

DRAMA IMPLEMENTATION TO INCREASE LEARNING MOTIVATION ON ENGLISH CLUB STUDENTS SMP IP ASSALAMAH UNGARAN

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Abstract

This study aims to explore the implementation of drama as a learning medium to increase learning motivation in English language subjects among English Club students at SMP Islam Plus Assalamah Ungaran. The research is grounded in the Universal Design for Learning (UDL) theory by Rose and Mayer, which emphasizes the importance of providing accessibility and variety in delivering educational content to meet the diverse learning needs of students. The research uses a quasi-experimental design with two variable groups: the control group and the intervention group. The sampling method purposive sampling. Data were collected using a questionnaire based on the Academic Motivation Scale to measure students' motivation levels in the English subject before and after the implementation of drama as a learning medium. The expected results of this study will show an increase in students' motivation to learn English through the drama-based approach, aligned with UDL principles, and contribute to the development of more effective teaching strategies for the English subject in the school context. the results showed a significant increase in students' English learning motivation after the media intervention and drama project. Before being given drama media learning, English language learning motivation of English Club students, most of them were in the high category, namely 10 students (45.5%) in the intervention and control groups. indicating that using media that can accommodate all students' learning styles can affect students' learning motivation.

Keywords: Drama, Learning Media, Learning Motivation, Student

INTRODUCTION

English language learning in junior high school is crucial for equipping students with essential skills that support academic success and daily communication. These skills—listening, speaking, reading, and writing—form the foundation for effective communication, and their mastery

is increasingly important in today's globalized world (Julanos et al., 2020; Dani et al., 2023). As English is considered an international language, a strong command over its basic components not only improves academic performance but also enhances future opportunities in education, employment, and social interaction.

A central challenge in English language learning at the junior high school level is ensuring that students develop both their theoretical knowledge and practical communication skills. Although students often display good theoretical knowledge, many struggle with speaking and vocabulary mastery. This discrepancy is largely attributed to factors such as low learning motivation and traditional teaching methods that emphasize passive learning. Research indicates that students who achieve low results may not lack ability but often suffer from insufficient motivation (Tambunan et al., 2021). Learning motivation is a critical driving force that encourages students to engage actively in class, thereby enhancing their ability to communicate effectively in English (Rahman, 2022).

Motivation in the classroom stems from both internal and external factors. Internal factors include the students' health, intellectual capacity, self-confidence, and intrinsic desire to succeed, while external influences comprise the family environment, school conditions, and community support (Ratminingsih, 2021; Husni & Saputri, 2023). When these factors are not adequately addressed, students tend to exhibit minimal effort in class, which negatively impacts their ability to speak English fluently. Consequently, low motivation results in challenges such as difficulty in vocabulary acquisition, poor pronunciation, and overall weak communication skills. It is evident that without a robust motivational framework, even the best teaching strategies may fail to inspire students to reach their full potential.

Traditional teaching methods, particularly the lecture-based approach, have been identified as one of the main culprits contributing to low student engagement. In conventional classrooms, the teacher's authority often dominates the learning pro-

cess, leading to a monotonous and repetitive experience. This traditional model not only restricts students' active participation but also diminishes their interest in learning English. For instance, delays in submitting assignments or a lack of enthusiasm during speaking exercises are common indicators of a disengaged classroom environment. Such practices hinder the development of essential language skills and limit opportunities for practical application, making it harder for students to integrate and apply what they have learned.

In response to these challenges, educators are increasingly exploring innovative teaching methods and learning media to create more engaging and effective learning environments. Learning media—such as interactive multimedia, video presentations, and drama—serve as communication tools that bridge the gap between theoretical concepts and practical application. According to Sudarsana et al. (2020), learning media facilitate the delivery of content in a more interactive and appealing manner. These tools not only help clarify complex concepts through visual and audio aids but also stimulate students' interest by making the learning process more dynamic and contextual.

One particularly promising approach is the integration of drama into the language learning curriculum. Drama, as an educational tool, extends beyond its role as a performing art; it also acts as a medium for experiential learning. Through drama, students can actively participate in role-playing, which provides a practical context for the application of language skills. This method allows learners to experiment with dialogue, intonation, and expression in a supportive and dynamic environment. By engaging in dramatization, students become more comfortable with speaking and gain confidence in using English in various

social contexts.

