

Exploring Creativity Drama in Literature English Learning Teaching of Islamic Boarding School

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Abstract

This research explores the integration of drama creativity in English literature learning in the context of Islamic boarding schools, focusing on the experiences at Mambaus Sholihin Islamic boarding school in Gresik, East Java, Indonesia. The research uses descriptive qualitative methods to understand the implementation of literary literacy and drama, by examining the methods used by the source teachers. The findings of this study highlight the importance of drama in literature education, emphasizing its role in encouraging engagement, cultural exploration and moral development. The study features namely “*Sky Theater*” at Mambaus Sholihin boarding school as a practical example, demonstrating how drama contributes to a deep and diverse learning experience. The creative application of drama is not only as a tool to convey knowledge, as a means to convey religious and moral values. The teaching methods used, including drilling, memorizing, understanding and practicing, create a holistic learning environment that integrates technology and hands-on activities. This research underscores the transformative potential of drama in enriching English language education in boarding school emphasizing its role in nurturing individuals with essential life skills.

Keywords: *drama creativity, literature education, Islamic boarding schools, cultural exploration, moral development.*

Introduction

Literature is a feature of all human cultures, everywhere and at all times. Literature is any written work of artistic or intellectual value, including both fiction and nonfiction. Literature includes various forms such as novels, poetry, plays, and essays that reflect aspects of human experience, emotions, and culture. Studying literature helps students improve their language skills, understand cultural nuances, and explore different expressions of English. Literature serves as a valuable tool for language acquisition and cultural appreciation (Miller, 2019). Regarding drama and second language learning, many researchers have shown how theater has been successfully used as a second language learning environment in English. The study shows that drama fosters peer collaboration and creates a positive learning environment that encourages students to engage linguistically, emotionally and intellectually (Bournot-Trites et al., 2007).

In an evolving educational environment, the development of creativity is increasingly recognized as a key element of an effective learning experience. This is especially true in the field of English education, where as a foreign language in Indonesia, English is only learned in formal and non-formal education, and not in everyday use. It is important to foster creativity in English learning in Indonesia by incorporating creative elements into the English curriculum such as drama and emphasizing teaching methods that motivate students to speak and interact in everyday contexts. One of the main benefits of literature is that it arouses students' interest and acts as an incentive to motivate them by engaging them on a personal and emotional level. When students are personally and emotionally engaged, they become more motivated and interested in learning English (Bessade, 2022).

Drama is an activity where students are asked to portray themselves or others in an imaginary situation. In other words, theater is the world of pretend play. Drama requires learners to put themselves outside the classroom or into someone else's personality (Davies, 1990). Drama plays an important role in literature learning in English classes. As we understand, drama not only enriches students' learning experience, but also opens the door to a deeper understanding of literary elements such as character, plot and conflict. Through drama, students can be directly involved in the interpretation and experience of these literary elements. This will not only deepen your understanding of the literary text, but also allow you to feel the emotions and nuances contained in the work. Drama also creates an environment where students can speak, listen and interact in English, improving their communication skills in a

more natural and situational way. In addition, the use of drama in literature lessons gives students the opportunity to collaborate, boost confidence and develop critical skills. Overall, this approach not only allows students to deepen their understanding of literary works, but also provides a dynamic and fun learning experience.

Exploring creativity through drama in literature can be a valuable approach in teaching English, especially in Islamic boarding schools. This approach can help students engage with literature in a more interactive and immersive way, fostering a deeper understanding of the text and improving language skills. The creativity of learning English through drama provides a unique platform for students in Islamic boarding schools to connect with the cultural and moral aspects embedded in their education. It provides a means for a holistic educational experience at an Islamic boarding school, where language learning is combined with cultural understanding and moral development. This dynamic approach not only adds value to English learning, but also shapes individuals who are not only good at languages, but also have a deep understanding of culture and ethical principles.

Literature can be learned in boarding school activities, such as at the Mambaus Sholihin boarding school from Gresik, East Java which offers Various tasks to assist club members enhance their academic and non-academic English skills. One of them is a drama club in the form of the sky theater. It is a drama performance activity performed by students who are talented in acting and writing drama scripts. Before making a drama script for sure, students always read a lot, which reading sources obtained are in the boarding school library and internet platforms that are accessed when students are studying. This sky theater is an activity that focuses on 2 foreign languages at the Mambaus Sholihin Islamic boarding school among which focuses on English.

