CHAPTER 1

INTRODUCTION

This chapter includes the research's introduction, which includes the contents of background of the research, limitation of the research, formulation of the research, purposes of the research, significance of the research, and definition of the key terms. The researcher expected the these explanations contribute to the reader for understanding to this research, especially for the points which had mention above.

1.1 Background of the Research

The use of language is a human tool for interaction that can be used to express a wide range of emotions. for example, to express ideas and thoughts, express what you want to express, and explain many things to each other. In this era of globalization, of course, it leads humans to interact with others from various parts of the world and various cultures as well Benson, (2015). In this era of globalization, It creates new possibilities for intercultural communication and learning different languages. In Indonesia, The language that's most frequently learned as a second language is English. By learning this language involves intercultural communication in online and offline contexts.

According to Furyanto et al., (2021) intercultural education can provide many benefits to students, such as intercultural knowledge, attitudes, and skills that will certainly be needed to participate in a global society. Intercultural learning encourages students to respect, understand, and increase solidarity among individuals

from different cultures, such as ethnic, cultural, religious, and national groups. The aim of this intercultural learning approach is to promote the knowledge of the world outside of their own, the formation of attitudes, support respectful discourse between cultures, and act towards change and positivity. This all creates a new educational transformation towards greater knowledge.

Intercultural communication can teach students effectively about global communication, and language teaching should greater chances so students may master intercultural communication.. One of the other reasons for the importance of intercultural learning is that people speak different languages representing different cultures, and, depending on where they live, they will become closer to each other with the help of this learning strategy. However in Sabilah et al., (2018) In the cultural aspect, English is taught by elaborating on some cultural content specifically, for example, by promoting food, natural scenery, habits, other things that students often encounter in their daily lives, and many more. This is useful for increasing their sensitivity to their surroundings, so when students come face-to-face with their interlocutors and the real culture of the target language, they are well prepared and useful for understanding intercultural communication. In this context, it is because language users' culture and language cannot be separated. they are intertwined, activities for learning English are thus influenced by culture that is applied in those activities.

This learning strategy has been applied to a drama subject in sixth semester at Pasir Pengaraian University, according to Eripuddin et al., (2022a) The definition of

drama is a picture of human life that is staged or displayed on stage and that involves interaction, activity, motivation, and creation through a performance. Through the medium of drama, students can also work together to solve problems, share their opinions and understanding, and apply new information. Mime, role-playing, extended role-playing, simulation, interactive activities including different types of dialogues, and dramatized stories telling are all included in drama in education. The learning process of drama includes memorizing, role playing, and improvisation, in addition to hearing the explanation from the teacher in class. In front of a large audience, the students will perform a theater performance. The experiences students have while learning theater are numerous. Drama involves a variety of elements, such as emotion, commitment, and consistency, so each student will have a unique experience with it.

According to Rahmadani, (2022) By receiving information as well as processing messages, perception is the experience that a person has of things or occurrences. Here, experience is referred to as one's perception of things or occasions that they have encountered. While collecting sensory information, their minds begin to interpret the messages given. As a result, they can form an opinion about whether this is good or bad. perception as well as part of the evaluation to improve the learning process so that it can be suitable for students. Each person's perception is influenced by many factors, both from the outside and from within.

However, according to Eripuddin et al., (2022b) Not because drama instruction is unimportant, but rather because students lack access to sufficient learning tools,

issues in the classroom frequently develop. The dramatic presentations made by students still reflected their cultural identities. Their performances revealed the effect of their local language and culture because they were unable to recognize similarities and distinctions between their own and the other cultures. Naturally, they were unable to deliver a compelling performance in the theater. Students continue to struggle with performing drama because English is not their native language, and their culture also influences them. Through better understanding others and ourselves, intercultural learning can be one tool in our efforts to comprehend the complexity of the modern world. Also, it might hold the key to unlocking the entrance to a brand-new society. We may be better able to deal with the challenges of contemporary reality through intercultural learning.

In addition, based on interviews that have been conducted by drama's lecturer at English Education Departement at University of Pasir Pengaraian, who uses intercultural learning material in handout of drama. He uses a handout of intercultural learning in 9 meeting such as : understanding drama, the elements of drama, intercultural learning, thanking expressions in Malay, thanking expressions in English, the key elements of drama performance, drama performance (using the expressions of thanking in English) drama performance (using the expressions of thanking in Malay) and drama performance (using the expressions of thanking in English and Malay). the researcher wants to research about intercultural learning material because intercultural learning can be a new source of learning, especially in drama courses.