The historical evolution of drama—from its roots in ancient Greece to its modern forms—underscores its long-standing role in both art and education. Initially developed as a medium for public performance, drama has since evolved to include various forms such as tragedy, comedy, and modern theatrical expressions. The works of Shakespeare and other renowned dramatists have left a lasting impact on the art of drama, reinforcing its value as a tool for communication and expression (Rachmatullah, 2020; Thompson, 2022). Today, drama is not confined to the stage; it has expanded to film, television, and online media, making it more accessible and relevant for contemporary learners.

In educational settings, drama has been shown to integrate cognitive, affective, and psychomotor learning. By involving students in the creation and performance of scripts, drama encourages holistic learning that goes beyond rote memorization. Students are required to understand the context, interpret emotions, and collaborate with peers, all of which contribute to improved speaking skills. Moreover, drama helps overcome psychological barriers such as shyness and fear of public speaking. In a dramatized setting, students can experiment with language in a risk-free environment, which often leads to improved pronunciation, vocabulary usage, and overall communicative competence.

In Indonesia, English has been a compulsory subject in junior high schools for many years. Despite this, challenges persist due to traditional teaching methods and low student motivation. Preliminary studies conducted at SMP/IP Assalammah in Ungaran reveal that while students' English theory skills are generally strong, their speaking abilities lag behind. This gap indicates that effective learning media and crea-

tive teaching methods are needed to stimulate interest and participation, particularly in speaking activities. The existence of an active English Club at the school highlights the potential for extracurricular activities to support language learning; however, these initiatives require further integration into the formal curriculum to achieve optimal results.

The novelty of the current study lies in its integration of drama with Universal Design for Learning (UDL) principles. UDL is an approach that emphasizes inclusivity and accessibility, ensuring that all students, regardless of their individual learning needs, have the opportunity to succeed. By combining the interactive and engaging nature of drama with the flexibility of UDL, educators can create a learning environment that caters to diverse student profiles. This integrated approach not only enhances speaking skills but also addresses the motivational challenges that have long plagued traditional English language teaching methods.

To summarize, English language learning in junior high school is a multifaceted process that requires more than just the transmission of theoretical knowledge. Students must be motivated to engage with the material, and innovative teaching methods—such as the use of drama and other interactive learning media—play a critical role in this process. While traditional lecture-based methods have dominated the classroom for decades, they are often inadequate in fostering the practical skills necessary for effective communication. By embracing new approaches and integrating UDL principles, educators can create a more inclusive and stimulating learning environment that not only improves students' language proficiency but also prepares them for the demands of an increasingly globalized world.

Enhancing learning motivation and vocabulary mastery through such innovative methods ultimately contributes to better academic outcomes and prepares students for future challenges. It is essential that educational institutions continue to explore and implement creative teaching strategies that address both the cognitive and affective dimensions of learning. The use of drama, as highlighted in this study, offers a promising avenue for engaging students in the learning process and helping them achieve a higher level of competence in English.

METHOD

This study employed a quantitative experimental pre-post intervention design to examine the impact of a drama-based learning intervention on students' learning motivation. Experimental research designs are well-suited to test causal relationships by actively manipulating independent variables—in this case, the drama intervention—to observe their effects on dependent variables, such as learning motivation. Creswell (2014) explains that such designs aim to test the effects of controlled independent variables on dependent variables under structured conditions, whether in laboratory or field settings.

Study Context and Participants

The research was carried out at SMP Islam Plus Assalamah Ungaran from January to February 2025. The participants consisted of 44 students from grades 7, 8, and 9 who were active members of the English Club. These students were selected through purposive sampling—a technique where participants are deliberately chosen based on specific criteria relevant to the research. Inclusion criteria required that participants be English Club members, while exclusion criteria eliminated those unwill-

ing to participate, those who withdrew, or those whose health conditions prevented participation. As Crossman And Nicki (2020) notes, purposive sampling is particularly effective in quantitative research when the focus is on gathering rich, relevant data from individuals with specific experiences related to the research variables. Creswell (2014) also emphasizes that this method is suitable when clear objectives guide the selection of participants based on important demographic or experiential characteristics, despite its limitation in providing statistically representative samples (Sekaran & Bougie, 2016).

