

**THE PROBLEMS ENCOUNTERED IN LEARNING DRAMA AT
UNIVERSITAS MUHAMMADIYAH SURAKARTA IN
INDONESIA: A PHENOMENOLOGICAL APPROACH**



**Submitted as a Partial Fulfillment of the Requirements for Getting a Bachelor
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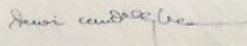
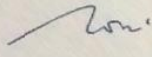
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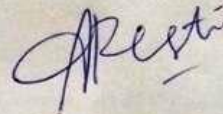
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Abstrak

Penelitian ini bertujuan untuk mengetahui apa saja masalah yang dihadapi oleh mahasiswa pendidikan Bahasa Inggris dalam mempelajari drama di Universitas Muhammadiyah Surakarta. Penelitian ini bersifat deskriptif kualitatif dengan pendekatan fenomenologis. Penelitian ini menggunakan teknik wawancara untuk mengumpulkan masalah-masalah yang dihadapi dalam mempelajari drama. Wawancara adalah teknik yang tepat untuk mengumpulkan data. Wawancara adalah metode yang sesuai untuk mengulas informasi dari narasumber untuk mendapatkan data narasi secara alami. Subjek penelitian ini adalah 4 mahasiswa semester 8 pendidikan Bahasa Inggris yang telah mengambil mata kuliah drama di semester 6. Objek penelitian ini adalah transkrip interview tentang keluhan kesah terhadap masalah-masalah yang dihadapi mahasiswa pendidikan Bahasa Inggris yang mengambil mata kuliah drama di Universitas Muhammadiyah Surakarta. Peneliti menggunakan pendekatan fenomenologis hermeneutik untuk menganalisis data. Hasil penelitian menunjukkan bahwa: 1) Mahasiswa kesulitan menyesuaikan diri dengan aktivitas drama; 2) Kelas drama memakan waktu; 3) Kelas drama menuntut kekuatan fisik.

Kata kunci: drama, mempelajari drama, masalah yang dihadapi dalam drama

Abstract

This study aims to find out what are the problems faced by English Department students in learning drama at Universitas Muhammadiyah Surakarta. This research is descriptive qualitative with phenomenological approach. This research uses interview techniques to gather problems encountered in learning drama. Interview is an appropriate technique for collecting data. Interview is an appropriate method for reviewing information from sources to get narrative data naturally. The subjects of this research were 4 English Department students who have taken drama courses in 6th semester. The object of this research was interview transcript about problems that faced by English Department students who have taken drama courses at Universitas Muhammadiyah Surakarta. Researcher uses a hermeneutic phenomenological approach to analyse the data. The research suggests that: 1) Students have difficulties adjusting to drama activities; 2) Drama class is time consuming; 3) The drama class demands physical strength.

Keywords: drama, learning drama, problems faced in learning drama

1. INTRODUCTION

Drama is one of the literary works exhibited. The drama needs to look interesting with the plot, transcript, characters, dixy, setting of time and setting of place. The

additional of songs as back sound drama can beautify the delivery of drama as opening song and closing song. Drama becomes an English subject at school or university. Using drama in classrooms is considered one of the effective methods in the teaching process. Besa, Bytyqi (2016) stated that drama becomes an important part of learning in school because the process of learning drama is not only listening to the teacher's explanation in class but there is also a process of memorization, improvisation, and role playing. Students get lot of experiences in this drama process such as emotion, dedication, and consistency. Drama becomes a method of learning through imagination and role playing. According to Brown & Rodgers (2017) students are guided by teachers and work together in teams to solve problems, negotiations, and critical thinking. Students also need to practice dialogue, improvising roles, monologues, and playing roles. Therefore, the drama process is mostly done in outside the classroom.