So to see how students' views or perceptions of intercultural learning have been applied in the form of handout, the researcher wants to study further in the form of research titled "students' perceptions in intercultural learning material of drama subject".

1.2 Limitation of the Research

The researcher only focused to the students' perceptions about intercultural learning material of drama subject at sixth semester students at English study program faculty of teacher training and education at university of Pasir Pengaraian.

1.3 Formulation of the Research

Based on the limitation of the research above, the researcher formulates the research on the following question : how are students' perceptions about intercultural learning material of drama subject at sixth semester students at English study program faculty of teacher training and education at university of Pasir Pengaraian ?

1.4 Purpose of the Research

The purpose of the research is to find out the students' perceptions about intercultural learning material of drama subject at sixth semester students at English study program faculty of teacher training and education at university of Pasir Pengaraian.

1.5 Significance of the Research

There are some significance of this research which can be describe such as:

1. For students

     Students are expected to be help by using intercultural learning material to understand more about drama subject at sixth semester students at English study program faculty of teacher training and education.

2. For lecturers

    This research hopefully can be additional information for students' perceptions in intercultural learning material of drama subject.

3. For another researcher

     The researcher hopes this research can give scientific information about students' perceptions in intercultural learning material of drama subject and can be reference for the next research related to the students' perceptions in intercultural learning material of drama subject.

1.6 Definition of the Key Term

1. Students' perception

Vo, (2017) Due to, perception is knowledge about things, occasions, or connections gained through inference and message interpretation. Perception is "vision", which is how someone sees something. Perception basically concerns the relationship between a human's relationship with his environment and how he or she understands and interprets the stimulus.

2. Intercultural learning

According to Gide et al., (2020, p. 7) The process of obtaining the knowledge, attitudes, and abilities necessary for engaging with people from different cultural backgrounds is known as intercultural learning. However, intercultural relations may also be viewed in a broader sense: it was the procedure required to address global issues and create an inclusive society where individuals from all backgrounds could coexist peacefully.

3. Drama

According to Idogho, (2018) in ordered to encouraged intellectual feelings and generally contribute to the education, drama had been accepted at all levels in the sectors of education and life long learned. In the practiced of drama, students had the chance in creating imaginary words that helped them practiced how they would react to the events they would encounter.

CHAPTER II

REVIEW OF LITERATURE

This chapter describes the literature review related to relevant theories regarding studying students' perceptions in intercultural learning material of drama subject, there is also a review of related findings. Which is purposed to compare this research with other researchers in the same field. The researcher also put the conceptual framework to present the overall concept of this research to the readers.

2.1 Review of Related Theories

2.1.1 Definition of Perception

Perception comes from Latin, namely perceptio, Dr. Tedi Priatna, (2015, p. 14) said where perceptio means to recognized, compile, and interpret information so as to provided an understanding of the environment around them. Perception was also not just passively receiving cues but also formed by communication between people, memory, learned, and attention that occur in a social and cultural context. perception was also the process of individuals organizing their sensory impressions to gave meaning to their environment, individual attitudes were based on their perceptions of reality. the human ability to distinguish and classify then focus on something to interpret was called perception. the formation of perception because someone received a stimulus from their environment, the stimulus was received by the five senses and processed through the thinking process by the brain and then forms an understanding

According to Rahmadani, (2020) Perception was a process that involves feeling and thinking about things. It indicates that a person had the ability to convey their thoughts, there were many different ways to define perception. The process of being aware of a thing was perception. It includes an unbreakable relationship between the perceiving awareness and its content and was one of the methods of truthful knowledge in the world. Perception was a perspective on, interpretation of, and comprehension of anything. What people perceive about certain topics, visual or sensory well as the ideas they got the results of brain processes. In other words, when the human visual system first notices an image or objected, it would process information before seeing it used the human brain's sensory organs.