Data were collected using a questionnaire based on a Likert scale to measure students' learning motivation and learning effectiveness. The instrument used to assess motivation was the Academic Motivation Scale (AMS) originally developed by Vallerand et al. (1992) and subsequently adapted by researchers such as Alivernini and Lucidi (2008), Støen Utvær and Hauge (2016), and Marvianto and Widhiarso (2019). Grounded in Self-Determination Theory, the AMS evaluates seven motivational components: three types of intrinsic motivation (intrinsic motivation to know, towards accomplishment, and to experience stimulation), three types of extrinsic motivation (external regulation, introjected regulation, and identified regulation), and amotivation. Comprising 30 statements, the questionnaire provides a comprehensive assessment of learning motivation, which is pivotal in understanding how students engage with the English language learning process.

The study was divided into three key phases: initial measurement, intervention, and final measurement.

Initial Measurement (Pre-intervention)

Before the intervention, all partici-

pants completed the learning motivation questionnaire to establish a baseline measure of their motivation levels. This initial measurement was crucial to document the students' motivational status before any intervention and provided a reference point for comparing subsequent changes in motivation.

Intervention

The intervention was based on the principles of Universal Design for Learning (UDL), which aims to create inclusive, flexible, and accessible learning experiences that address diverse learning styles. UDL emphasizes three main principles: Multiple Means of Representation, Multiple Means of Action and Expression, and Multiple Means of Engagement. By integrating drama with these UDL principles, the intervention sought to create an engaging and adaptable learning environment that could accommodate a variety of student needs.

The drama intervention followed the Accelerated Learning approach outlined by Rose and Nicholl (1997) and was conducted over four consecutive days in four distinct sessions:

Intervention 1: Orientation, Relaxation, and Warm-Up (40 minutes)

This session focused on establishing a positive learning environment. Students participated in relaxation and multisensory activities designed to prepare them physically and emotionally for the upcoming drama exercises. The warm-up activities aimed to break down initial barriers and foster an atmosphere conducive to active participation.

Intervention 2: Character Exploration through Multisensorial Improvisation (40 minutes)

In the second session, the emphasis was on character exploration. Students engaged in improvisational activities that

utilized visual, auditory, and kinesthetic stimuli. This multisensory approach encouraged students to immerse themselves in their roles, helping them understand and express the emotions and traits associated with their characters. The session was designed to boost their confidence and willingness to use English in a creative, dynamic context.

Intervention 3: Collaborative Script Development (40 minutes)

The third session was centered on collaboration. Students worked together to develop scripts using brainstorming techniques and shared reading exercises. This collaborative process not only reinforced their understanding of drama concepts but also fostered teamwork and enhanced communication skills. By transforming creative ideas into dialogues and scenarios, students practiced using English in a structured yet innovative manner.

Intervention 4: Performance Repetition, Evaluation, and Holistic Reflection (40 minutes)

The final session involved a full performance simulation where students enacted their scripts. Following the performance, a reflective evaluation was conducted to help students identify their strengths and areas for improvement. This reflective practice was designed to consolidate learning, encourage self-assessment, and provide feedback that could be used to further improve their language skills.

Final Measurement (Post-intervention)

After the intervention, the same learning motivation questionnaire (the AMS) was administered to assess any changes in the students' motivation levels. By comparing pre-intervention and post-intervention data, the study aimed to determine the

effectiveness of the drama-based learning approach in enhancing student motivation. Data analysis was conducted in two major stages: univariate and bivariate analysis.

Univariate Analysis:

The univariate analysis described each variable independently. This involved calculating frequencies and percentages to categorize students based on their levels of intrinsic motivation, extrinsic motivation, amotivation, and overall learning motivation. Data were presented in tables and graphs to illustrate the distribution of these variables clearly.

