

## THE IMPLEMENTATION OF DRAMA IN ENGLISH CLASS

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**Abstract:** The objective of this research is to analyze the process, the components of drama, and the impression of the students toward the implementing of drama in English classroom. This research was a descriptive qualitative which focused on the process of implementing drama in the English classroom. It concerned with an instruction of drama technique that was implemented to create interesting activity in the classroom. The research used observation and audiovisual recording in order to know how drama was implemented in English class. From the questionnaire, the writer knew the impression of the students toward the implementing drama in English class. The sample of the research was class IX.1 consisting of 32 students.

The result shows that the process of drama is doing well. From the elements of drama make students to deliver the message from the text to the audience well and from the components of drama can develop creative thinking, increases self confidence, active, and enjoying activities in the class. Another results shows that the impression of students are; they enjoy the subject. It has seen from result of questionnaire. The researcher suggests that the teacher must use drama technique in teaching English in classroom and uses the elements and components of drama.

**Keywords:** *drama, elements drama, components drama*

## **PENEREPAAN DRAMA DALAM PEMBELAJARAN BAHASA INGGRIS**

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**Abstrak:** Tujuan dari penelitian ini adalah untuk mengetahui proses drama di dalam kelas, penggunaan komponen drama, dan respon maupun kesan pelajar terhadap penerapan drama di dalam kelas bahasa Inggris. Penelitian ini adalah suatu penelitian deskripsi kualitatif yang focus pada proses penerapan drama di dalam kelas bahasa Inggris. Ini berkaitan dengan suatu instruksi dalam teknik drama yang telah diterapkan untuk menciptakan aktivitas menarik di dalam kelas. Riset menggunakan pengamatan dan audiovisual perekaman dalam rangka mengetahui bagaimana drama telah diterapkan di kelas bahasa Inggris.. Saample penelitian ini adalah kelas IX.1 terdiri dari 32 para siswa.

Hasil penelitian menunjukkan bahwa proses drama dapat berjalan dengan baik. Dari elemen drama membuat pelajar dapat menyampaikan pesan dari naskah kepada penonton dengan baik. Dari komponen drama dapat mengembangkan pemikiran kreatif, meningkatkan percaya diri, aktif, dan menikmati proses pembelajaran di dalam kelas. Hasil lainnya menunjukkan bahwa kesan-kesan pelajar adalah mereka dapat merasa nyaman dan rileks saat pembelajaran berlangsung. Itu telah terlihat dari hasil kuisener. Peneliti menyarankan bahwa guru harus menggunakan teknik drama dan menggunakan elemen dan komponen drama dalam pembelajaran bahasa Inggris.

**Kata Kunci:** *drama, elemen drama, komponen drama*

## INTRODUCTION

Language is the most important of human communication and it cannot be separated from human's daily life. The English teaching-process is aimed as having some goals; one of them is to enable the students to use language as means of communication. It is necessary for the teachers to use various teaching methods and technique. The way the teacher delivers the material about English will affect the way the students learn the language. A dull teacher will produce a dull student. Hence, the creativity of the teacher is needed in order to avoid dullness in teaching-learning process. The teacher has a very important role coating a more attractive activity in the classroom in order to attract students' attention in learning English.

Based on her experience during PPL in SMPN 2 Marga Tiga East Lampung, the students liked English class but they sometimes found it as a boring activity since the teacher used almost the same way in teaching. Drama is one of the creative activities that can be done by the teachers. Wessel (1987: 41) found that using drama activities helped to bring written materials to life by infusing the lifeless print with feeling, imagination, and though for the learner, who became an active participant in the learning process.

Davis, (1977:757) explains that the plot of drama has five parts: exposition, complication, climax, falling action, and Denouement.

*Exposition* is the presentation of background materials – events which occurred before the drama begins and which are relevant to an understanding of what happens in the play. *Complication* is the sequence of events which complicate the original situation. Climax, in which the fate of the

major character is firmly established. *Falling action* ensues as the major character in a tragedy gradually loses control, or in comedy gradually gains control of the situation. *Denouement* is the final outcome of the plot complications.