Drama class at Universitas Muhammadiyah Surakarta is a subject that must be taken for English Department in the 6th semester. This subject requires students to form drama groups and present performance to the audience. Students need to work hard and cooperative in team to get the perfect performance. Students learn many things and gain lot of experiences in the process of practicing drama. Students are very enthusiastic with drama class because their creativity is tested and students really enjoy the drama training process. In drama subject, there are also problems that must be faced by students. Because drama is not an easy process, it requires collaboration, taking the time, and adaptation with new friends in the drama group. Malm, Birgitte (2017) stated that in learning drama there must be problems that are having so many non-English words in the text, having negative attitudes about drama, having no excitement while reading drama were the most common problems students encounter. The aim of this research is to listen to the voices of 8th semester English Department students who faced problems in learning drama in the 6th semester 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.

2. METHOD

The type of this research is descriptive qualitative with phenomenological approach. Glesne, Corrine (2016) said that phenomenological research is qualitative research that uses approaches in certain groups that focus on life experiences. Ann Ohman (2015) also stated that Qualitative research methods are presented based on individual experiences, ideas, feelings, attitudes, and perceptions. Ann Ohman explained that the qualitative research approach focuses on social interactions carried out when conducting interviews then the interviewer can explore the data widely to the person being interviewed because the researcher explores an existing phenomenon and he explained the purpose of the qualitative method is to export the personal experiences and sources of view rather than from the hypotheses specified. Palmer, Michelle et al. (2010) confirmed that hermeneutic phenomenological approach studies the experiences of people in their own world and Hermeneutic phenomenological study can make an interpretation between participants and researcher about live experiences to identify life experiences of the participant then through this reflection the researcher makes interpretation and makes description of the subject through life world stories. This research focuses on students' problems encountered in learning drama class at Universitas Muhammadiyah Surakarta in Indonesia. The researcher needs to get the data from 8th semester English Department students who have learned drama class in 6th semester. The researcher investigates about students' problems encountered in learning drama class. This research analyses the interview transcript then the researcher describes the conclusion from the data analysis.

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 The students' adjustment difficulties in learning drama

Drama is not a course that is done by sitting in the classroom because drama requires a lot of practice outside the classroom such as acting, conversation, dancing, vocal practicing, etc. Drama also requires many members by combining two classes thus; there are around fifty members in the drama. It is not easy to unite the minds of fifty

drama members to create an atmosphere of harmony and mutual respect. It all requires adaptation from each drama member. Adaptation in this drama becomes a new challenge for every member of the drama. Therefore, the problem is the students' adjustment difficulties.

Data 1:

“Aku itu kan anak rumahan yang termasuknya jarang, orangtua aku tipe orangtua yang masih overprotektif sama anaknya jadi kaya dia tuh ngelarang aku buat keluar malem, jadi ada batas maksimalnya jadi kaya misal maksimal keluar tuh sampe jam 9, lebih dari itu tuh kaya di marahin bahkan bisa sampe di cariin, jadi aku itu maksimal jam 9 malem, abis itu ga boleh tidur di sembarang tempat, jadi aku itu jarang banget di bolehin nginep di rumah temen, jadi biasanya kalo aku main ga boleh nginep, paling maksimal itu pulang ya jam 9 nan jam 10, kalo misalkan nginep tuh nanti ga di bolehin jadi tetep bakal di jemput, terus di drama ini aku diwajibkan pulang sampe jam 1 sampe jam 2, sampe akhirnya ini terjadilah pro dan kontra antara aku dan anak2 yang lain, karna mereka merasa kalo aku itu di beda2in kalo yang lain bisanya sampe malem sedangkan aku cuma sampe jam 9 atau jam10 abis itu orangtua aku jemput aku, nah disini aku ngerasa mereka kaya gabisa ngertiin aku dan ngertiin kondisi aku yang kaya gitu.”

“I am a homebody who is rare going out in the night because my parents are overprotective with their children. My parents have a limit time for me it's about at 9 p.m. If more than at 9 p.m., my parents will angry to me and they will look for me and pick me up go home. My parents also forbid me to sleep in my friend's house so that if I visit my friend's house I can't stay for one day along. While drama practice I go home it's about at 1 a.m. it's become pro and cons between me and my friends because they got jealous if I go home early as commanded by my parents. I feel my friends can't understand about my condition” (Appendix number 1)

From the quotation above, the researcher finds that he has parents that overprotective with him and forbid him to go home up to 9 p.m. while practicing drama he should go home early than the others thus make others envy with him.