Walgito, (2004, p. 87) said perception was a process that began with human sensing, in which the individual received a stimulus from the outside called the sensory process. The process was continued by the next process until a perception was created; the process started by our five senses was the previous process of a perception. for example, through the eyes, ears, skin, and others. All of that was a sensed tool used to received stimulus, and it could been concluded that the sensed tool was a link between the individual and the outside world. According to Demuth, (2012, p.24) A group of theories that assumed used only bottom-up processes while acquiring and processing sensory input made up the majority of relevant theories and explanations of perception as a process of information acquisition and processing. Bottom-up theories of perception were characterized by the idea that sensory input's content and quality had a decisive impact on how something was perceived in the

end. According to them, sensory information was the basis of cognition and, by its very nature, defines how further sensory data had been processed. How people react to the information was also a factor in their perception. In ordered to interact with our surroundings, people could thought of perception as a process where they took in sensory information from their surroundings. People may took in sensory data and transform it into meaningful information through perception. The definitions given above by various experts were all acceptable. Because everyone has a different viewpoint on the same item or because perception differs from person to person, one's perception might influence how they behave toward something in life.

2.1.2 Factor Affecting Perception

combining both internal and externally aspects Walgito, (2001, p. 103) Everyone has a unique tendency to perceive the same item differently, and the differences can be influenced by a variety of factors :

A. Internal Factors

A factor that came from an individual and was influenced by psychological aspects of that person, such as their thoughts, feelings, willingness, needed, motives, and attentions, every person had unique characteristics and temperaments that were influenced by their surroundings and family as well. it was also known as an internal factor.

B. External Factors

This was factor which came from outside of individual such as stimulus, environment culture and believed. Stimuli received by the sensory organs were

forwarded by the sensory nerves to the brain; this process was referred to as the physiological process.Then there was a process in the brain, which was the center of consciousness, so that individuals realized what they saw, heard, or felt. The process that occurs in the brain or in the center of consciousness was what was referred to as the psychological process. stimulus received through the sensory organs; this process was the final process of perception and was the actual perception. Responses as a result of perception can be taken by individuals in various forms.

2.1.3   Process of Perception

The way messages or information reached the human brain was through perception. The human being maintains constant contact with the world through perception. The five senses were used, according to Qiong, (2017The three stages of the perception process are selection, organization, and interpretation.

A.   Selection

we transform environmental stimuli into memorable experiences. We were continually bombarded with such a wide variety of information in daily life that we might have encountered these stimuli as quickly as we could have blink: the words we were hearing, the witness to an accident, the ticking of a clock, to name just a few. Our universe is all-encompassing, thus there are innumerable impulses coming at our sensory organs at once that need to be processed.

B.   Organization

Organization was the second stage of the perceptual process. After gathering data from the outside world, we wanted to arrange it somehow by identifying some significant patterns. Some researchers also referred to this stage of organization as

classification because it involved grouping things or individuals into groups. The social and physical events and objects we come into contact with during this stage of perception will immediately have a shape, color, texture, size, etc. Organization provides normal patterns of behavior, the range of likely variation between categories of individuals, and their distinctive acts and characteristics, which helps us structure and give meaning to our general knowledge about people and the social world.

C.   Interpretation

providing the selected stimuli meaning is the process is known as interpretation, and it is the third stage of perception. After the chosen stimuli were divided into orderly and consistent patterns, we attempted to make sense of these patterns by giving them definitions. However, different persons may interpret the same input in various ways. Such interpretational discrepancies result from the fact that culture provides us with a perceptual lens that has a big impact on how we take in and evaluate the information we get from others.

People from closed cultures would have similar stores of previous experiences and information when assigning meaning. As a result, they would likely give the same stimulus identical meanings, leading to comparable experiences. Communication then flowed easily because communicators were better able to accurately interpret each other's nonverbal and verbal cues because to these similar views.

2.1.4 Indicators of perception

There are three different categories of perception indicators: acceptance, understanding, and evaluation stated by Walgito (2004) as follows :

A. Acceptance

The five senses' role in perceiving external stimuli was discussed in relation to the process of acceptance or reabsorption, which was a physiological stage indication of perception. This indicates that the five senses sight, hearing, touch, smell, and taste individually or collectively had assimilated or accepted the information communicated by one person to another..

B. Understanding

Understanding is the outcome of an analysis that was subjective or unique to each person. Understanding in the context of education could be seen as the process by which a learner constructs a personal interpretation or representation of what is being experienced. Making connections and taking in new information are two ways people may use understanding to constantly improve their viewpoint.