In a boarding school environment, literature education plays an important role in opening doors to exploration and creative expression, particularly in the field of drama. This research focuses on the understanding and application of literature by the resource teachers through practical engagements within Islamic boarding institutions. How resource persons paved the way for literary education as administrators of the Mambaus Sholihin Islamic boarding school, especially in reading, understanding and creating theater works, deserves attention, especially through platforms such as Sky Theater performance at the Mambaus Sholihin Islamic boarding school. In addition, study examines literature teaching methods applied by the respondents, especially considering specific strategies related to theater elements. It also examines how the

narrator, as the administrator of a boarding school, becomes the main driving force in developing the literary skills of the students and their peers, especially in the context of drama. And the extent of the narrators' participation as boarding school administrators in literary literacy projects that provide a dynamic and inspiring dimension to literary exploration in this boarding school.

We chose the title "Exploring Creativity Drama in Literature English Learning Teaching of Islamic Boarding School" because it reflects the purpose of an exploratory approach to the utilization of creativity drama in the English learning process, particularly in an Islamic boarding school environment. The word "Exploring" indicates the research intention to dig deeper, explore the potential, and understand the full impact of the application of drama creativity. By emphasizing the role of creativity through drama, this title highlights the importance of dramatic elements in enriching students' learning experience. The addition of literature and English language learning clarifies the focus on the application of drama creativity in a linguistic and literary context. By mentioning "Islamic Boarding School," this title also accentuates the specific context of the research, giving emphasis to the application in a typical Islamic educational setting. As such, it provides an overview of the exploration of how drama creativity is applied in the context of English language learning in Islamic boarding schools, making it relevant and informative for readers interested in the development of innovative learning methods in Islamic educational settings.

Method

This research uses descriptive qualitative research methods. Descriptive qualitative is an exploratory methodological approach that seeks to understand and interpret human behavior, experiences, and phenomena using non-numerical data such as interviews, observations, and text analysis. This research aims to answer questions related to developing an understanding of the dimensions of meaning and experience of human life and the social world (Fossey et al., 2002). The researcher used observational interviewing or participant observation techniques. Interviews were conducted using questions prepared by the researcher to collect data and understand the knowledge, experiences and practices of respondents regarding the use of literature in English in boarding schools, especially in the context of drama. Observations were also made of activities and projects involving literary literacy, such as drama performances. The object of this research is an administrator of the Mambaus Sholihin

boarding school who is part of the management of the Santri Literacy Committee for Art and Literature in the translation division and also one of the students who participated in a drama performance at the sky theater Mambaus Sholihin residential school.

Findings and Discussion

1. Implementation of literary literacy in Islamic boarding schools

The research findings show that in learning literature studied at Mambaus Sholihin boarding school, one of them is drama as a means to integrate literacy learning into English learning at Mambaus Sholihin boarding school. Theatrical of drama constitutes a distinct segment within the realm of artistic expression is part of people's lives. Theater is the form that is nearest or bearing the greatest resemblance to the expression of existence surrounding us, and closely akin to the expression and portrayal of tensions stemming from life's circumstances. This is due to the fact that the primary focus of theatrical creative expression revolves around humans utilizing their physical forms and vocal expression (Hidayat et al., 2023). Drama is a written composition with the intention of depict life by expressing tensions and feelings through plot also dialog. The events and dialogues in the play closely resemble the occurrences in daily existence. Hence, drama is a fictional narrative presented through scenes depicting ordinary existence (Nanda & Susanto, 2021). Drama is one of the genres of literature. Drama physically features the presence of dialogue and conversation between characters in a story verbally (Mulatsih, 2023). Drama is a collective creation. It involves students coming together to develop their own theater as a large group, from small to to large. The students can choose their own topics of their own. In addition, they can also research, write, develop their own on their own (Jaeni, 2019).

Drama taps into students' natural ability to imitate and express themselves, and if handled well will arouse interest and imagination. Drama in education capitalizes on students' innate ability to imitate and communicate, becoming a powerful tool when managed effectively. By capitalizing on these natural tendencies, it can capture students' attention and stimulate their creative abilities. When handled carefully, drama not only engages but also sparks curiosity and imaginative thinking among students. Through role-play and expression, it becomes a dynamic method to enhance the learning experience, encourage active participation, and foster a deeper understanding of various subjects (Ratih, 2019). History dramas can be used to develop inspiration for the values contained in the material such as cultural values. The students

intersect and recognize their cultural values through the drama performance (Syukri & Bahrin, 2021).

Drama is one of the activities that is performed every time there is an event in the boarding school, so there is no special schedule for practicing drama, but only practicing when the drama will be performed or when there will be an event in the near future. Although the primary intention of a play is for theatrical presentation, it can also be perused akin to poetry, prose, or a novel. When reading a play, the mind and feelings envision how the lines being recited match those of the play. Therefore, drama belongs to the imaginative literature type (Rohmana et al., 2023). Despite the absence of a dedicated schedule, the emphasis on drama during events indicates its prominence in the educational approach. The integration of drama into various activities aligns with the dynamic nature of literature education in the Islamic boarding school.

