

Abstract

Implementing drama technique has been familiar, especially in EFL classroom. Some experts have revealed that drama implementation can give several benefits in terms of students' language achievement. However, during the implementation of drama, there might be several drawbacks faced by students. This study investigates the benefits and drawbacks from drama implementation in English classroom at English Education Department of Universitas Muhammadiyah Yogyakarta. A qualitative descriptive is used as a research design. Meanwhile, the participants who were involved in this study were four students batch 2015 who had joined English drama as their final project in Listening and Speaking for Daily Conversation course at the odd semester, academic year 2015/2016. The findings of this research showed that implementing drama in English classroom gave nine benefits, namely increasing students' interpersonal skill, building students' confidence to speak up, providing medium for practice theories had been taught, enhancing students' awareness about local culture, increasing students' pronunciation skill, increasing students' writing skill, increasing students' reading skill, and the last is increasing students' knowledge about playing drama. Besides, the drama implementation in English classroom also gave eight drawbacks, namely intimidating some students, causing students' boredom, taking much time, feeling forced, feeling exhaustion, spending much budget, stimulating students' anxiety, and the last was feeling unfair about role's distribution.

Keywords: drama in English classroom, benefits, drawbacks, EFL classroom.

