

CHAPTER I

INTRODUCTION

A. Background of the Study

Drama is one of subjects in learning English. According to Brown (2017) drama is a medium for learning, drama is a dynamic teaching methodology in cooperate between teacher and students to create an imaginary dramatic world contained by exploring problem, situation and the story of drama itself. As David Hornbrook (1998) said that drama as the subject of English has been characterized not by what the great theatre teachers of the past might recognize as an education in drama, but instead by the pressing of a small number of dramatic forms into the service of student's general development. Therefore, drama can create an encouragement for productive learning program across the curriculum.

The important things when students learn drama are; students can learn about interculturalism, creativity, and craft-key design (Hornbrook: 1998). Interculturalism drama comes from this story, sometimes students play drama do not based on their tradition and culture, for example students can put cross country stories, therefore he did not know about the culture, tradition and beliefs which occurs in the place where the story was taken. And by the time, story of drama in 18, 19, and 20 century had difference atmosphere.

The next is creativity of the students, it can be said that students' role play is unique and important, to be an actor in the story the students must learn by reading and memorizing the monologue, dialogue, characterization, vocal exercise, and control of the stage. Hence, drama can transfer creativity and interaction skills in educational processes for student. Drama can be artificial and synthetic (fictional) but even as it is a part of our cultural reality

(Toivanen, et al: 2011). The last is craft key design to make drama more life, there are include lighting, stage setting and costume.

In practice, there are some differences between drama and other subject study. In learning drama includes mime, role playing, extended role-playing, simulation, interaction activities such as various forms of dialogues, and dramatized story telling (Davies: 1990). It means that mostly the learning process of drama is outside the class. Therefore, learning process of drama is difference from other subjects of study.

In English department, student learns regularly about reading, listening, writing and speaking, which is require student to practice in class or after the class as homework or assignment. For example listening subject, the student have just to sit down and follow the recording, sometimes they get the instruction from the lectures, and just follows that until the class section end. Therefore, listening skills is difference from drama, learning process of drama sometimes in the class and for the most part is outside the class.

The learning process of drama not only hear the expalantion from the teacher inside the class, but there are also the process of memorizing, role playing and improvisation. After the student practice and doing preparation for many weeks or months, the student will make drama show in front of many people. In process of learning drama student will have many experiences. Because drama is include many things, like emotion, dedication, and consistence, hence the student experience of drama will be differences each other. Moreover, drama is seen as the "play way" to education, between imagination and play is an inseparable part of drama. Thus, drama is a vitalpart of education in schools (Ustundang, 1998).

Drama is interesting to study because students must make an improvisation when they are playing a role. Students must play a role as an actor in the story, making dialogue and monologue, movement to strengthen the character. According to Brown (2017) in learning process of drama, the

students under the guidance of teacher work as a team to complete problem solving, critical thinking and negotiation as central process of drama. Hence, learning process of drama is difference from other subjects of study because learning process of drama mostly is outside the class. Students need to practice making an improvisation, play a role, dialogue, monologue, mime, and so on.

Based on this differences, drama as subject learning is unique and interesting to study. In learning process of drama, students will have an understanding of the artistic and creative process of drama. And also, rich drama experiences gives the students ample opportunity for symbol making as well as ongoing practice in dialogue and literacy (Barry, 2010: Claney, 2013)

The researcher do this research because drama is technically difference from the other subjects of study, and also the application of drama is difference in every place, it can be a workshop, theatre, and assignment. For example, in Universitas Muhammadiyah Surakarta, drama as one of English subject which was applied as theatre. Exactly, drama in practice will takes time and energy. Based on the explanation above, the researcher was interested to do the research about student's perception on drama as an English subject. It is important to know about student's perception on drama because the researcher can find out student's view on drama as learning subject.

The aim of this research is to foreground student's voices which have so far been under-represented in learning drama and to give more understanding about drama that difference from other subjects of study. The researcher hopes that the result of this research can be a consideration in developing learning subject, especially drama. Therefore, the researcher chooses Universitas Muhammadiyah Surakarta as the object study to do the research. Based on the explanation above the researcher wants to investigate

student's perception on drama at Universitas Muhammadiyah Surakarta under the title: **STUDENT'S PERCEPTION ON DRAMA AS SUBJECT ENGLISH AT UNIVERSITAS MUHAMMADIYAH SURAKARTA.**

B. Limitation of the Study

This research is focused on student's perception and the difficulties which faced by the student (if there are any) on drama as English subject at Universitas Muhammadiyah Surakarta, the researcher interested with this issue because drama is different from another subject of study. Most part of teaching learning of drama is out of class, there are some practices like; reading and memorizing the monologue, dialogue, characterization, vocal exercise, etc. It is significance difference from another subject study which just sit and hear what the teacher says about the subject inside the class. Subject of the research are story and stement by the student who take drama subject at Universitas Muhammadiyah Surakarta, and object of the research is interview transcript of student who studying drama at Universitas Muhammadiyah Surakarta.

C. Problem Statement

Based on the background of the study above, the researcher formulates problem statement as follows :

1. How are the student's perception about drama classat the Departement of English Education at Universitas Muhammadiyah Surakarta?
2. What are the difficulties (if there are any) faced by the student in learning drama as subject English?

D. Objective of the Study

Based on the problem statement above, the objectives of the study are follows:

1. To describe how are the student's perception on drama class in Departement of English Education at Universitas Muhammadiyah Surakarta.
2. To identify the difficulties which faced by the student in learning drama as subject English.

E. Significance of the Study

The researcher hopes that the result of the research has benefits to the readers, and the significance of the readers may include :

1. Theoretical Significance

The researcher hopes that the result of this research can be useful for additional information in teaching and learning especially in Departement of English Education.

2. Practical Significance

- a. Teacher

The researcher hopes that the result of this research can give additional information about student's perception on drama class, especially to develop English teaching learning program.

- b. Other Reasearcher

The result of this research can be used for additional information and reference to other researcher who are interested in student's perception in their research.

F. Research Paper Organization

This research paper organization of “Student’s Perception on Drama as Subject English at Universitas Muhammadiyah Surakarta” was arranged systematically into five chapters. Each chapter of this research was divided into further divisions. The researcher arranged this research paper as follows:

Chapter I discuss about introduction. This chapter explains about the main problem of this research paper. This chapter consist of background of the study, limitation of the study, problem statement, objectives of the study, and benefit of the study.

Chapter II is related literature. This chapter discusses about previous study related to this topic and underlying theory used in this research.

Chapter III discusses about research method. This chapter contains the type of the research, subject of the research, data and data source, technique of collecting data, technique of analyzing data and credibility of data.

Chapter IV is research finding and discussion. This chapter consist of research finding and discussion.

Chapter V discusses about conclusion, implication and suggestion of the research. In this chapter, the researcher concludes the result of the research, the pedagogical implication of the research and gives suggestion related to the result of research.