan orang lain
APPENDIX 2

Examples of Lesson Plan of the Play Performance Class
LESSON PLAN WEEK 1

PLAY PERFORMANCE
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
SANATA DHARMA UNIVERSITY

Lecturer:
Ag. Hardi Prasetyo, S. Pd., M. A.

Time allocation: 3 x 50 minutes

Competence standard: on completing this course, the students are expected to be able to conduct a performance.

<table>
<thead>
<tr>
<th>Basic competencies</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of this meeting, students are able to:</td>
<td>At the end of this meeting, students are able to:</td>
<td>1. Greeting</td>
<td>5 minutes</td>
<td>• Physical training consists of:</td>
</tr>
<tr>
<td>1. Comprehend the theories of theater</td>
<td>1. Apply the basic practice of breathing training of theater</td>
<td>2. Lecturer explains about the activities of the week</td>
<td>20 minutes</td>
<td>- Running</td>
</tr>
<tr>
<td>2. Understand the basic practices of theater</td>
<td>2. Apply the basic practice of physical training of theater</td>
<td>3. Physical training</td>
<td>60 minutes</td>
<td>- Stretching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Breathing training</td>
<td>45 minutes</td>
<td>• Breathing training consists of:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Evaluation</td>
<td>20 minutes</td>
<td>- Lung-breathing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Stomach-breathing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>It is varied by:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Hissing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Muttering</td>
</tr>
</tbody>
</table>
Competence standard: on completing this course, the students are expected to be able to conduct a performance.

<table>
<thead>
<tr>
<th>Basic competencies</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Notes</th>
</tr>
</thead>
</table>
| At the end of this meeting, students are able to:  
1. Comprehend the theories of theater  
2. Understand the basic practices of theater | At the end of this meeting, students are able to:  
1. Apply the basic physical training used in theater  
2. Apply the basic breathing training used in theater  
3. Apply the basic vocal training used in theater | 1. Greeting  
2. Physical training  
3. Breathing training  
4. Vocal training  
5. Practice deepening the character  
6. Evaluation | 5 minutes  
40 minutes  
30 minutes  
30 minutes  
35 minutes  
10 minutes | • The same physical training with the previous training  
• The same breathing training with the previous meeting  
• Vocal training focuses on articulation; vowel alphabets  
• Character practicing focuses on being someone else |
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

LESSON PLAN WEEK 3

PLAY PERFORMANCE
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
SANATA DHARMA UNIVERSITY

Lecturer:
Ag. Hardi Prasetyo, S. Pd., M. A.

Time allocation: 3 x 50 minutes

Competence standard: on completing this course, the students are expected to be able to conduct a performance.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>At the end of this meeting, students are able to:</td>
<td>At the end of this meeting, students are able to:</td>
<td>1. Greeting</td>
<td>5 minutes</td>
<td></td>
</tr>
<tr>
<td>1. Comprehend the theories of theater</td>
<td>1. Apply the basic physical training used in theater</td>
<td>2. Physical training</td>
<td>40 minutes</td>
<td></td>
</tr>
<tr>
<td>2. Understand the basic practices of theater</td>
<td>2. Apply the basic breathing training used in theater</td>
<td>3. Breathing training</td>
<td>30 minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Apply the basic vocal training used in theater</td>
<td>4. Vocal training</td>
<td>35 minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Apply the basic theater theories</td>
<td>5. Expression training</td>
<td>35 minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Evaluation</td>
<td>5 minutes</td>
<td></td>
</tr>
</tbody>
</table>

- The same physical training with the previous training
- The same breathing training with the previous meeting
- Vocal training is added with intonation practices
- Expression training can be varied by practicing collectively in one
## LESSON PLAN WEEK 4

### PLAY PERFORMANCE

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**  
**SANATA DHARMA UNIVERSITY**  

**Lecturer:**  
Ag. Hardi Prasetyo, S. Pd., M. A.

### Time allocation: 3 x 50 minutes

**Competence standard:** on completing this course, the students are expected to be able to conduct a performance.

<table>
<thead>
<tr>
<th>Basic competencies</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Notes</th>
</tr>
</thead>
</table>
| At the end of this meeting, students are able to: | At the end of this meeting, students are able to: | 1. Greeting  
2. Physical training  
3. Breathing training  
4. Vocal training  
5. Practice understanding and expressing symbol  
6. Evaluation | 5 minutes  
40 minutes  
30 minutes  
30 minutes  
35 minutes  
10 minutes | • The same physical training with the previous training  
• The same breathing training with the previous meeting  
• The same vocal training with the previous meeting  
• In practicing understanding and expressing symbol, lecturer can use media |
| 1. Comprehend the theories of theater  
2. Understand the basic practices of theater | 1. Apply the basic physical training used in theater  
2. Apply the basic breathing training used in theater  
3. Apply the basic vocal training used in theater  
4. Apply the basic theater theories | |  |
LESSON PLAN WEEK 5

PLAY PERFORMANCE
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
SANATA DHARMA UNIVERSITY

Lecturer:
Ag. Hardi Prasetyo, S. Pd., M. A.

Time allocation: 3 x 50 minutes

Competence standard: on completing this course, the students are expected to be able to conduct a performance.

<table>
<thead>
<tr>
<th>Basic competencies</th>
<th>Indicators</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of this meeting, students are able to:</td>
<td>At the end of this meeting, students are able to:</td>
<td>1. Greeting</td>
<td>5 minutes</td>
<td>• The same physical training with the previous training</td>
</tr>
<tr>
<td>1. Comprehend the theories of theater</td>
<td>1. Apply the basic physical training used in theater</td>
<td>2. Physical training</td>
<td>40 minutes</td>
<td>• The same breathing training with the previous meeting</td>
</tr>
<tr>
<td>2. Understand the basic practices of theater</td>
<td>2. Apply the basic breathing training used in theater</td>
<td>3. Breathing training</td>
<td>30 minutes</td>
<td>• The same vocal training with the previous meeting</td>
</tr>
<tr>
<td></td>
<td>3. Apply the basic vocal training used in theater</td>
<td>4. Vocal training</td>
<td>30 minutes</td>
<td>• In practicing how to ‘fulfill’ the stage, it focuses on blocking</td>
</tr>
<tr>
<td></td>
<td>4. Apply the basic theater theories</td>
<td>5. Practice how to ‘fulfill’ the stage</td>
<td>35 minutes</td>
<td>on the stage</td>
</tr>
</tbody>
</table>