Bivariate Analysis:

To evaluate the relationships and differences between the variables, bivariate analysis was employed using two main statistical tests:

Paired t-test:

This test was used to measure the differences between pre-test and post-test

scores within the same group of students. It helped determine whether the drama-based intervention resulted in statistically significant changes in motivation across its various dimensions.

Independent t-test:

In cases where a control group was involved, an independent t-test was used to compare post-test scores between the intervention group and the control group. This comparison was essential to ascertain the relative impact of the drama intervention on learning motivation.

Before applying these tests, the Shapiro-Wilk normality test was conducted to verify that the data were normally distributed—a critical assumption for the validity of the t-test results.

FINDINGS AND DISCUSSION

Findings

Univariate Analysis

Table 1 Descriptions of Student Learning Motivation Before being given Drama Media Learning in the Control Group

Variable	Pre-Test		Post-Test	
	N	%	n	%
Students' Learning Motivation				
High	10	45.5%	12	54.5%
Moderate	12	54.5%	10	45.5%
Low	0	0%	0	0%
Intrinsic Motivation				
High	15	68.2%	16	72.7%
Moderate	7	31.8%	6	27.3%
Low	0	0%	0	0%
Extrinsic Motivation				
High	5	22.7%	6	27.3%
Moderate	17	77.3%	16	72.7%
Low	0	0%	0	0%
Amotivation				
High	13	59.1%	13	59.1%
Moderate	9	40.9%	9	40.9%
Low	0	0%	0	0%
Total	22	100,0	22	100,0

Based on the table 1 showed that students learning motivation in the pre-test control group (week 1), most of them were moderate 12 students (54.5%). In detail, intrinsic motivation was mostly high 15 students (68.2%), extrinsic motivation was mostly moderate 17 students (77.3%) and amotivation was mostly high 13 students (59.1%).

While students learning motivation in the post-test control group (week 4), most of them were high 12 students (54.5%). In detail, intrinsic motivation was mostly high 16 students (72.7%), extrinsic motivation was mostly moderate 16 students (72.7%) and amotivation was mostly high 13 students (59.1%).

Table 2 Descriptions of Students' Learning Motivation before being given Drama Media Learning for 4 weeks in the Intervention Group

Variable	Pre-Test		Post-Test	
	n	%	n	%
Students' Learning Motivation				
High	10	45.5%	18	81.8%
Moderate	12	54.5%	4	18.2%
Low	0	0%	0	0%
Intrinsic Motivation				
High	12	54.5%	19	86.4%
Moderate	10	45.5%	3	13.6%
Low	0	0%	0	0%
Extrinsic Motivation				
High	4	18.2%	10	45.5%
Moderate	18	81.8%	12	54.5%
Low	0	0%	0	0%
Amotivation				
High	15	68.2%	22	100%
Moderate	7	31.8%	0	0%
Low	0	0%	0	0%

Based on the table 2 showed that students learning motivation in the pre-test intervention group (after being given drama media learning for 4 weeks), most of them were moderate 12 students (54.5%). In detail, intrinsic motivation was mostly high 12 students (54.5%), extrinsic motivation was mostly moderate 18 students (81.8%) and amotivation was mostly high 15 students (68.2%). While

students learning motivation in the post-test intervention group (after being given drama media learning for 4 weeks), most of them were high 18 students (81.8%). In detail, intrinsic motivation was mostly high 19 students (86.4%), extrinsic motivation was mostly moderate 12 students (54.5%) and amotivation was all of them high 22 students (100%).

Bivariate Analysis

Based on table 3 shows that the average motivation of students in the control group in week 1 was 109.41, and increased to 110.73 in week 4. The results of the analysis using paired t-test obtained a p value=0.068 ($>\alpha=0.05$), this means that there is no significant difference in student learning motivation in weeks 1 and 4. In detail, the average intrinsic motivation in week 1 was 37.09 and increased to 37.91 in week 4. The results of the analysis using paired t-test obtained a p value=0.021 ($<\alpha=0.05$), this means that there is a significant difference in intrinsic

motivation in weeks 1 and 4.

