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The Correlation between the Perception of Project-Based Drama Activities and Reading Achievement of the Tenth Graders of SMA Srijaya Negara Palembang

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ARTICLE INFO	ABSTRACT
	The objectives of this research are to find out the perception of the students of project-based drama activities, students' reading achievement, and the correlation between them. The participants of this study were 34 students of the tenth-grade SMA Srijaya Negara Palembang. The instruments used are questionnaire and reading test. The questionnaire was a project-based drama activities questionnaire adapted from Fiftinova, Inderawati, and Rosmalina in 2018 which proposed by Teresa in 2007. The reading test consisted of several narrative texts with 30 multiple-choice items that were adjusted to the students' reading level. The reading test was categorized by using a passing grade from the school. The respondents were categorized as poor and good achievers according to the final score they received. The findings showed that 100% of the students were in the poor category of reading. The adapted questionnaire was administered to the 34 students. It was found that there were 3% of the students perceived project-based drama activity negatively and 97% of the students viewed project-based drama activity positively. To find out the correlation, Pearson Product Moment Correlation Coefficient was used in SPSS version 25. The result of Pearson Product Moment Correlation Coefficient showed that there was no significant correlation between the perception of project-based drama activities and students' reading achievement because the p-value (0.568) was higher than (0.05).

1. Introduction

Understanding and using English correctly requires knowledge and certain skills. Language skills are listening, reading, writing, and speaking. Among those skills, reading is a key to most learning and a 'window' through the world. Reading skill is very important as people use it for different functions and purposes. Siregar and Gurning (2014) state, in the reading process, students are expected to acquire knowledge and be familiar with what the teacher described in the material, where students are expected to have more skills to get the sense in the text as well as in understanding. A research conducted by Rini (2013) found that reading plays a very important role in second language learning. She found that reading plays a major part in vocabulary growth, provided that post-reading activities are carried out.

As the students engage with the teaching-learning activities, it is easier for them to absorb the knowledge that the teacher gives. Therefore, their perception of the strategy, approach, and methods that the teacher uses in class is compulsory. Similarly, Haman, Birt, Donald, and Allen (2012) state that perception was based on an individuals' assessment of what happened to the events of the real world. The student's perception of the process of education was relatively likely to have an impact on their decision.

There are several activities to improve students' reading skills, such as role-play activity, practice with poems and poetry, and so on. One of the ways to improve students' reading skills is by using project-based learning. Rochmawati (2015) states project-based learning is an effective approach that can develop multiple skills through a segmental and meaningful activity. It engages learners in sustained investigations and allows learners to participate in a variety of tasks, interact with their peer, so they will know the real-life situations. This approach can be one of the alternatives for the teachers to implement an activity that can be both interesting and effective to improve students' reading skills.

The study conducted by Walsh (2010) entitled "Motivating Students to Read through Project-Based Learning" examined how Project-Based Learning (PBL) motivated students to read content-area texts. This study was conducted with four eighth-grade students in three social studies classrooms. The researcher found that students were motivated to read content-area texts because they were allowed to work collaboratively and given choices through Project-Based Learning.

Sometimes project-based learning is done by applying drama activities. A research conducted by Susilawati (2013) found that the implementation of the drama activities in the first and second cycles was effective. The students liked learning in groups. They assisted each other to solve issues during the learning phase. In addition, the teaching structures that provided the same chance and accountability for all learners encouraged them to engage actively in the learning process

Drama activities are often used in social studies and history, education, foreign language, and even science classes. Almond (2005) found that through drama the division between the organized language inside a classroom and the spontaneous language in the real world will narrow. This is achieved due to drama engaging students in authentic real-life situations. Teachers should consider applying drama project learning since it is an interesting activity that can improve students reading achievement.

The study conducted by Fiftinova, Inderawati, and Rosmalina (2018) investigated students' perception of the use of Project-Based Drama Learning for English reading. They developed a new model for teaching through drama namely Project-Based Drama Learning. Project-based drama learning is a modification of regular drama activities in the teaching language. It was found that most of the students gave positive agreement on the use of Project-Based Drama Learning through drama project.

There are some phenomena happened in SMA Srijaya Negara Palembang. First, the students' average English score is low based on the English teacher. Second, their attitude toward English is average means some think English is interesting and some did not. The two studies above inspired the writer to investigate further whether there is a relationship between the perception of project-based drama activities and reading achievement in the senior-high school level of SMA Srijaya Negara Palembang.

