

# **CHAPTER I**

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### 1.1 Background of the Study

Learning a language does not mean just learning about grammar and vocabulary but the important thing is learning how to think and communicate in the target language. It means that after learning the language, the students are supposed to be able to use the target language either in writing or orally. In the 1994 English Syllabus for SMU/GBPP (1993:2), it is also written that:

"Belajar bahasa asing adalah belajar berkomunikasi melalui bahasa tersebut sebagai bahasa sasaran, baik lisan maupun tulis."

(Learning a foreign language is learning to communicate through the language itself as the target language, either orally or in writing.)

To achieve that objective, it is important to have teaching-learning atmosphere which gives many opportunities for the learners to practice using the target language frequently.

In recent years, it is found that drama can be used to provide the learners with a situation which enables them to use their target language intensively. Besides, it can increase the students' self-confidence, motivation and spontaneity. It also improves the language

production and the ability to work cooperatively in group situations. The use of drama in language learning has been proved by some experts. They have tried it out to their students.

According to Sarah Sharim-Paz (1993:21), the dramatic game is one of the many techniques that can be used to foster participation in speaking and conversing. She has proved it by giving the students more opportunities to bring their own personalities, experience, and opinions, and they felt freer to invent and create dialogues or gestures in a relaxed atmosphere. In addition, Louis Tanous (1972:16) also says that using drama in teaching a foreign language provides the students with a reason for learning and infuses the item to be learned with a note of authenticity. Through drama, the students deliver the utterances as they should be said in a real-life situation, that is, with feeling. Furthermore, Richard A. Via (1972:7) says that through drama, English can also become a living experience of communication because play is all communication. By using a play, the students will be able to have a good interaction and communication in using English.

. Fortunately, the writer finds that there is a drama class in the English Practicum at the English

Department of Widya Mandala Catholic University. There are many other activities that are held in the English practicum such as singing, public speaking, business correspondance. The purposes of the English practicum are to prepare the students' to have performances on the English Day, to guide the students' interests, and to train the students using English. The English practicum is held in every even semester and it is compulsory for the second semester students of the English Department. They can choose the activities according to their own interests.

To prove that drama can really motivate and help the students in learning English, the writer decided to observe the drama class in the English practicum in order to know more about the activities done in the drama class for one whole semester.

## 1.2 Statement of the Problem

Based on the above background, the central questions in this thesis are :

1. How is drama carried out in the English practicum drama class?
2. What activities do the students do in the drama class?

### 1.3 The Objectives of the Study

The writer wants to describe the ways a drama is carried out in the English practicum drama class, and the students' activities in the drama class for one whole semester.

### 1.4 The Significance of the Study

The writer hopes that the result of this study may give some information to the reader who wants to know more about the activities of the English practicum drama class. It is also expected that this study gives a useful input to the English practicum drama class in particular and to the English Department of Widya mandala Catholic University in general.

### 1.5 Definition of the Key Terms

Before proceeding to further discussion, it is better to clarify some key terms applied in this study. Here are the key terms:

"Drama" according to Wilga M. Rivers (1968) is a method which provides a real-life language through its dialogue and acting.

Drama in the English practicum is one of many activities in the English practicum which teaches the

students to act, and aims at training the students to use English in a community.

"*English practicum*" is a programme which expects the learners to practice and use English a lot. It is also a programme to prepare the English Day.

### 1.6 Scope and Limitation

In order to achieve the purpose of the study, the writer did a non participant observation on a drama class in the English practicum for the second semester students of the academic year 1995/1996 of the English Department Widya Mandala Catholic University. The writer observed the activities of the English practicum drama class for one whole semester.

### 1.7 Theoretical Framework

In this study, the writer takes some theories to support her study. Norman F. Davies (1980:36) says that learning to talk in the target language, which is the major goal of many students, is undeniable. Therefore, it is important to activate the students to use the target language in communication as early as possible.

To make the students active in communication,

it is necessary to apply communicative approach. Since in the communicative approach, the teacher focusses on communicative proficiency rather than on mere mastery of structures (Richards and Rogers 1986:64). In the types of learning and teaching activities, communicative approach suggests role plays (drama) as one of many teaching techniques to motivate the students to speak.

The writer also uses several theories about the use of drama for teaching foreign language. Eleanor Ene E. Hermosa (1983:30) states that through drama experiences, the students will:

discover, express and accept themselves in relation to the world around themselves; communicate effectively, verbally or non-verbally; solve problems inventively in both real and imagined situation; discover and express the values of society; use critical and creative skills.

Students can discover, express and accept themselves in relation to the world around themselves, because in drama, they must be the same person in expressing themselves in a different language, and they can express their feeling freely. Drama is all communication, so through drama, the students can communicate effectively verbally or with gestures (body language). To clarify the use of drama, Maurice Imhoof (1973:24) states that the use of drama serves two goals of a language programme. The first goal is drama is leading the students to use the language to communicate. In this case, the students

will not only gain an understanding of grammatical structure in context, but also experience the dynamic use of the language to influence, control, entertain, and inform. The second is drama is giving the students insight into the culture of the native speakers of the language. The reading and the production of plays develop the students relevant subcultural activities through which their acquisition of the new language go hand in hand with an increasing familiarity with the culture of the language.

#### **1.8 Research Method**

In this research, the writer does an observation research. The writer observes and takes notes to what happens in an English practicum drama class for a whole semester. She also records the activities in the drama class with a tape recorder. Then the writer describes the activities which happen in each meeting and transcribes the data from the tape recorder.

#### **1.9 Organization of the Study**

This study consists of five chapters. Chapter I deals with the introduction of the study including background of the study, statement of the problem,

objectives of the study, significance of the study, scope and limitation of the study, theoretical framework, research method, and organization of the study. Chapter II concerns with review of related literature which includes the theory of communicative approach, and drama as a teaching technique. Chapter III talks about research methodology, namely research design, subject of the study, instruments, data, procedures of collecting data and data analysis. Chapter IV concerns with the report of observation and discussion. Chapter V deals with summary and suggestions.