The teacher in Mambaus Sholihin said : *“In a drama, it is important to attract the audience's attention with an attractive appearance. Students who have acting talent can become actors and show their abilities, thus attracting the interest of other people to get involved in drama theater. Management can open recruitment to find new talents among students. Before that, Islamic boarding school administrators should provide examples of the best drama performances to introduce drama art to students, so that all students can understand and enjoy drama art. When students' works, whether drama performances or poetry, receive appreciation, this will open up opportunities for students to be involved in the world of dramatic arts and literature.”*

This research also shows that the relationship between literature, drama and language skills is closely related. In the context of drama, students' active participation in the interpretation of characters, plot and theme develops a deep understanding of literary elements. Through theater, they not only understand the text intellectually, but also experience it emotionally thus creating a more profound literary experience. In addition, the immersive nature of the dramatic experience also contributes to the development of language skills. Students need to improve their speaking and listening skills, pay attention to intonation, and understand the nuances of the language used in conversation. The unique context of a boarding school adds an additional dimension. Integrating cultural and moral aspects into the theater learning process provides a richer and more relevant experience. Students not only learn about literature and language, but also absorb the cultural and moral values contained in the stories they perform. This provides a solid foundation for the development of their character and personality.

Drama physically features the presence of dialogue and conversation between characters in a story verbally (Bessadet, 2022). Furthermore, this research emphasizes the creativity of students and board members in drama at the boarding school. As one of the teachers said,

“Creativity in drama is very important because it can enhance storytelling, foster unique expressions of emotion, and allow for innovative approaches to character development Mastery of the script. This stage begins with reading the script to understand the dialog and story that will be performed.”

Afterward, the students practiced to say the dialogues orally and orally and memorize them gradually while acting them out with other actors (Hendra Wibawa et al., 2022). It adds depth and originality to the performance, making it more interesting and memorable for the audience. Creative elements in drama also contribute to the exploration of diverse perspectives and themes, thus enriching the overall artistic experience.

Creativity in drama learning is fundamental to a holistic and enriching educational experience. By using a creative approach, students are not just spectators, but active participants in their learning journey. The dynamics of drama engage students, making the educational process fun and memorable. In addition, drama serves as a powerful means of self-expression, allowing students to learn a spectrum of emotions, viewpoints and characters. The critical thinking required in creating and performing drama hones cognitive skills as students analyze characters, understand plot dynamics, and make imaginative decisions (Hafidz et al., 2022).

The inherently communicative nature of drama enhances verbal and non-verbal communication skills, which contribute to well-rounded personal development. In addition, drama facilitates cultural exploration, offering students the opportunity to understand diverse cultures and historical contexts. Off-stage, the confidence built through public speaking and performance fosters personal growth, while collaborative activities in drama foster teamwork and important interpersonal skills. Integrating creativity into drama education not only fuels enthusiasm for learning, but also equips students with versatile skills that extend beyond the stage.

In relation to drama, drama can be defined as a literary genre that expresses fictional or nonfictional events through the performance of written dialog. The term is used for plays performed on stage or screen that involve characters engaged in a plot or series of intrigues. Unlike a novel, drama is limited to a stage space and a time frame of a few hours, which adds a unique consideration for the playwright. Drama is unique in the way it presents and develops its story, characters and themes, as there is no narrator or narration, and the audience must rely

on the setting of the play and the dialog, facial expressions and actions of the characters to understand the story (Buneri, 2020). Through drama, students can instill their commitment to academic values through the messages they can take away from the stories they have learned (Wahya et al., 2023).

2. Application of Drama in Islamic Boarding Schools

Drama creativity at Mambaus Shalihin boarding school comes from the combination of religious values and acting elements that involve creative interpretation of religious values, such as metaphors and dramatization to express religious concepts. Students can express deeply the meaning and values of religion through acting. In this context, creativity can enhance understanding of religious teachings, encourage self-expression and enrich the way moral messages are conveyed through theater arts. In addition, creativity allows the exploration of local culture and history, creating a space to develop artistic and personal skills in this boarding school environment. The use of dramatic stories and conflicts can enrich the way ethical and moral values are conveyed in daily life. This creates a strong emotional connection between the audience and the message.