According to Constantin Stanislavski (1989) components of drama can influence in English lesson, they are:

**a. External and internal rhythm.**

External rhythm has two parts. The first is tempo can also be expressed as very slow, slow, fast, and very fast which leaves the speed of play up to the artist. The second part is rhythm can be defined as the patterned, recurring alternations of contrasting elements of sound or speech. In this part rhythm is melodious, tragedy, or comedy characters. Internal rhythm more explains about the emotion of the actors in play. They will explore sad, angry, happy, or feeling love in play.

**b. Mime** is a communication with an audience which relies mainly on the actor's gestures, movements and facial expressions. Gesture covers the use of our arms (and sometimes legs) to communicate ideas to the audience. Movement, the meaning as follows; where we move to on and around the stage - upstage, downstage, avoiding masking another actor, etc, how we move to help with characterization - slowly, painfully, lightly, etc, and how we move in relation to other characters - threateningly, fearfully, in a friendly manner, etc. Expression is act of expressing or the process to explain( to seeing or explain the aim, concept, or opinion, etc) or something which looking the feeling of some to make sure the character in play.

**c. Voice and Speech**

Naturally are the first components of the actors' physiological instruments to be considered. Voice and speech are aimed at acquainting the actor with a variety of means to achieve and enhance these skills. The basic elements of voice (breathing, phonation, and resonance) and of speech (articulation, pronunciation, and phrasing) as well as their final combination are all separate areas of the integrated instruction a good vocal will provide.

1. *Articulation* is the shaping of vocal sound into recognizable phonemes, or language sounds of which are easily distinguishable in the English language of speech to aim at improving the actors' capacity to articulate these sounds distinctly, naturally, and unaffectedly, that is without slurring, ambiguous noise, or self-conscious maneuvering of the lip and tongue. A lazy tongue and slovenly speaking habits inhibit articulation, and must be overcome with persistent and disciplined attention.

The researcher will observe the students' articulation in their performance. The students can or cannot articulate these sounds distinctly, naturally, and unaffectedly, that is without slurring, ambiguous noise, or self-conscious maneuvering of the lip and tongue. The students can articulate without slurring means that the students can speak clearly and distinctly, and carefully. Then ambiguous noise is open to two or more interpretations; or of uncertain nature or significance; or (often) intended to mislead, having more than one possible meaning, having no intrinsic or objective meaning; not organized in conventional patterns, especially in how to produce the words.

2. *Pronunciation in drama* is a way for students' to produce clearer language when they speak in play in front of the class. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

Pronunciation is a way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

The researcher observed the students clear and unclear in pronouncing the words according to the script, because it means that the actors must produce or pronounce the words with full expression what the script wants.

*Phrasing* makes words meaningful and gives them sound patterns that are both rhythmic and logical. The great classical actors are masters of nuance in phrasing, capable of subtly varying their pitch, intensity, and rate of speech seemingly without effort from one syllable to the next. They rarely phrase consciously, rather they apparently develop their phrasing through of experience with classical works and sustained awareness of the value of spontaneity, naturalness, and a commitment to the dramatized situation. Drama is about talking and acting. Drama can help the students easier to acquire English because by following drama class, students have able to deliver the dialogues clearly in order to convey the message and the plot of the story. Hence, they have to speak to each other, even for the students who have not ever spoken English before. By applying drama, the researcher also expects the students will be motivated and encouraged to

speak since they are given chances to have a lot of practice in enjoyable ways, so the title of this research is “Implementation of Drama in English Class”.

## **RESEARCH METHODS**

In conducting this research, the researcher used quantitative research as the nature of this research and qualitative as to analyzed the data. Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument. The data collected is in the form of words or pictures rather than numbers. The written results of the research contain quotation from the data to illustrate and substantiate the presentation. Qualitative researchers are concerned with the process rather than simply with outcomes or products. (Bodgan & Biklen, 1982: 27)

The research was conducted at SMPN 2 Marga Tiga East Lampung. The subject was the third year of SMPN 2 Marga Tiga East Lamampung. There were four classes consisting IX 1 until IX 4. The class that has been chosen randomly through lottery was IX 1 which consist 32 students.

In this research the data was taken from primary data, they were classroom activities, classroom observation, students’ utterance, and students’ performance. In this research, the researcher used instruments in collecting the data; they were students’ performance, observation, recording, transcription, and questionnaire.