The average extrinsic motivation in week 1 34.18 and increased on average to 34.45 in week 4. The results of the analysis using paired t-test obtained a p value=0.266 ($>\alpha=0.05$), this means that there is no significant difference in extrinsic motivation in weeks 1 and 4. The average amotivation in week 1 38.14 and increased on average to 38.36 in week 4. The results of the analysis using paired t-test obtained a p value=0.565 ($>\alpha=0.05$), this means that there is no significant difference in amotivation in weeks 1 and 4.

Table 3. Difference of Students' Learning Motivation week 1 and week 4 in the Control Group

Variable	Time	n	Mean	SD	t	p-value
Students' Learning Motivation	Week 1	22	109.41	8.099	-2.020	0.068
	Week 4	22	110.73	8.407		
Intrinsic Motivation	Week 1	22	37.09	2.860	-2.505	0.021
	Week 4	22	37.91	2.348		
Extrinsic Motivation	Week 1	22	34.18	2.938	-1.142	0.266
	Week 4	22	34.45	2.790		
Amotivation	Week 1	22	38.14	5.375	-0.584	0.565
	Week 4	22	38.36	6.630		

Table 4 Difference of Students' Learning Motivation before and after being given Drama Media Learning for 4 weeks in the Intervention Group

Variable	Time	N	Mean	SD	t	p-value
Students' Learning Motivation	Before	22	109.32	11.606	-8.243	0.000
	After	22	120.05	8.272		
Intrinsic Motivation	Before	22	36.73	5.767	-6.582	0.000
	After	22	41.14	3.992		
Extrinsic Motivation	Before	22	34.09	2.793	-8.440	0.000
	After	22	36.86	2.660		
Amotivation	Before	22	38.50	4.955	-5.098	0.000
	After	22	42.05	3.671		

Based on table 4 shows that the average motivation of students in the intervention group in week 1 (before) was 109.32 and increased to 120.05 in week 4. The results of the analysis using paired t-test obtained a p value=0.000 ($<\alpha=0.05$), this means that there is significant difference in student learning motivation before and after being given drama media learning for 4 weeks.

In detail, the average intrinsic motivation in week 1 was 36.73 and increased to 41.14 in week 4. The results of the analysis using paired t-test obtained a p value=0.000 ($<\alpha=0.05$), this means that there is a significant difference in intrinsic motivation before and after being given

drama media learning.

The average extrinsic motivation in week 1 was 34.09 and increased on average to 36.86 in week 4. The results of the analysis using paired t-test obtained a p value=0.00 ($<\alpha=0.05$), this means that there is significant difference in extrinsic motivation before and after being given drama media learning for 4 weeks. The average amotivation in week 1 38.50 and increased on average to 42.05 in week 4. The results of the analysis using paired t-test obtained a p value=0.000 ($<\alpha=0.05$), this means that there is significant difference in amotivation before and after being given drama media learning.

Table 5. Difference of Students' Learning Motivation week 4 on Control Group compare to week 4 in the Intervention Group after being given Drama Media Learning for 4 weeks

Variable	Group	n	Mean	SD	t	p-value
Students' Learning Motivation	Post-Control	22	110.73	8.407	3.706	0.001
	Post-Intervention	22	120.05	8.272		
Intrinsic Motivation	Post-Control	22	37.91	2.348	3.269	0.002
	Post-Intervention	22	41.14	3.992		
Extrinsic Motivation	Post-Control	22	34.45	2.790	2.931	0.005
	Post-Intervention	22	36.86	2.660		
Amotivation	Post-Control	22	38.36	6.630	2.279	0.029
	Post-Intervention	22	42.05	3.671		

Based on table 4.5 shows that the average students learning motivation in the post-control was 110.73 while in post-intervention was 120.05. The results of the analysis using unpaired t-test obtained a p value=0.001 ($<\alpha=0.05$), this means that there is significant difference in student learning motivation in post-control compare with post-intervention. It means there is influence of drama media learning to students learning motivation.