2. Literature Review

2.1 Project-Based Learning

Project-based learning or PBL is one of the models that can be used by the teacher in the teaching-learning process. According to Blumenfeld et al. (2011), project-based learning is an extensive approach to teaching and learning processes in the classroom intended to involve learners in investigating genuine issues. Bell (2010) states, PBL is an innovative learning approach that teaches a multitude of strategies that are critical to success in the twenty-first century. Project-based learning is associated with real-life problems so that students then can use their knowledge and skills to solve the problems. It's going to be easier for the students to apply the knowledge they get in real-life situations.

As Ismuwardani, Nuryatin, and Doyin (2019) said that project-based learning is a learning model that is appropriate for use in the learning process, which emphasizes the activities of students and gives them the freedom to develop their potential. In other words, in PBL students can develop their potential in the learning process. Woro (2015) states that Project-Based Learning model is a constructivist approach, making learner-centered. Based on curriculum 2013, the scientific approach used is student-centered learning. Therefore, project-based learning is often used by the teacher. Through project-based, students work on a project that they must be involved in a period of time.

2.2 Drama Activities

Drama activities are sometimes used in project-based learning. Drama brings the real-world to a classroom. Drama can be defined in many ways. Prochazka in Susilawati (2013) states that drama is a multi-sensory learning mode that engages the mind, body, senses, and emotions in creating personal connections to the real world and helps to improve understanding and retention. Zyoud (2010) states, drama activity is concerned with the world of "let's pretend"; it asks the learner to project himself imaginatively into another situation, outside the classroom, or into another person's skin and personality.

In the drama activities, students are given a task to perform drama performance. They collaborate with their friends in a period of time to make sure they perform well. Bengtsson (2009) states that dramatic and role-playing activities are an effective means of enabling students to participate actively in their education and creating a supportive and enjoyable learning environment. Drama is not only for improving their speaking skills but also to improve their understanding through reading. Bengtsson adds drama activities can also generate a need for learning by implementing circumstance where urgent alternatives are needed, forcing learners to be creative or making them more accountable for their own learning. For example, the students must think about the alternative properties and scenes for their performance

According to Bodreault (2010), drama places the teacher in the position of supporter in the teaching process and the learners can assume greater accountability for their own learning. Ideally, the teacher will play a less dominant position in the language class and allow learners to study language operations. In a student-centered school, every student is a prospective community professor. Drama is inevitably learning-centered because it can only operate through active cooperation. It is, therefore, social activity and thus embodies a large part of the theory that emphasizes the social and communal aspects, as opposed to the purely individual aspects of learning.

2.3 Project-based Drama Activities

Project-Based Drama Activities is one of the models that can be used by the teacher to improve the students reading achievement. Regular drama activities or drama activities that are typically used by the teacher are different from project-based drama activities. Nevertheless, project-based drama activities are modified from the regular drama activities. Fiftinova and Zuraida (2015) modified the typical drama activities into a new learning model and experimented to improve students' writing ability which was called Project-Based Drama Learning or PBDL. A research conducted by Fiftinova and Hambali (2016) experimentally applied project-based drama learning to improve students' reading ability found that project-based drama learning can improve reading achievement as the students' reading achievement average score improved. In project-based drama activities, the students are involved in a project that they must follow until they create the product.

The steps of project-based drama activities and typical drama activities are different. In typical drama activities, students will only think about making a script and how they will perform. Meanwhile, in project-based drama activities, they will experience more steps. According to Fiftinova et al. (2018), in critical reading and character analysis stage, the students read silently and are requested to assume that there is an ideology that the author has constructed. They will think about the characters' traits and make a judgment by looking at the details from the story, such as the characteristic of the character, and the character's relationship with another character.

In drama practices, the students will practice with their intonation, correct pronunciation, gesture and body movement, and expression to make the drama performance come to life. The students still allowed to practice by looking at the drama script, but they will learn to remember all the lines without looking at the script. Afterward, students practice in a place that they will perform such as a theater room or in a hall without looking at the drama script anymore. Here, the students are hoped to already prepare all the things which are related to the drama performance.

Lastly, after all the students' preparation finished, they will perform and show their talent to all the spectators that come to the hall. This final part is a result of learning English and learning how to work in a team. Through experiencing those steps above, the students will acquire new experience and knowledge. Besides, the drama has many benefits such as improving the students speaking ability, boosting their confidence, strengthen the relationship between peers, and so on.