C. Evaluation

Evaluation was the process by which people assessed external stimulus after it had been absorbed by their senses. This assessment was highly subjective. Everybody's impression of their surroundings had been different. Some people rate a stimulus as challenging and dull, while others find it to be enjoyable and pleasant.

Based on another expert, According to Furyanto et al., (2021) there are motivation, difficulties and the material efficacy.

A.   Motivation

Motivation was interpreted as a process that started with a necessity and guide to a behavior that drove someone to achieve an aimed. motivation was a factor that pushed someone to continued in doing something consciously or unconsciously in ordered to achieve set goals. motivation called as the most needed component in learned English because it was critical success to students. drove people to got certain purposes because there was the would to did so. It also could influence students in behaving. In the presence of motivation, students were being more excited, so the learned English was gone well.

B.   Difficulties

The difficulty was a condition where students could not learned because of interference. Learned disorders were caused by students' lack of understanding of the material. This caused the learned process have been hampered and caused their learned achievement to decline. The difficulty was a situation where students could not learned well, because of interference.

C.   Material efficacy

Material efficacy was systematically designed, develop, and delivered to the learner. It must considered the design of the curriculum as well as how it should been developed and delivered to optimize learned. Furyanto stated six criteria for high-quality materials.   In order to give students a thorough understanding of how language was used in accordance with social contexts, both in target and local

contexts, and the materials should be tailored to the needs of the students, they had to demonstrate appropriate basic and core competence in the content, the organization and language skill areas, the contexts of language use, the development of critical thinking skills, and culture.

2.1.5 Definition of Intercultural Learning

In recent years, education had not only centered on developing global communicative competence, or the capacity to communicate in the target language in everyday contexts, rather than just on structural elements like vocabulary or grammar. According to Hasanah & Abdulrahman, (2021) The function of English as an international language had expanded beyond the native English-speaking countries, leading to the needed for a cross-cultural approached to communication and recognizing the role of English in the international community. Eripuddin et al., (2022) said intercultural learning was a process where the learner's understanding of culture improves with the support of new knowledge about a foreign culture and language, while also increasing awareness of the distinctive qualities of his or her own culture and language.

Whether they wanted it or not, students from different cultures had to comprehend and accept all kinds of distinctions, including those in dress, language, and culture. Due to this situation, interactions and communication with people from various cultural backgrounds would be created differently. According to Liaw, (2006) Intercultural learned was a lifelong learned process, which brought best results

through conscious, planned and facilitated experiential learning. Intercultural learning refers to the interaction between people. Rather than just knowledge gained from reading books, the intercultural competence gained through these activities was developed through interactions between participants. intercultural learned intercultural learned provides the ability to deal with different cultures, which became more crucial as the world got smaller.

According to Echcharfy, (2019) To develop global citizens and intercultural speakers, foreign language education should followed the intercultural learned paradigm. developing intercultural competency in EFL classrooms and preparing EFL students to met the problems of such a globalized world were the goals of intercultural learned. certainly the growth of diverse society made it easier to educate students with intercultural competence. Understanding other cultures enables us to be sensitive to others' needs and see the world from their point of view. Additionally, intercultural learning programs in the classroom enabled pupils to take advantage of diversity's opportunities and learn how to engage in a complex, diverse, and international environment.

The principles of Intercultural language teaching and learning according to Eripuddin et al., (2022) such as :

1. Active construction; In ordered to built their perspective on both the culture they had learnt and their own culture, students needed to develop their own cultural knowledge.

2. Making connections; The links between new information about culture, language, and knowledge that students learned in the classroom and their own culture, language, and knowledge were fostered.

3. Social interaction; Students got the chance to interact with those who had different perspectives, including those who had different opinions during a conversation..

4. Reflection; Students had the chance to share their own understanding of new information with others and think back on various experiences..

5. Responsibility; Students have a duty to regard people of all languages and cultures with respect in order to communicate effectively with them.

2.1.6 Intercultural learning competence

According to Hasanah & Abdulrahman, (2021) Information, skills, and a mindset were essential elements of intercultural competence, along with values that were a part of one's various social personas. The demonstration of intercultural competency includes:

1) Values and behaviors influence the development of intercultural competence.

