

## CHAPTER I

### INTRODUCTION

This chapter contains of six parts. Those are background of the study, limitation of the study, problem statement of the study, objective of the study, significance of the study and research paper organization.

#### A. Background of the Study

Drama is one of the literary works exhibited. According to Andy (2010) drama is divided into comedy and tragedy. Drama comedy is an entertaining drama. While, the drama of tragedy is a drama of suffering related to sadness. Alvarado, Jonnathan (2017) confirmed that there are several types of drama namely moral drama, documentary drama, tragic drama, melodrama, problem drama, and chronic drama. The drama needs to look interesting with the plot, transcript, characters, dixy, setting of time and setting of place. The addition of songs as back sound drama can beautify the delivery of drama as opening song and closing song.

Drama became an English subject at school or university. Using drama in classrooms is considered one of the effective methods in the teaching process. Boggs et al. (2015) said that this research introduces interactive drama to students by showing scenes from trained actors then interacting with the audience, namely students so students feel excited and participate in the drama. This research explains that drama is proven to be used as good classroom management by giving examples of 5 interactive drama scenes. Lin, Yu-sien (2010) argued that the drama method used by teachers in the classroom makes the classroom atmosphere interactive between students and creates an authentic impression. The teacher said that in addition to body language, the drama method had combined four student skills namely speaking, reading, writing and listening. Gorjian et al. (2010) which stated that this study divided 60 students into two groups: the control group and the experimental group. The control group was tasked with surveying drama content and the experimental group was tasked with conducting strategies in playing drama. This

research assumes that drama performances can increase students' knowledge about literature at the university.

Students who study drama gain lots of experience, benefits, and advantages. In this aspect, Bayliss & Dodwell (2010) stated that drama is a supporter in the development of students politically and socially which helps in the development of politics and tolerance in students. Dahlberg et al. (2017) showed that drama succeeded in closing the gap in learning the theory of scientific practice. Drama has proven methods that are easy to make into teaching and learning. This method shows how nursing practice and scientific theory can be reflected through drama.

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 also there are process of memorization, improvisation, and role playing. From this process, students make a drama performance that will be watched by many people who need training for weeks or months. Students get a lot of experience in this drama process such as emotion, dedication, and consistency. Drama becomes a method of learning through imagination and role playing.

Drama class at Universitas Muhammadiyah Surakarta is a subject that must be studied for English Department in the 6<sup>th</sup> 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 a lot of experience 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. Drama becomes an interesting learning method for students because drama trains students' skills in imagination and improvisation when playing roles. Besides that students also have to practice as actors in the story, dialogue according to roles, make movements according to characters in drama. 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.

In drama class, there are also problems that must be faced by English Department students in Universitas Muhammadiyah Surakarta. Because drama is not an easy process, it requires collaboration, taking the time, and adaptation with new friends in the drama group. The aim of this research is to listen to the voices of 8<sup>th</sup> semester English Department students in Universitas Muhammadiyah Surakarta who encountered problems in learning drama in the 6<sup>th</sup> 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. Therefore, the researcher proposes a research entitled **THE PROBLEMS ENCOUNTERED IN LEARNING DRAMA AT UNIVERSITAS MUHAMMADIYAH SURAKARTA IN INDONESIA: A PHENOMENOLOGICAL APPROACH.**

### **B. Limitation of the Study**

The researcher collects the data by conducting interview with some of 8<sup>th</sup> semester English Department students who has taken the drama class in 6<sup>th</sup> semester. This research will focus on what are the problems faced by English Department students in learning drama at Universitas Muhammadiyah Surakarta.

### **C. Problem Statement**

The researcher interviews some of 8<sup>th</sup> semester English Department students who have taken the drama class in 6<sup>th</sup> semester in Universitas Muhammadiyah Surakarta. The problem is:

1. What are the problems faced by English Department students in learning drama at Universitas Muhammadiyah Surakarta?

#### **D. Objective of the Study**

From the problem statement above, the objective of this research is:

1. To describe the problems faced by English Department students in learning drama at Universitas Muhammadiyah Surakarta

#### **E. Significance of the Study**

The researcher hopes that this research give benefits for all the readers of this research and utilize it as reference. This research divides into two kinds of benefit. Those are theoretical and practical benefits.

1. Theoretical public

It becomes study and evaluation for teaching-learning process especially in drama class.

2. Practical benefit

This research becomes a comparison or reference that is used for the next research.

#### **F. Research Paper Organization**

This research paper organization of “The Problems Encountered in Learning Drama at Universitas Muhammadiyah Surakarta” was arranged systematically into five chapters. Each chapter of this research divides into further divisions. The researcher arranges this research paper as follows:

Chapter I discusses about introduction. This chapter contains of the main problem of this research paper. There are background of the study, limitation of the study, problem statement, objectives of the study, and benefits of the study.

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

Chapter III discusses about research method. This chapter consists of 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 discusses about finding and discussion. This chapter consists of research finding and discussion.

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