2.4 Reading

Reading is one of the four aspects of language skills that play an important role in language teaching. Sangia (2014) states that reading skill is a very powerful tool for obtaining a wide range of specific information, including science and technology. Sangia, furthermore, adds reading skills can also be seen as a product of a human being's ability to learn from the environment, not an instinctive or inborn instinct. Consequently, the reading process is performed by an adult (to be read) is a business process and produces something by using particular capital. Similarly, Mikulecky (2011) states reading is a complex, conscious and unconscious mental process in which a reader uses a variety of strategies to reconstruct the meaning that the author is supposed to have intended, based on data from the text and the reader's prior knowledge.

According to Siregar and Gurning (2014) in reading skills, students are expected to have the knowledge and ability to understand the content that has been explained in the text. This means that students need to learn a considerable amount of text information. The

students must be able to comprehend the information from the texts. Pierleoni (2012) states students' past reading experiences have a profound impact on their current and future reading attitudes, beliefs, and perceptions. Therefore, reading skill is prominent in language teaching.

2.5 Reading Achievement

Valentine (2014) states the student's reading achievement refers to what the students have learned and the knowledge and skills they have acquired through their learning experience in reading. Furthermore, Valentine states that many factors can influence the students' reading achievement and will make a difference to each student such as the individual-level ability. In the learning phase, not only does the reader create significance, but also meanings should be negotiated in the discourse as a reading policy phase. Reading should not be a response to significance but as a text-mediated communication between the writer and the listener. The reading process includes two distinct stages of mental activity. (Sangia, 2014).

According to Aloqaili (2011), reading comprehension is related to the theory of cognition and schema, which concerns how information is interpreted and organized and how that representation and arrangement promotes the prior knowledge of the reader in order to foster understanding of the reading. There are many factors or variables that can influence reading comprehension. Sanford (2015) states that the context and genre of text are among the variables contributing to understanding reading. Sanford adds, context acts as a "filter" that allows readers to decide the appropriate meanings of the word while restricting meanings that do not fit. Word-recognition skills play a role in accelerating reading and therefore lead to reading comprehension.

2.6 Perception

Lamatokan (2018) states perception is the opinion of people about something they think is true, and it refers to a sense or view of a certain object. Similarly, Ahen (2009) states that perception involved more process of thinking as a result of the information received from sensory systems concerning certain things or events. Furthermore, Ahen adds perception is the process of output where judgment or belief has been produced by an individual and has influenced the way they think and feel.

Every person might have a different and similar view of something. Sari (2013) states that every person may have different perceptions of something since they have different intelligence, needs, and past experience. According to Hazari (2014) studies have repeatedly shown that students' perceptions are an important determinant of students' behavior. It means that the behavior of the students is influenced by their perception.

The perception of the students could lean whether in a positive or negative direction. A study conducted by Bengtsson (2009) found that the perception of most of the students involved the picture of drama as depicting a pleasant thing. She also found that some students have different perspectives and leaned in a negative direction. For example, a student said that the drama activity is not actually fun, another student did not think that the drama activities made a difference.

3. Research Methodology

3.1 Research Design

In this study, a correlational research design was used because it was intended to discover whether or not there is any significant correlation between the students' perception of project-based drama activities and their reading achievement.

3.2 Participants

The participant of this study was the X Ipa 2 students of SMA Srijaya Negara Palembang, consisted of 34 students. The participants were chosen by using purposive sampling technique. The reason was the participants had been taught 'Narrative Text' using Project-based Drama Activities strategy.

3.3 Instruments

In order to get students' reading achievement, a reading test was given to the students. The reading test consisted of several narrative texts with 30 multiple-choice items that were adjusted to the students' reading level. The reading test measured the students' reading achievement. The questions were taken from books and the internet as references. The Flesh Reading Ease Readability was used to measure the level of reading difficulty of a text for readers. The readability level of reading passages was measured to know whether reading passages are suitable for senior high students. The reading texts instrument reading ease were ranging from 70-100 or from fairly easy to very easy by relying on the sample ability. Flesh Kincaid formula was used by checking readability using an online readability tool by webfx.com.