The teacher in Mambaus Shalihin said : *“Students improvisation in performing dramatic arts is by adjusting intonation, vocal processing, gesture settings. And God willing, there will be further training and learning about the art of drama, perhaps later by watching directly on the YouTube platform, etc.”*

When students are involved in dramatic arts, they improvise by adjusting intonation, vocal performance and body movements. Additionally, the paragraph implies plans to provide further training and learning in dramatic arts, perhaps delivered through live viewing experiences or using online platforms such as YouTube in the future. This will help students to broaden their horizons and creativity in the arts of drama, as well as improve their abilities in acting.

Santri at Mambaus Shalihin boarding school also explores local culture and history through drama at the boarding school which provides an additional dimension. By incorporating elements of local culture and history into the story, Santri gained a deeper understanding of their heritage. This not only creates a sense of identity, but also instills an appreciation of one's own rich culture and history. Through this creative process, students' artistic and personal skills are enhanced. Students at Mambaus Shalihin boarding school learn to collaborate, improve their public speaking skills, and hone their interpretation skills through

drama. Drama creativity in this boarding school provides a solid foundation for the intellectual, artistic, and spiritual development of Santri.

Mambaus Sholihin boarding school has embraced drama as a dynamic method for non-formal learning, fostering the multifaceted development of its students. Through religious drama performances, in the boarding school not only imparts knowledge of religious values but also brings to life the stories of prophets and scholars, creating a vibrant educational experience. Additionally, the incorporation of cultural and historical performances serves as a means for students to establish a profound connection with their cultural identity, contributing to a well-rounded education that extends beyond traditional academic boundaries.

Moreover, in the boarding school goes beyond theatrical expression, offering practical benefits such as communication skills training. By honing vocal techniques and body language, students are equipped with the tools to articulate ideas effectively and engage with others proficiently. The utilization of drama extends into the realm of personal development, with self-reflection and character building embedded within the activities. Through these endeavors, students gain a deeper understanding of themselves, cultivating not only academic prowess but also essential life skills. The emphasis on group performances underscores the significance of teamwork, instilling in students the value of collaboration and the achievement of shared objectives. Mambaus Sholihin boarding school innovative approach to non-formal learning through drama exemplifies a commitment to holistic education, nurturing both the intellectual and interpersonal dimensions of its students.

3. Teaching Methods in Islamic Boarding Schools

Teaching methods in Mambaus Sholihin boarding school such as using drama literacy as a means of boosting motivation and student engagement Drama literacy can be used as a tool to enhance student engagement and motivation in Islamic boarding school drama teaching methods. By role-playing, writing drama scenarios, directing dramas, practicing dialogue, creating costumes and props, and working together on drama performances, drama literacy can be utilized to help students improve their emotional and communication skills. To improve student understanding and engagement, drama teachers can also incorporate other creative and practical activities into their lessons, like quizzes, debates, or practical exercises. Foreign language instruction in Islamic boarding schools can create an engaging, dynamic, and educational atmosphere that will aid students in improving their emotional and communication skills as well as their level of participation in the learning process by introducing engaging and

educational drama teaching methods. In Islamic boarding schools, drama education Another way to implement Islamic boarding schools is through the use of dramatization to incorporate cultural and traditional ideas. In addition to improving interest and motivation in the classroom, this can assist students in understanding customs and culture that are pertinent to their upbringing.

One of the teachers at the Mambaus Sholihin Islamic boarding school said: *"The drama teaching method at the Mambaus Sholihin Islamic boarding school includes Drilling, Memorizing, Understanding, and Practicing. Demonstrate first, memorize and understand the contents of the script and the author's intentions, then practice."*

The teacher at the Mambaus Sholihin Islamic Boarding School explained that the drama teaching method there includes four stages. First, in the Drilling phase, students engage in intensive practice to understand the basic elements of dramatic art, such as intonation, movement and facial expressions. Next, in the Memorize stage, students are invited to memorize dialogue, scenarios, or important parts of the performance. This helps them understand the structure and content better. After memorizing, students are then encouraged to achieve a deeper understanding of the meaning behind each scene, character and theme in the performance at the Understanding stage. This aims to increase their understanding of the arts of drama. Finally, in the Practicing phase, students are given the opportunity to actively practice and apply the knowledge and skills they have learned. This is done in the context of a drama performance, helping them develop their improvisation and interpretation skills more fully. Thus, this teaching method creates a holistic approach that involves intensive practice, memorization, understanding, and active practice in learning dramatic arts.

In addition, the use of technology in the classroom such as information and communication technology or audiovisual technology can improve students' comprehension of the material being taught and reinforce previously acquired skills. It is believed that by using successful drama teaching strategies, students will be able to acquire positive and healthy emotional and communication skills that will benefit them in their daily lives, interpersonal interactions, and academic success.