Data 2:

“Gamau diatur dan kebanyakan orang-orangnya mahasiswa akademis, dalam arti, alah.. Cuma sekedar nilai anjirr, kek gitu.. tapi kan di sisi lain ada orang yang wah ini drama nih ada yang bener-bener suka sama sastra kan, literature, drama gitu. Terus beberapa hari kedepan kegiatan masih seperti itu aja, misalnya kan, keluhnya ya dari pelatih kita, di awal-awal pelatih kita udah kaya ini kok jarang latihan ini kek gini-gini doang, gitu loh. Cuma latihan suara, lari-lari, pembahasan script juga ga ada. Kan ternyata akhirnya script itu dia nulis sendiri secara dadakan, dan bahkan banyak temen-temen yang ih keknya kita perlu ganti pelatih nih. Ini pelatih udah gak bener, Cuma ada beberapa temen yang, jangan cuy. Kita udah percaya aja sama pelatih kita. Akhirnya jalan, terus latihan juga gitu, telat-telat. Ya kan, waktu udah mepet, setelah itu, bulan puasa ya kita ya?”

“They did not want regulated and most of them are academics. They think like, "It just a score!" but, another people are like drama because they like a literature. For several days, the activities are still same and there is no progress. It still practice about song, physic, discuss about script but suddenly the script is from a coach. All of friends are want change the coach because there is no progress for a long time. But, the rest of friends are still believed to our coach.”

(Appendix number 6)

The interviewee says that not all students master in drama because there are students who like literature and students who like academics. These things make a little bit delay the drama process.

Data 3:

“Terus masuk bulan puasa yaa latihan molor, latihan molor, yang paling bikin jengkel sih waktu udah mepet sih, udah mepet kita persiapan property, ya kan. Udah suruh orang-orang suruh bantu udah agak susah, terus masalah kostum, terus masalah apalagi ya? Iya scene belum selesai. Terus mas ipul juga kadang ada job ya kan gabisa latihan, sebenarnya yang paling, apa yaa, mereka gabisa di atur sih. Dalam arti bukan gabisa di atur, ga semua orang itu pemikirannya satu. Dan gue

sendiri yang masuk ke kelas telat, dan pengen mengatur semuanya gak bisa juga cuy karna ini kan control in team.”

“Ramadhan comes, practice drama is not on time, and the most annoyed is time almost over, have a limited time to make properties. It’s difficult to ask a help from friends. What else? Problem with costume, some scenes have not finish yet. Sometime, Mas Ipul has another job and can't present when practicing drama. So, the team can't be discipline if Mas Ipul did not come. Actually, it is not called discipline but everyone has their own mind. I late to join this class so, I can't handle this team.” (Appendix number 7)

The interviewee annoyed because his friends were difficult to be discipline. Then, the interviewee understands that human characters are different and funny.

3.1.2 The drama class is time consuming

Drama subject is subject that take up a lot of time in the process. Students not only do their class assignments but also spend a lot of time to practice drama. Drama makes students spend most of their time practicing drama at night, and disrupts lecture time during the day. So that, students only have less time to do their assignments and for take a rest. Therefore, the problem is the drama class is time consuming.

Data 1:

“Habis itu masalah buat kuliahnya, keganggu sih karna latihan tuh sampe malem, jadi tugas-tugasnya itu jadi keganggu jadi yang harusnya aku itu ngerjain tugas, akhirnya keteteran semua karena drama ini, sampe kadang harus malem-malem lembur buat ngerjain tugas karna kan ada beberapa kuliah yang dari pagi sampe sore akhirnya keteteran semua tugas-tugasnya karna malamnya harus drama dan waktu drama itu kita ga boleh buat fokus ngerjain tugas, kita harus ikut bantu-bantu, bersih-bersih, bantu-bantu bikin kayu di bentuk-bentuk, kan biasanya kalo bikin setting kaya gitu kan yah kalo drama, jadi setting aku kan ribet emang gabisa buat nugas di situ jadi terpaksa harus ikut nukang juga.”