Meanwhile, to find out students' perception of project-based drama activities, a questionnaire was used. The questionnaire proposed by Teresa (2007) which has been adapted by Fiftinova, Inderawati and Rosmalina in 2018 was used in this study. The questionnaire consisted of thirty-nine questions which were divided into two criteria: project-based drama activities and reading. It used 5-Likert scale: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). However, in this study the neutral scale was omitted in order to make the directions of the perception clear and less-misunderstanding. In general, the response can be divided into 2 responses: agreement (strongly agree and agree) and disagreement (disagree and strongly disagree). Since the students had been taught using project-based drama activities, they know whether to agree or disagree.

3.4 Data Analysis Procedures

To answer the first research question about "Is there any correlation between the perception of project-based drama activities and reading achievement of the tenth-graders of SMA Srijaya Negara Palembang?", the Pearson correlation was used in this study. As the questionnaire data was an ordinal data, the data was converted because ordinal data is actually qualitative data or not real numbers. The data then were converted into interval data using the Method of Successive Interval or MSI by using an add-in in excel called XLSTAT. According to Sarwono (2013) Method of Successive Interval is the process of converting ordinal data into interval data.

In this study, the content validity of the test was measured to check the difficulties and to decide whether the reading test was appropriate or not. The reading instrument was checked by 3 validators (two lecturers and an English teacher). The results showed that most of the validators considered the reading test items was appropriate and for the level of difficulties were ranging from very easy to difficult. In order to check the construct validity, the test was tried out to non-sample students of another school. The results showed that 30 out of 40 items

were valid as the r-value exceeded the r-table (0.361 for sample more than 30). Each item was considered valid and appropriate.

The internal consistency reliability was used to measure the reliability of the reading test. The reliability of the instrument was analyzed using Cronbach's Alpha Method. The result of reliability statistics for the reading test showed that the Pearson Product Moment p-value was 0.889. Therefore, the test was reliable because its reliability was higher than 0.70. According to Wallen and Frankael (2011, p.101) cited in Petrus (2019), "for research purposes, a rule thumb is that reliability should be at least 0.70 or preferably higher".

4. Findings

4.1. Results of the Reading Test

The result of the test was categorized using the passing grade from the school. The test had seven indicators in reading text that needed to be analyzed which were the main idea, detail, sequence, cause and effect, vocabulary, inference, and reference. Every item of the indicators was scored one, with the possible maximum score is 100 and the minimum score is 0. Then, it is given the predicate based on the score interval from *SMA Srijaya Negara Palembang Tahun 2019/2020*. The result of the reading test is shown in Table 1 below:

Table 1: The Result of Reading Test

Score Interval	Category	Frequency	Percentage
>65	Good	0	0%
<65	Poor	34	100%
Total		34	100%

Referring to table 1, it shows how the reading achievement of the tenth graders of SMA Srijaya Negara Palembang was. Then the researcher concluded the students' reading achievement as follows: There was no student out of 34 students, or 0% in percentage, who got the score above 65 with Good category. All of the students or 100% in percentage, got the score under 65 and were included in the score interval of <65 with Poor Category. Overall, it means there was 0% of the students who performed well in the reading test or Good category, and 100% of the students who did not perform well in the reading test as their predicates are Poor.

The reading test items were constructed into seven aspects: main idea, detail, sequence, cause and effect, vocabulary, inference, and reference. It was found that out of 7 aspects of 30 items, 56.5% of the students answered correctly for the detail questions and 14.7% of the students answered correctly for the cause and effect question. It was only detailed questions that more than half of the students answered correctly. Meanwhile, the rest of the aspects was <50% of the students answered correctly. The table below showed the result of the reading items.

Table 2: The Result of Reading Items

Aspects	Frequency	Total Percentage
Main Idea	31, 17, 1	48%
Detail	32, 20, 25,14, 25, 28, 7, 0, 22	56.5%
Sequence	1, 8, 25, 28, 3	38.2%
Cause and Effect	5	14.7%
Vocabulary	9	26.5%
Inference	33, 10, 30, 24, 4, 4, 10, 4	43%
Reference	26, 4, 8	37.2%

4.2. Results of the Questionnaire

The questionnaire was given to the 34 students of the tenth grade of SMA Srijaya Negara Palembang. It was given to answer the research question number three in chapter one which is "What was the perception of the tenth-graders of SMA Srijaya Negara Palembang of project-based drama activities". The questionnaire consisted of 39 items of two categories (project-based drama activities and reading category) with four scales, which are: SD (Strongly Disagree), D (Disagree), A (Agree), and SA (Strongly Agree). Then, the score interval was divided into two: Agree and Strongly Agree were qualified as the positive perception while the others were negative perception. The result of the questionnaire towards the 34 students is shown in table 3 below.