2) information that refers to knowledge that is not primarily of a certain objective culture but rather of a subjective culture that provides insight into one's worldview and improves intercultural communication..

3) responsibilities of revelation and interaction, including the ability to clarify and relate events from one culture to events from another culture through translation..

However according to Baker, (2011) was the capacity to created collaboration among those with various social identities and the capacity to engage with others as complicated individuals with a range of identities and distinct characteristics. There were three components of intercultural competence: attitudes, knowledge and skills as the following explanations :

1. Attitude

One of the pillars of intercultural competency was the speaker's attitude. It involves interest, openness, willingness in ordered to suspend what individual's doubted of other culture and only believed in one's own. It means that people had willingness to their own values, belief and behaviors. They understood how they had been viewed from the perspectives of those with various values, beliefs, and behaviors and did not presume that their approach was the only right one.

2. Knowledge

Knowledge included not just understanding the specific culture but also understanding how social groups, identities, and concepts related to cross-cultural cooperation function today. It implies knowledge of social gatherings and how they were conducted in one's home country, their host country, and their intercultural country, as well as the standard means of social and personal interaction.

3. Skill

Intercultural speakers must also been able to recognized potential misunderstandings and been aware of potential solutions. Baker described it as requiring decentralized attitudes and comparison skills. This may been done by setting concepts, events, and documents from two or more cultures side by side to examine how each could appeared from the perspective of the other. Furthermore, a speaker from a diverse cultural background could saw how others might interpret what was said, written, or done by someone from a different social identity. Another vital element of international communication was the ability to compare, interpret, and relate.

individuals was in a position to explained and relate documents or events of their own. The capacity to learned about other cultures and cultural practices, as well as the ability to apply knowledge, attitudes, and intercultural contact skills, was additional talents of exploration and interaction.

2.1.7 Drama

in the english department, the lecturer would asked students to perform a drama. usually the students had been divided into groups to perform the drama according to the planned made by each of their groups. the lecturer would gave an assessment of how they perform the drama at the end of the semester. According to Lethonen et al., (2016) had been able to responded to their students' needed, drama lecturers should been aware of them.In an interaction occasion both sides wanted to

knew if the other could noticed what they had to said or if their opinions and ideas was accepted. So both the lecturer and the students, found each other to saw how their expressions and actions was received. If the interaction in the teaching-studying-learning situation was mutual, the students would felt relaxed to asked for helped and shared their ideas.

Teaching drama was learned by doing. Students were engaged in drama to learned the language naturally, used body language and facial expressions, paused, and interruptions, and showing emotions in their interpretations of the played. However, Sis Nanda & Susanto, (2021) said drama pedagogy as a teaching tool was an integrated form that was effective for language learnt. It was defined as a collection of drama-based teaching and learned ways to engage students with the topic they was learned. However, involving students in performance events was a difficult task for language lecturers. The students were invited to participate in the content discussion and offer their ideas and opinions regarding characters and motivations when drama pedagogy activities, such as role-playing, were carried out in the classroom. Besides, They were prompted to reconsider and evaluate their perspectives on a specific situation. It might catch their interest and create conversation. They were then eager to play. The learning process could be enhanced as a result, and the activities could also improve the learning environment.

Drama is a sort of communication about human struggle that is displayed on stage in front of an audience through talk and action.In plain English, a drama is a piece of poetry or prose that tells a story through dialogue or pantomime and contains

character conflict, especially between those who perform on stage in front of an audience. According to Alshraideh & Alahmdi, (2020) dramatic activities were clearly beneficial for language learned. Drama helps students talk more and gave them a chance to interact with one another. Additionally, individuals who struggled with language might compensate by employing non-verbal cues liked body language and facial expressions. According to Davies, (1990, p. 87) Mime, extended role-playing (or improvisation), simulation, interactive activities including various forms of discourse, and dramatized storytelling were all considered forms of drama. Comedy, tragedy, farce, melodrama, and musical drama were among the several types of drama.

2.2   Review and Related Findings

Researcher need to review related findings to have the principles, comparisons and contributions to the research.