Including students in the educational process with hands-on and imaginative activities Islamic boarding schools can use creative and hands-on activities to engage students in the learning process when teaching drama. Giving students the chance to participate in theatrical productions is one strategy that can be used. Students can learn how to communicate with other players, comprehend characters, and express emotions through role-playing. Aside from that, screenplay writing, drama directing, dialogue practice, costume and prop making, and dialogue

practice can all be a part of teaching drama. It is believed that by engaging students in real-world and artistic projects, they will be able to improve their teamwork, communication, and creative thinking abilities. Aside from that, discussion and reflection exercises can be incorporated into drama education. Students can exchange ideas, perspectives, and experiences on learning topics through discussions. Teaching drama can also include reflection exercises, in which students are asked to consider their past theatrical experiences, evaluate their strengths and shortcomings, and devise a plan of action to address them. It is believed that by engaging students in discussion and reflection exercises, their critical, analytical, and evaluative thinking abilities will grow.

The presence of drama can help students to develop their abilities and skills in English literature through engaging and educational drama instruction. Islamic boarding schools can benefit from teaching engaging and educational theater to students as a way to support their overall skill development. Students can practice effective communication, emotional expression, and teamwork through drama performances. In addition, teaching drama can foster students' ability to think critically, solve problems, and be creative (Nurhasanah, 2022). Teaching drama can create an engaging, educational, and dynamic learning environment that will support students' overall skill development by involving them in practical and creative activities. Teaching drama can also assist students in growing in bravery and self-assurance. Through theater productions, students can gain confidence in their public speaking abilities, learn to overcome anxiety, and develop a positive outlook on obstacles. In addition, teaching drama can aid in the development of social skills in pupils, including cooperation, empathy, and tolerance for diversity (Bessade, 2022). Thus, drama education can aid students in acquiring abilities that will benefit them in daily life, interpersonal interactions, and academic success.

Conclusion

Literature is any written work of artistic or intellectual value, including fiction and nonfiction. Literature includes various forms such as novels, poetry, drama, and essays that reflect aspects of human experience, emotions, and culture. Studying literature not only enhances language skills but also provides a window into diverse aspects of human experience, emotions, and culture. This becomes particularly crucial in English education within Islamic boarding schools, where English is primarily learned in a formal setting, lacking everyday use. Drama is an activity where students are asked to act out themselves or other people in imaginary

situations. In the Islamic boarding school environment, literary education plays an important role in opening the door to discovery and creative expression, especially in the field of drama. This research focuses on the resource teacher's understanding and application of literature through practical activities in Islamic boarding schools.

The integration of drama into literature learning proves to be a dynamic and effective approach. Drama taps into students' natural abilities to imitate and express themselves, fostering engagement, curiosity, and imaginative thinking. Through activities like role-playing and expression, drama enriches the learning experience, encourages active participation, and deepens understanding of literary elements. It also serves as a platform for language acquisition and cultural appreciation. In the context of Islamic boarding schools, drama not only enhances literature education but also becomes a tool for cultural exploration and moral development. The Sky Theater at Mambaus Shalihin boarding school exemplifies how drama, combined with literature, provides students with a unique and interactive platform to connect with cultural and moral aspects embedded in their education. The multifaceted benefits of drama extend beyond academic skills, contributing to personal growth, communication skills, and teamwork.

The application of drama creativity in Islamic boarding schools is not only a means of imparting knowledge but also a powerful tool for conveying religious and moral values. Drama becomes a vehicle for students to express and understand the intricacies of their cultural heritage. Through drama, students at Mambaus Shalihin boarding school engage in a multifaceted learning experience that extends beyond traditional academic boundaries, fostering intellectual, artistic, and spiritual development. Teaching methods at Mambaus Shalihin Islamic boarding school employ drama literacy to boost motivation and engagement. The four-stage approach, including drilling, memorizing, understanding, and practicing, creates a holistic learning environment. Moreover, the incorporation of technology and hands-on activities, alongside reflective exercises, enhances students' comprehension, critical thinking, and evaluative skills.

In essence, the *"Exploring Creativity Drama in Literature English Learning Teaching of Islamic Boarding School"* study underscores the transformative potential of drama in enriching English education within the unique context of Islamic boarding schools. By delving into creativity, cultural exploration, and moral development, drama emerges as a powerful educational tool that not only deepens literary understanding but also nurtures well-rounded individuals equipped with essential life skills. Literature, encompassing various forms such as novels, poetry, plays, and essays, is any written work of artistic or intellectual value.

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