Table 3: The Result of the Questionnaire

No	Interval	Category	Frequency	Percentage
1	0%-24.99%	Strongly Disagree	0	0%
2	25%-49.99%	Disagree	1	3%
3	50%-74.99%	Agree	22	65%
4	75%-100%	Strongly Agree	11	32%
		Total	34	100%

From Table 3 above, the researcher concluded the result of the questionnaire as follows: based on the questionnaire there was 3% of the students on the disagree category or negative perception in the implementation of project-based drama activities. Then, most of the students had positive perception towards project-based drama activities which were 65% of the students in the agree category and 32% of the students in the strongly agree category on the use of project-based drama activities. This category showed that the students affirmative in participating in the English teaching-learning process through project-based drama activities. It can be concluded that 97% of the students perceived the implementation of project-based drama activity positively.

Arzu (2008) states that the students gave a positive perception of drama, which means the students aware of what they like about the learning process and what they noticed about their classmates' skills. It also stated that the students come to a higher degree of self-fulfillment through drama.

There are two categories in the questionnaire, project-based drama activities category and reading category. These categories intended to find out the perception of the students

towards project-based drama activities to their reading achievement. The result of data analysis of students' perception of the implementation of project-based drama activities and reading is presented in the following table.

Table 4: Students' Perception of the Implementation of Project-Based Drama Activities (Project-based drama activities and reading categories)

Category	Perception	Percentage
Project-based drama activities	Negative	26%
	Positive	74%
Reading	Negative	27.4%
	Positive	72.6%

As shown in table 4, the result of the students' perception of project-based drama activities category is 74% of the students showed positive perception or agreement and 26% showed negative perception or disagreement towards the use of project-based drama activities. The data showed that there were 76.5% of the students agreed that the use of project activities had affected their feelings towards English lessons to be better. Meanwhile, in the reading category, there was 72.6% of the students show their agreement and there was 27.4% of the students who disagree. For example, in item number 13, there was 82.4% of the students agree that they learned to infer the implied meaning appeared in the story.

4.3 The Correlation Analysis between Perception of Project-Based Drama Activities and Reading Achievement of the Students

Based on the result of the calculation, as can be seen in the table below, the correlation coefficient (Pearson Correlation) was -0.102 and the p-value was 0.568. It means there was no correlation between the perception and reading achievement because of the p-value in Sig. (2-tailed) 0.568 was higher than 0.05.

Table 5: The Result of Correlation

	Correlations		
		Perception	Reading
Perception	Pearson Correlation	1	-,102
	Sig. (2-tailed)		,568
	N	34	34
Reading	Pearson Correlation	-,102	1
	Sig. (2-tailed)	,568	
	N	34	34

5. Discussion

Based on the data obtained, it was showed that the perception of project-based drama activities and reading achievement were not correlated as the p-value was 0.568. Before this study was conducted, the students had learned narrative text through project-based drama activities for over two months or 8 meetings. The implementation took place for 3x45 minutes a week. It was contrary with the study conducted by Larasati, Hayati, and Fiftinova (2018), they found there was a weak significant correlation between the students' attitude to the use of drama activities and their narrative reading achievement. The implementation or time allocation was different with English education study program students as participants. The implementation of their study lasted for approximately one semester. Based on a quasi-experimental study conducted by Tajareh, Oroji, and Damavand (2017), drama supposed to support reading achievement. Kempe and Nicholson (2007) pointed out that drama provides a

good opportunity for the development of literacy. Furthermore, Schneider and Jackson (2000) state that drama activities are helpful in the growth of reading, and writing, as well as listening and speaking.

In relation with the result above, two variables can have no significant correlation because the students' perception does not always relate to achievement. Ellis, Goodyear, Calvo, and Prosser (2008) clarify that the activities performed by students resulting in learning may be influenced by pre-existing beliefs about the demands of a course evaluation system, or the requirements required of a teacher, or by what students consider to be learnable in a spesific course. It means the students outcome can be influenced by their beliefs. According to DePorter, Hernacki, and Abdurrahman (1999), learning outcomes are skills learned by students through learning experiences. Moreover, Huda (2011) states that way of learning and motivation for learning are the main factors affecting student learning outcomes. Each of the students might had different perceptions because of many factors. Najichun and Winarso (2017) state the personalities, ways of thinking, family histories and past experiences of the students are distinctive. Furthermore, they state it can allows students to have different learning outcomes. It can be concluded that students' perceptions of project-based drama activities do not affect reading achievement. It also explained why the students got poor or bad reading achievement.