## **RESULT AND DISCUSSION**

Before performing drama, the researcher explained five elements of drama by Davis. They are exposition, complication, climax, falling action, and resolution. Not only explained the elements of drama but the researcher also explained the three components of drama by Constatin

Stanislavki. They are external and internal rhythm, mime (movement, expression, gesture, and voice and speech. Having known the five elements, the students were expected to be able to frame the story in to four parts and then used the frame to speak dramatize the story. In short, the students could deliver the messages of the story. After that, the researcher instructed the students to read and comprehend the story. While reading and memorizing the story, the students were asked to be able to use the five elements of drama. The students, then, tried to frame the story into five parts. They are exposition, complication, climax, falling action, and resolution. In this step, the students were expected to bring the message of the story easily although they were asked to perform the story directly in front of the class.

After reading and comprehending the story for several times, the researcher asked the students to perform drama in front of the class directly. The first group was chosen through lottery, the rest of them waited until their best. When the students performed drama in front of the class, the researcher recorded it by using digital camera, during they performed drama; the researcher recorded all the process from the beginning until the end of their performance. While performing the drama, the researcher took the students' performing score. Having gotten the data from recording and score, the researcher, then, transcribed their utterance into written form. Finally, the researcher analyzed all the data from the transcriptions produced by the students in the process of performing drama. The data was sawn from four groups, the group had gotten high score from each members of group was group two. It saw that they weren't passive in performing. They explored their action and mime so well.

The researcher analyzed the components of drama in each group. The researcher gave the questionnaire in third meeting to know their impressions. From 20 questions about drama the result of questioner, it showed that drama made the students enjoy with the English subject. Not only enjoyable the class, but they were very happy. The writer could make conclusion that implementing drama in English class, the students were more confidence and they could explore their action. This is the strategy that the students must be raced to like the subject first, if they had felt enjoy with the class the material will deliver perfectly.

The researcher found many aspects from implementing drama in English classroom;

The first, drama was a good technique for the teacher to use in the class, because the students can be participate actively in learning process. In group one until group four, all of the students became actively. They could speak directly on front of the class. They weren't aware that while performing drama they had spoken English language and collaborated with action.

The second, according to Davis the plot of drama could help the students to understand the story easily when they have already understood the story line they would feel sure to speak in order to deliver the message of the story. That is why drama can be used as a teaching technique used in this research. Drama will be useful in the process of acquiring English as a foreign language. By conducting drama, it makes the students have a responsibility in delivering the message of the story.

The third, from the components of drama by Stanislavki theory, external and internal rhythm, mime, and vocal speech could influence the character building, creative thinking, enjoy, and more confidence in the class room. From the group one until group four, only group three got the

lower score, because group three had been lower teamwork. They had not prepared well with the members of group to exercise first before performing drama.

## **CONCLUSIONS AND SUGGESTIONS**

Based on the result of the data analysis, the researcher draws three major conclusions. The first, Drama can be implemented in English class efficiently. The process of drama was going well in English class. The students enjoyed the activities in the classroom. They were becoming to be braver to speak on front of the class. The second, By using the elements, they were able to frame the story easier, and used the friends to tell the story. The students are able deliver the messages of the story to the listener. From the components of drama, the students become better communication. They gain increase confidence in their creative ideas. Not only these, but also they could create and entertain the others students as the audience. It caused they had worked together to share their idea about their performance so it developed communication skill through pronunciation, co-operative learning. The last, response and the impression of students in the classroom were almost enjoying the performance. After studying about drama and performing drama, the students were braver to speak in the class. They feel happy in the class, because they didn't feel strained again in the classroom.

Referring to the conclusions the writer would like to purpose two suggestions. The first, English teachers are suggested to use drama technique in process of teaching in order to avoid students' boredom. This technique is benefic because the teacher may able to help to frame student pyramid plot. The second, The teacher should give more attention to students' difficult ties

commonly appeared when the student speak. For instance, to improve students' pronunciation, the teacher should give them good model of pronunciation and instruct the students to check into the dictionary first. To improve the students comprehension in understanding story stated in the script the teacher should also give them more practice to carry out the story in a play by using the plot of drama.

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