“So, it is a problem for my lecture. It disturbs because I have to practice drama until midnight so, I can't finish my assignment. Sometimes, I have to stay awake to finish my assignment because there is no time in the afternoon if I have class in campus. When practicing drama we can't bring and do our assignment because we have to help a team for prepare the properties for practicing drama. It's difficult to make some properties which made by wood so, team must be cooperative.” (Appendix number 10)

The researcher finds that the interviewee has no time to do his assignment because drama disturbs his quality time to take a rest and study.

Data 2:

“Eh taunya sampe sana, bagian kita ga latihan, terus ngapain datang gitu. Kaya buang-buang waktu, harusnya kalo sampe sana latihan partnya kita, yaudah latihan eh ternyata enggak. Kadang ga ngapa-ngapain sampe tengah malem, capek buang-buang waktu, terus tugas kuliah yang harusnya selesai, jadi, ya selesai sih cuma mepet. Jadi kan pulang drama harus mikir lagi, apalagi itu puasa, bayangin pulang latihan jam 12 apa jam 1 ngelanjut ngerjain tugas sampe sahur, tidur habis subuh, terus jam 7 kuliah itu ngerusak badan banget serius.”

“I'm annoyed when it is not my scene but I have to be there for practice. Sometimes, we did not anything until midnight. It's tiring, wasting time and my assignment has not finish yet. My body is tired and my mind is thought about my assignment when I arrived at boarding house. Can you imagine in the midnight I arrived at boarding house doing my assignment until sahur, sleep after praying subuh and go to campus at 7 a.m. It's give bad impact for my body, I swear. (Appendix number 13).

The interviewee annoyed because drama wasting his time while practicing. Because the practicing schedule is not well organized thus, it interrupts time to do assignments and to take a rest.

3.1.3 The drama class is physic demanding

Drama does not only require the skills and ideas of the mind but also requires physical skills. This makes some students feel over tired during the practicing process while not all students have the same endurance of body. So, there are students who are sick because of practicing drama. Therefore, the problem is the drama class is physical demands.

Data 1:

“Habis itu yang terakhir masalah kesehatan. Beberapa orang kan beda-beda ya, juga termasuknya kenapa orangtua ku overprotektif sama aku karna aku itu sakit-sakitan. Jadi aku itu punya asma yang asmanya itu sering kambuh kalo aku kecapekan dan di drama ini aku udah bolak balik UGD 2 kali. Jadi aku hampir obnam karna kecapekan drama, itu pun orangtua aku udah ngepress aku jamnya, ga di suruh sampe jam 1 jam 2, itu aja udah masuk UGD, gimana kalo aku sampe jam 1 jam 2? Tapi disini kan mereka ga pernah mau tau dong, intinya mereka cuma ngelihat aku baik-baik aja, aku hidupnya enak, tanpa tau dibelakangnya pun juga sebenarnya aku juga ga sebahagia itu, mbok kira emang seneng bisa pulang duluan? Aku kan walaupun pulang duluan juga tetep masuk UGD, aku tetep sakit. Bahkan aku baru dari UGD aja hari berikutnya aku langsung masuk drama, langsung masuk latihan karena sangking aku takut buat di katain, takut ga di enakin, takut di belakang jadi gerundel akhirnya aku tetep drama, berangkat drama walaupun aku habis dari UGD.”

“The last problem is about healthy. People are different, also me. Why my parents are overprotective because I sickly sick. While this drama I entered to UGD for twice. I have asthma and often relapse when I was exhausted and almost hospitalized but my friends did not want to know about my illness. They only see that my life is happy and good even though I'm not happy as they think. Do they think I'm happy go home early? I go home early is still entered to UGD, I still sick. Moreover, I just come back from UGD I directly going to practice drama because I was afraid my friends gossip me.” (Appendix number 14)

From the data above, the researcher concludes that the interviewee has asthma so he easy to fall sick. Drama requires a good endurance thus he can practice the drama well.