The first research is done by Eripuddin et al., (2022a) Intercultural Learning in Pandemic Era. Descriptive qualitative research is used in this study. This study intended to describe intercultural language learning in the sixth semester of Pasir Pengaraian University's English study program. Based on the result, interculcural learning in the pandemic era at sixth semester students at Pasir Pengaraian University was not influenced by the pandemic era. With a frequency of 87. 33%, the highest index percentage from students' responsibility, the majority of English studied program sixth semester students were largely conscious of and understand cultural differences. With a frequency of 86. 13%, the second was the principle of active

construction. Almost all of the kids participated actively in their education. The frequency of the third connection was 84. 40%. The pupils were able to made connections between different cultures. The frequency of the social interaction principle was 82. 67%. It indicates that the students from various cultures interacted well with one another. The final reflection with frequency principle was 82. 40%. Students was able to identified and understand the distinctions between other languages and cultures and their own.

Secondly, Eripuddin et al.,(2022b) The Effectiveness of the Intercultural Learning Materials in Teaching English Drama. This research use Quantitative research, This research aimed to determine the effectiveness of intercultural learning materials (ILM) in English drama at English Department, eleven students made up the experimental group in this studied, while ten made up the controlled group. The sample was drawn via random cluster sampling, and the studied's instrument was a test that was designed to measured student theater performance. The data was evaluated used the t-test. With an average score of 201. 85%, the results demonstrate that the experimental group's students greatly outperformed the controlled group. According to the findings of this studied, intercultural learned materials significantly improved students' English drama skills. Then, intercultural learned resources served as an alternative source of information for bridging the various languages and cultures in theatrical teaching and learned.

Thirdly, Rusnanda Indriaji (2018) conduct the research on title Students' Perception on Drama as Subject English at Universitas Muhammadiyah Surakarta.

The researcher used interviews to gathered information about the students' perceptions of and challenges with studying drama for this studied's descriptive qualitative data collection and analysis. A student who started taking drama at the department of english education served as the studied's subject. The findings demonstrate that: 1) the student believed that studying drama required a fair amount of time; 2) that drama was a topic that emphasizes performance; and 3) that the student had trouble adjusting to other cast members of dramatic performances.

Fourthly, Ma'ratul Solikhah (2019) conduct the research on title Intercultural Competence of English Literature Departement Students. This studied examines how Malaysian students majoring in English literature comprehend and perceive both their own culture and the target culture while studying abroad, as well as how participation in a brief mobility program affects their intercultural competency. Students had an awareness of relative cultural norms as a consequence of this researched used of descriptive qualitative researched to gathered and evaluate the data. They believed that every country had a particular relative norm, such as Malaysians wearing their traditional clothing while at worked. Students learned some key information about the state and people who made up the target culture. comprehension of one's own and the target culture by students this studied demonstrates that simply enrolling in a short mobility program. They were good at distinguishing between one's own culture and the target culture's similarities and differences.
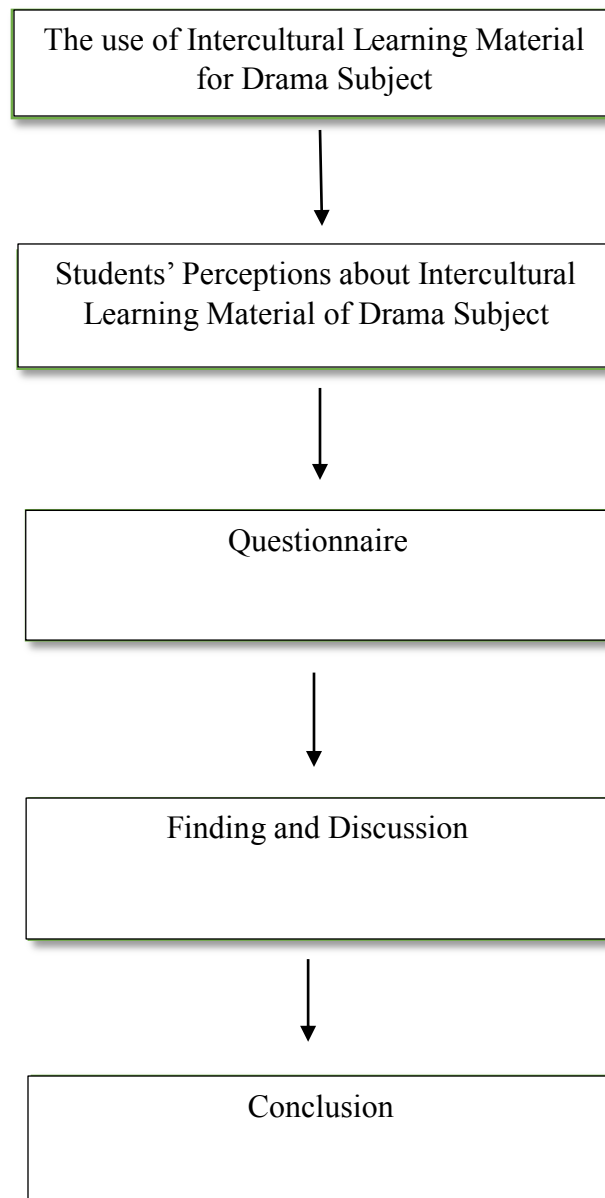
Lastly, Helmi Edi Nico Syahputra (2016) conduct the research on title Students' Perception Toward Cultural Awareness as a Contributing Factor in English Learning