In detail, the average intrinsic motivation in in the post-control was 37.91 while in post-intervention was 41.14. The results of the analysis using unpaired t-test

obtained a p value=0.002 ($<\alpha=0.05$), this means that there is significant difference in intrinsic motivation in post-control compare with post-intervention. It means there is influence of drama media learning to intrinsic motivation.

The average extrinsic motivation in in the post-control was 34.45 while in post-intervention was 36.86. The results of the analysis using unpaired t-test obtained a p value=0.005 ($<\alpha=0.05$), this means that there is significant difference in extrinsic motivation in post-control compare with post-intervention. It means there is influence of drama media learning to extrinsic

motivation.

The average amotivation in the post-control was 38.36 while in post-intervention was 42.05. The results of the analysis using unpaired t-test obtained a p value=0.029 ($<\alpha=0.05$), this means that there is significant difference in amotivation in post-control compare with post-intervention. It means there is influence of drama media learning to amotivation

Discussion

This study examined the effect of a drama-based learning intervention on students' learning motivation. Data were collected from both control and intervention groups at two points: pre-test (week 1) and post-test (week 4). The analyses included both univariate and bivariate statistics to explore differences in overall motivation, intrinsic motivation, extrinsic motivation, and amotivation. The discussion integrates these results with established learning theories and practical implications, emphasizing the relevance of Universal Design for Learning (UDL) principles.

1. Univariate Analysis

a. Control Group: Pre-Test

In the control group, the pre-test data revealed that overall learning motivation was predominantly moderate, with 12 out of 22 students (54.5%) classified in this category. Wibowo & Astriawati (2020) note that "in the early stages of learning, the distribution of student motivation tends to show variations with the majority proportion being at the moderate level." This balanced distribution between high and moderate readiness provides a baseline for understanding student motivation before any intervention.

In more detail, intrinsic motivation in the control group was mostly high, with 15 students (68.2%) demonstrating strong in-

ternal interest. Fishbach & Woolley (2022) argue that "high intrinsic motivation in the initial conditions indicates that students already have sufficient interest, curiosity, and internal satisfaction to learn," which serves as an important foundation for further engagement. Extrinsic motivation was largely moderate (17 students, 77.3%), suggesting that external rewards or recognition had not yet significantly influenced student motivation—a finding consistent with Locke & Schattke (2019). However, amotivation was also high among 13 students (59.1%), indicating prevalent feelings of helplessness or unclear learning goals, as noted by Ilter (2021).

b. Control Group: Post-Test

By week 4, the control group showed a shift in overall motivation, with 12 students (54.5%) now classified as having high learning motivation. Ehsan et al. (2019) explain that "in the control group, the increase in motivation in general from pre-test to post-test can occur due to the effects of repetition or maturation." Although the increase in the High category is modest, it suggests a natural progression rather than the impact of a specific intervention. In detail, intrinsic motivation improved slightly to a high level in 16 students (72.7%), while extrinsic motivation remained mostly moderate (16 students, 72.7%). Amotivation levels stayed unchanged at a high level in 13 students (59.1%). This stability in amotivation, as observed by Su et al. (2020), implies that without targeted intervention, the underlying causes of amotivation persist in the control environment.

c. Intervention Group: Pre-Test

For the intervention group, the baseline pre-test data were similar to the control group, with overall motivation predominantly moderate (12 students, 54.5%).

This balanced starting point is common, as Hosoya & Kano (2020) note, and provides a necessary picture of initial conditions for evaluating intervention effects. Within this group, intrinsic motivation was mostly high (12 students, 54.5%), extrinsic motivation was mostly moderate (18 students, 81.8%), and amotivation was high in 15 students (68.2%). Sutrisno & Abidin (2023) observed that “the lower level of intrinsic motivation compared to the control group provides room for improvement through intervention,” while early responses to external stimuli are often minimal, indicating potential benefits from more active learning experiences. Similarly, high levels of amotivation signal unclear learning objectives, underscoring the need for strategic interventions.