Data 2:

“Yang pertama itu badan, tubuh aku itu, yaa dampaknya kan kita latihan drama rencananya habis magrib sampe jam 9 jam 10, tapi ternyata itu realitanya jam 8 apa jam 9 kadang baru mulai, terus pulangnyanya tengah malem, ya di atasan jam 12an lebih seringnya, dan itu pas musim penghujan, jadi antara pagi, jadi antara kuliah pagi sampe sore, capek, belum istirahat, dibela2in dateng latihan, ternyata molor berjam-jam, terus selesainya lebih dari jam 12, capek, badannya capek, terus pegel semua, linu semua, terus yang paling ngena itu dada aku jadi sesek, waktu itu juga kan latihannya jauh, yang rencananya di kampus, pindah ke kampus lain, dan itu jaraknya sangat jauh, dan angin malem juga ga baik buat diri aku, jadi waktu itu dadanya sesek, kalo tidur itu di dalam dada nafasnya kaya grok-grok-grok, kalo di keluarin tuh gabisa tapi rasanya di dalam kaya grok-grok-grok gitu, terus radang aku sering kambuh karena yaa jajan-jajan minum-minum es ga jelas.”

“First, it is impact with my physical. I expect the practice is about 8 p.m. but reality is about 9 p.m. we just begin the practice. Sometimes, it rains on the way I go home in the night so it very cold and made my physic is drop. I can't handle this because time practicing is not on time and it disturbs my entire schedule in the morning and afternoon because I have tired to do another activity. I also out of breath, my physic was drop and it confiscates my energy because I have to go to the practice place which far from campus. I also was rankling because I drank ice when practicing drama.” (Appendix number 16)

The interviewee needs a good endurance of body to do travel at night to the place of practicing drama. In addition, physical demands requires practicing drama, he also requires a good endurance to travel to drama practicing place because the place is far for campus.

3.2 Discussion

3.2.1 The students' adjustment difficulties

This finding is line with Bowers, Richard (2012) which stated that the curriculum designed drama subject as an act of adjusting students into a new school environment by developing students' social skills. Students get lot of experiences while learning drama subject. Students perceive that drama class is different from other subjects. Simply, drama subject requires creativity and drama is done out of class. Drama subject proved successful in strengthening students' relationships with their peers through small groups of their plays. It says that students' adjustment is required to face new social environment. It concludes that the students difficult to adjustment in learning drama. It concludes that the students difficult to adjustment in learning drama.

3.2.2 The drama class is time consuming

This finding is line with Shakfa, M (2012) which said that more than 70% of students face difficulties when learning drama such as feeling bored because it takes too long to play drama, use of forms, and use of writing used. According to the data, learning process drama includes listening, memorization, interaction, and action. This preparation needs several months before the day of performance therefore; the drama class is time consuming.

3.2.3 The drama class is physic demanding

This finding is line with Burwick, Frederick (2017) revealed that drama performances are influenced by several values such as politics and physical demands in performing drama in front of audiences without electronic sound aids. In learning drama process, there are processes such as concentration, listening, memorization, observation, interaction, action, and interpretation. According to the data, drama class demands physical strength in practicing drama because practicing drama is done routinely for several months to get good performance. It concludes that drama class is physical demands.

4. CONCLUSION

Drama class at Universitas Muhammadiyah Surakarta is a subject that must be taken for English Department in the 6th semester. Drama subject requires students to make a group for drama and present performance to the audience. Students need to work hard and cooperative in team to get the perfect performance. Students can learn many things and gain lot of experiences in the process of practicing drama. Students are very enthusiastic when drama subject because their creativity is tested and students really enjoy the drama training process. This is line with Piazzoli, Erika (2013) stated that "drama is not something to read" means that drama is something to be played and modified.

The conclusion answers the problem statement of this research. The problems encountered by English Department students in learning drama at Universitas Muhammadiyah Surakarta are the students' adjustment difficulties, the drama class is time consuming, and the drama class is physical demands. Therefore, in a drama group there are kinds of students' character, those things made students difficult to face students' new social environment. In the practicing drama also requires a time schedule that organized well thus, time will not become a problem for students because students have no time to do their assignment and to rest the body. Drama also requires a good physic because drama demands the physical strength of its players.

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