It was supported by a study conducted by Ahmad et al. (2017) that students' perception towards the mathematics lecturers' teaching and learning did not affect their achievement in mathematics, even though their perception category was excellent. It does not mean a good accomplishment in their mathematics as well. Furthermore, Remali, Zulkhepli, Selavathy, Sanusi, and Aris (2015) in a study entitled Understanding the impact of Students' Perception in Learning toward Academic Performance, found that there was no significant relationship between students ' perception of learning (interesting and challenging) and academic performance. It means the perception of the students to the strategy that the teacher used does not necessarily affect their achievement.

Moreover, the students' reading achievement revealed that all of the students (100%) were in the poor category. Even though the reading level of the text had been adjusted to the students' reading level before distributing the reading test, it was expected that the result of the student would be in a good category but the fact showed that the tenth graders of SMA Srijaya Negara Palembang were in the poor category. It indicates that the ability of students to read was still low. According to Cates-Darnell (2002), there are three key factors that influence reading comprehension. The factors are the teacher, support structures, and efficacy of the specific comprehension strategies taught. In this study, the teacher used a specific strategy namely project-based drama activity. This means the students were expected to perform a project which was a drama performance. According to Fiftinova et. al (2018) there are several steps for reading in project-based drama activities, students did reading comprehension, critical reading, character analysis, and reading the script every time they practiced.

However, the reading test showed that most of the students had trouble in answering questions about cause and effect, vocabulary, reference, sequence, inference, main idea, and detail. It was only the detailed aspects that half of the students can answer the question correctly. it can happen because for detailed aspect, students did scanning and skimming. It means, students can find the correct answer by reading the text only. Meanwhile for other aspects, students need to understand the questions and the text itself.

Many factors influence readers' understanding of the reading activity, such as language skills, emotional factors, and the ability to understand, especially cognitive factors (Chen, 2001). The inability of students to answer questions correctly was because they had not or did not understand the texts. One of the reasons it happened because of the cognitive factors. As Zhaowen (2016) said cognitive factors have been shown to influence reader understanding in two aspects, one is the knowledge structure of readers and the other is the structure of readers' abilities. According to Zhang (1991) as stated in Zhaowen (2016) knowledge structure can be divided into language knowledge and background knowledge. Collins, Onwuegbuzie, and Jiao (2012) state, a student with low reading ability is more likely to experience a debilitating effect on perceived competence in areas related to intellect and self-esteem due to implications associated with low reading ability. It can be concluded that cognitive factors play an important role in readers' reading comprehension.

Another finding showed that the students showed the positive perception or agreement response on the implementation of project-based drama activities as a result of the questionnaire on the students' perception of project-based drama activities. As can be seen in findings, most of the students gave positive perception with the two categories of the questionnaire, project-based drama activities, and reading category. They showed their interest in learning English through project-based drama activities. It was supported by a study conducted by Arzu (2008) entitled Effects of Drama on the Use of Reading Comprehension Strategies and on Attitudes toward Reading found that as a result of drama methods, students gave a positive perception of drama class. It means the students aware of what they like about the learning process and what they noticed about their classmates' skills. It also stated that the students come to a higher degree of self-fulfillment through drama.

Rabeei, Al-Humaidi, and Al-Busaidi (2019) found that the results showed a very positive perception of the use of drama activities in the reading lesson. Students found that the drama activities in the reading lesson were positive and wanted them to be included in their future reading lessons. Similarly, Narang (2015) have shown that both students and teachers have a favorable attitude towards the use of drama activities in social science classrooms. It can be concluded that the students perceived drama activities as an interesting activity in teaching and learning process.

6. Conclusion

Based on the result of findings and interpretation in the previous chapter, there were some conclusions could be presented. *First*, it can be concluded that there was no correlation between the perceptions of project-based drama activities and reading achievement of the tenth graders of SMA Srijaya Negara Palembang. *Second,* the result of students' reading achievement was in the poor category. *Third,* the perception of the project-based drama activities questionnaire revealed that most of the students (97%) showed a positive perception to project-based drama activities. To sum up, there was no significant correlation between the perception of project-based drama activities and reading achievement of the tenth graders of SMA Srijaya Negara Palembang.

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