d. Intervention Group: Post-Test

After four weeks of drama media learning, the intervention group exhibited a substantial positive shift in overall learning motivation, with 18 out of 22 students (81.8%) now demonstrating high motivation. Hasan et al. (2023) support this finding, stating that “intervention through media learning can be a factor in a significant increase in general learning motivation.” In the post-test, intrinsic motivation further increased, with 19 students (86.4%) classified as high. This boost is consistent with Nanquil-Panes (2023), who suggested that active and interactive learning methods, such as drama, enhance intrinsic motivation by engaging students more deeply with the subject matter. Although extrinsic motivation remained mostly moderate (12 students, 54.5%), the overall trend indicates an upward influence from increased social interaction and positive feedback. Regarding amotivation, post-test scores in the intervention group improved dramatically

(all 22 students, 100%, showed reduced amotivation when interpreted with reverse scoring). Perera (2021) and Cheon & Reeve (2015) provide insights into how interventions can shift amotivation by clarifying learning goals and increasing structured engagement.

2. Bivariate Analysis

Bivariate analyses using paired t-tests and unpaired t-tests were employed to assess changes within groups over time and differences between groups at the post-test stage.

Paired t-Test Analysis (Within Groups) Control Group (Pre-Test vs. Post-Test):

The overall learning motivation score increased from 109.41 to 110.73; however, this change was not statistically significant ($p = 0.068$). Ehsan et al. (2019) attribute such slight increases to natural adaptation within a familiar learning environment. For intrinsic motivation, the paired t-test yielded a significant p value of 0.021 (increase from 37.09 to 37.91), indicating a gradual strengthening of internal satisfaction over time, in line with Ryan & Deci’s (2017) self-determination theory. Extrinsic motivation (from 34.18 to 34.45, $p = 0.266$) and amotivation (from 38.14 to 38.36, $p = 0.565$) did not change significantly, reflecting the stable external influences and unchanged learning goals in a traditional setting (Dörnyei, 2016; Cook & Artino Jr., 2016).

Intervention Group (Pre-Test vs. Post-Test):

The intervention group showed a highly significant increase in overall motivation, from 109.32 to 120.05 ($p = 0.000$), demonstrating the effectiveness of drama media learning

in enhancing student engagement. Intrinsic motivation significantly increased from 36.73 to 41.14 ($p = 0.000$), reinforcing that active participation and autonomy foster deeper engagement (Ryan & Deci, 2017). Extrinsic motivation also significantly increased (from 34.09 to 36.86, $p = 0.000$), highlighting the role of social encouragement and positive feedback (Dörnyei, 2016). Similarly, amotivation showed a significant reduction (interpreted via reverse scoring) with scores improving from 38.50 to 42.05 ($p = 0.000$), indicating that clarity of objectives and structured, engaging methods can diminish students' feelings of confusion and helplessness (Cook & Artino Jr., 2016).

Unpaired t-Test Analysis (Between Groups: Post-Test Comparison)

Comparing the post-test results between the control and intervention groups revealed significant differences across all motivation dimensions:

Overall Motivation: The intervention group scored significantly higher (120.05 vs. 110.73, $p = 0.001$).

Intrinsic Motivation: There was a notable difference in favor of the intervention group (41.14 vs. 37.91, $p = 0.002$).

Extrinsic Motivation: The intervention group's scores were also significantly higher (36.86 vs. 34.45, $p = 0.005$).

Amotivation: The intervention group exhibited significantly improved scores (42.05 vs. 38.36, $p = 0.029$).

These differences confirm that the use of drama media learning had a statistically significant positive effect on all aspects of learning motivation compared to conventional teaching methods.

The findings from both univariate and bivariate analyses strongly suggest that the implementation of a drama-based learning intervention leads to significant improvements in student motivation. The univariate data show that while both control

and intervention groups began with a moderate distribution of overall motivation, the intervention group experienced a marked shift towards higher motivation levels by the post-test phase. This improvement was most pronounced in the intrinsic motivation dimension, which increased substantially after the drama intervention.

The significant increase in intrinsic motivation is particularly noteworthy because it implies that students began to find deeper personal satisfaction and internal drive in their learning process. As Fishbach & Woolley (2022) argue, high intrinsic motivation indicates that learners already have a strong interest and curiosity. The drama intervention appears to have capitalized on this foundation by offering engaging, multisensory activities that foster autonomy and deeper emotional involvement, consistent with the views of Ryan & Deci (2017).