This study examines students' perceptions of and comprehension of cultural awareness with regard to those who have been learning cross-cultural understanding. The goals of this studied were to discover more about their cultural and linguistic understanding as well as how they view cultural awareness as a factor in whether or not they had been directly or indirectly picking up on other cultures through language acquisition40 learners was chosen by the researcher as the researched sample. Purposive sampling was used as the sample method. The researcher employed a number of methods, including questionnaires and interviews, to gathered data. The findings of this studied revealed that students believed that cultural sensitivity was fundamental to learned English (62%) and that it was difficult to learned English without it. They were well-versed in cultural sensitivity, more researched was required because the studied of students' perceptions of cultural awareness as a contributing factor was not obvious.

Based on contribution study above, the researcher considered positive contribution of that conducted research. In this proposal, the researcher wants to know students' perceptions in intercultural learning material of drama subject.

2.3 Conceptual Framework

The researcher included the conceptual framework of the research to make the reader easy to see the plan of the research. The following figure describes the conceptual framework :

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┌─────────────────────────────────────┐
│  The use of Intercultural Learning   │
│         Material                     │
│         for Drama Subject            │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  Students' Perceptions about         │
│  Intercultural                       │
│  Learning Material of Drama Subject  │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│                                      │
│            Questionnaire             │
│                                      │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│                                      │
│        Finding and Discussion        │
│                                      │
└─────────────────────────────────────┘
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                  ▼
┌─────────────────────────────────────┐
│                                      │
│            Conclusion                │
│                                      │
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From the figure above , the research analyzes the students'perceptions in intercultural learning material of drama subject. The researcher use questionnaire to collect the data for the research. The data will analyze in chapter 4 and there would be a finding of the research and conclude of the result of this research in the chapter 5.

Unesco, (2006, p. 19argues that the four pillars of education, as identified by the international commission on education for this era, should serve as the foundation for education. These pillars were: learned to knew (a general education brought a person into contact with other languages and areas of knowledge and facilitates communication; the results of a general education represent skills have been transmitted through in) learned to did (education should been broadly based on the pillars of: learned to did and learned to did well); learned to did well and doing well, learned to lived together (the learner needed to acquire knowledge, skills, and values that contribute to a spirit of solidarity and co-operation among diverse individuals and groups in society), learned to did (learning to did includes the acquisition of necessary competencies that enable the individual to found a placed in society), and education have improved one's ability to behave with increasing degrees of independence, discretion, and personal accountability. In that regard, education must be based on the right to difference and must not ignore any component of a person's potential, such as his or her cultural potential. In addition to enhancing the student's cognitive ability, these values give the learner a sense of identity and personal meaning.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the explanation of the study's research approach. It includes the research design, the research setting, the research instruments, the research procedure, the technique for collecting data, and the technique for analyzing the findings. This chapter also discusses about the population and the sample of the research.

3.1 Research Design

The researcher aims to did qualitative descriptive researched. According to Sugiono, (2013) claims that qualitative research explains how things happen when they are founded on facts and expressed in statements or phrases. A component of qualitative research is qualitative descriptive study, and the goal of descriptive qualitative research is to discover the outcome of analysis that we would like to observe. In this research, the researcher wants to analyze students' perceptions in intercultural learning material of drama subject at sixth semester students at English Study Program Faculty of Teacher Training and Education at University of Pasir Pengaraian. This research describes a deep and detailed understanding of students' perceptions in intercultural learning material of drama subject. The descriptive qualitative method allows the experience, ideas, perceptions and activities to be thoroughly explored and comprehended. The research data will be described throughout the set of words, phrases and sentences to explain the result of this study.

3.2 The Subject of the Research

This research will conduct on the sixth semester students at English Study Program Faculty of Teacher Training and Education at University of Pasir Pengaraian, with a total number are 34 students (6 male and 28 female).the researcher chooses the sixth semester students because Intercultural learning materials have been applied in the form of handout for drama subject.

3.3   Instrumentation of the Research

Questionnaires was used as the researched instrument to gathered data so that the data could be easily process and it could produce good quality of research about students' perceptions in intercultural learning material of drama subject.

This research will use questionnaire method. The questionnaire of this research is Likert scale. The researcher will give the research subject a hard copy and online version of the Likert scale, both in written and electronic form. The Likert scale is a tool used to measure how one or more people or groups feel about a certain situation or social phenomenon. The Likert scale has two types of questions: positive questions that test the positive scale and negative questions that measure the negative scale. While the negative questions form received scores of 1,2,3, and 4, the positive questions form received scores of 4,3,2,1.

A questionnaire was a tool in which respondents answered questions verbally or by checked forms next to the answers, according to Davison & Smith, (2018). Questionnaires are an easy, fast and efficient instrument for collecting data from some individuals. A questionnaire is one of the important instruments which can be

managed properly because it becomes the backbone of every survey, A questionnaire has several types they are open ended questions and close ended questions according to Cresswell (2014). The researcher choose close ended as the instrument because the respondents do not need to think hard about their answers. Closed ended questions is the research poses a questions and provides pre-set response options for the participant. In this case, the researcher wanted to find out what are students perceptions in intercultural learning material of drama subject. Which is consist of 3 indicators there are motivation, difficulties and material efficacy. After that analyze the result of students perception questionnaire score and this answer the questions from questionnaire can help the researcher to know about the students' perceptions in intercultural learning material of drama subject.

Table 1. Latticework Research Questionnaire

Variable	indicator	No-item	P+	P-
Students' perceptions in intercultural learning material of drama subject	1. motivation	1-7	1,2,3,4,6	5,7
	2. difficulties	8-13	8,10,12	9,11,13
	3. material efficacy	14-20	14,15,16,17,18	19,20

3.4 Technique of collecting Data

The technique of collecting data was the most important stage said Sugiono (2013: 224), since collecting data was the major purpose of the investigation. Questionnaires had been used by the researcher to gathered data for this studied. The researcher give a questionnaire for the sample consist of 20 close ended questions, the researcher provides 20 minutes for the students to answer the questions. It will do for 34 students in sixth semester class at the same time.

3.5 Technique of Analyzing the Data

Analysis in this research is important part, This research method uses the likert scale method. According to Mulyaningsih, (2012) suggested to use four scales of answers without using a neutral answer in order that respondent answered had been more assertive. by using responses using four chatagories of answer choices, namely SA (strongly agree), A (Agree), DA (Disagree) and SDA (Strong Disagree) so that the data will be ordinal.

Table 2. The Score for Each Rating Likert Scale

Scale	Score
Strongly agree	4
Agree	3
Disagree	2
Strong disagree	1

(Mulyaningsih, 2012)

The researcher classifies the interval frequency used a likert scale to analyze the data, as shown in the table of ratings of students' perceptions and interpretation below.

Table 3. Category of Measurement of Students' Perceptions

No	Score	Categorized
1	81 % - 100 %	Strongly Agree
2	61 % - 80 %	Agree
3	41 % - 60 %	Uncertain
4	21 % - 40 %	Disagree
5	0 % - 20 %	Strongly Disagree

The process of evaluating data involves many steps. The first was a survey that was gathered from students. The questionnaire's results are tallied second. Third, the researcher used Microsoft Exel to evaluate the survey data in a statistical program. to ascertain the category, percentage, and frequency of questions as well as the top and lowest scores. The following stage after receiving the findings is to assess and interpret the information by comparing the overall score from the best to the lowest outcome.