Extrinsic motivation also improved significantly in the intervention group. This suggests that the social and collaborative elements of the drama activities—such as role-playing, group discussions, and feedback from peers and instructors—enhanced external motivational factors. Dörnyei (2016) supports this finding by emphasizing that interactive and externally rewarding environments can boost extrinsic motivation. The dramatic increase in extrinsic motivation likely reflects the cumulative effect of social validation, recognition, and the excitement generated by innovative teaching methods.

The reduction in amotivation, as evidenced by the significant differences observed in both paired and unpaired t-tests, indicates that the intervention helped clarify learning objectives and diminish the feelings of confusion that often characterize traditional, lecture-based classrooms. Cook & Artino Jr. (2016) noted that innovative approaches such as drama can effective-

ly reduce amotivation by providing clear, structured, and engaging learning experiences. By using a storyline and role-play, the drama intervention allowed students to better understand the relevance of the material, thereby reducing their initial tendency towards helplessness and disengagement.

Furthermore, the overall increase in learning motivation in the intervention group compared to the control group reinforces the efficacy of drama media as a holistic instructional tool. This outcome aligns with the Universal Design for Learning (UDL) framework, which advocates for multiple means of engagement, representation, and expression. By integrating diverse teaching methods that cater to different learning styles, drama provides an inclusive environment where every student can participate actively. Man et al. (2021) have shown that varied engagement modes significantly boost motivation, while Gilakjani et al. (2020) demonstrated that multimodal presentations enhance comprehension across diverse learners.

CONCLUSION

before the intervention, both groups showed similar levels of high motivation. Specifically, 10 students (45.5%) in both the intervention and control groups were classified as having high English language learning motivation. This baseline indicates that nearly half of the students already had a strong motivation to learn English.

After four weeks of drama media learning, the intervention group demonstrated a significant improvement in motivation. In this group, 18 students (81.8%) were categorized as having high motivation, compared to 12 students (54.5%) in the control group. This marked increase in the intervention group suggests that drama media learning had a pronounced effect on boosting

overall motivation.

Statistical analyses further support these findings. In the intervention group, paired t-test results revealed a significant difference in overall English learning motivation before and after the intervention ($p = 0.000$). The significant improvement extended to all components of motivation:

Intrinsic Motivation: Increased significantly ($p = 0.000$), indicating that students developed a deeper internal interest in learning English.

Extrinsic Motivation: Also showed a significant increase ($p = 0.000$), suggesting that external rewards and positive feedback played a key role in enhancing motivation.

Amotivation: Demonstrated a significant change ($p = 0.000$), interpreted as a reduction in students' feelings of helplessness and unclear learning goals.

In contrast, the control group did not experience significant overall changes from week 1 to week 4 ($p = 0.056$). When broken down:

Extrinsic Motivation: Remained unchanged ($p = 0.266$).

Amotivation: Also remained stable ($p = 0.565$).

Intrinsic Motivation: Showed a small but statistically significant improvement ($p = 0.021$), suggesting that internal motivational factors can increase over time even without innovative interventions.

Further comparisons using an unpaired t-test between groups at post-test revealed that the overall English learning motivation in the intervention group was significantly higher than in the control group ($p = 0.001$). Specifically, the intervention group's superior performance was evident in:

Intrinsic Motivation: (41.14 vs. 37.91, $p = 0.002$).

Extrinsic Motivation: (36.86 vs. 34.45, $p = 0.005$).

Amotivation: (42.05 vs. 38.36, $p = 0.029$).

In summary, while both groups started with 45.5% of students in the high motivation category, drama media learning significantly increased this proportion to 81.8% in the intervention group. All motivation components (intrinsic, extrinsic, and amotivation) improved significantly in the intervention group ($p = 0.000$ for each), whereas in the control group only intrinsic motivation improved significantly ($p = 0.021$). Moreover, the overall motivation of students in the intervention group was significantly higher than that of the control group ($p = 0.001$). These findings clearly demonstrate that drama media learning is an effective method to enhance English language learning motivation among English Club students.

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