Chapter One

Introduction

In this chapter, the researcher discusses several points in finding the main problems of the research. The chapter is arranged into background of the study, identification of the problem, limitation of the problem, research questions, purpose of the research, significance of the research and outline of the research. Those parts are going to be explained as follows.

Background of the Study

Teaching methods in the 21st century are various nowadays. The common teaching methods are audio-lingualism, communicative language teaching method, community language learning, silent way, and suggestopedia (Harmer, 2001). As mentioned by Richards and Rodgers (1986), the wide variety of methods eases the teachers to decide whether they want to choose a method based on teachers' need, students' need, or educational setting. However, they also added that this wide variety of method is sometimes confusing rather than comforting because some methods are apparently unfamiliar and difficult to understand. It is in line with Harmer (2001) who argued that wide variety of method can make teachers unsure in choosing an appropriate method for students. For example, in Indonesia, suggestopedia method, which was developed by Georgi Lozanov in 1978, might be unfamiliar because there is a session in that method named séance or concert session which forces students to listen to baroque music while the teacher reads a new dialogue. Then, the teacher should synchronize the reading with the tape music (Harmer, 2001). Thus, since the emphasis of this method is on lowering the affective

filter of students, the class is designed as comfort as possible. It makes this method quite difficult to be applied at English language classroom in Indonesia because not all Indonesians know baroque music; moreover, this method is quite costly.

Choosing an appropriate method is very important in teaching because not all teaching methods are suitable for every course. Hence, teacher should be able to choose an appropriate method for students because an appropriate teaching method can make teachers easier to get students' interest. In relation to the students' interest, teachers should be able to think creatively by providing one of creative teaching methods which can make students get involved in every activity without feeling bored and still keep their attention. This thought slightly correlates to Rushidi (2013) who asserted that creative teaching method can provide a friendly and conducive class where the students are given a chance to get involved with the activity covered in the class.

Related to creative teaching method, communicative language teaching method, which has drama as one of teaching techniques can be used as an alternative to be implemented in the classroom. It is because students can explore themselves to the new study experience where the students can learn language aspect through acting. It is in line with El-Nady (2000) who argued that "drama allows students to take risks with language and experience the connection between thought and action" (p.41). From the statement, it can be infered that the use of drama has benefits in education. In fact, through drama students can get new experience in exploring their creativity in learning language and acting.

As a student of the English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY), the researcher has been familiar with several activities related to drama. These activities were applied in skill-based course like speaking. Based on the researcher's experience, the researcher had been taught using two activities of drama; those were role play and simulation. From those activities, there are several advantages that the researcher felt such as the researcher acquired some vocabulary when doing role play. Not only that, the researcher learned how to work in team and how to make a script. Thus, instead of being stressed with the assignment, the researcher felt happy because the researcher enjoyed doing role-play.

Besides doing role play and simulation, another observation was also done by the researcher when the researcher found one of the lecturers conducted drama as a final project at EED of UMY. When the researcher knew drama was implemented in EFL classroom, the researcher was wondering about the students' reaction in doing their final project whether they felt the same as the researcher's experience or not. Based on the researcher's point of view, the researcher saw that they performed very well. Although they were not actors, some of them were very confident to show their acting. They could convey their feeling and emotion into their role on the stage. Moreover, they could also show good great teamwork on the stage. Furthermore, since the drama they performed involve music and dancing, the researcher saw that they enjoyed their performance. This is in line with Ashton-Hay (2005), who emphasized that drama can incorporate verbal linguistic, interpersonal skill, intrapersonal skill, and kinesthetic skill into one.

Based on the background above, the researcher is interested in finding out the benefits and drawbacks of the implementation of drama in English classroom according to students' perception.

Identification of the Problem

Although there are various teaching methods that can be implemented in language classroom, not all of them can be classified as creative teaching method. As mentioned by Rushidi (2013), there are three components of creativity, such as: expertise, creative thinking skills, and motivation. Based on those components, he argued that there are several kinds of teaching techniques which are included in creative teaching techniques, such as: role-playing, simulation, drama, concept mapping, storyboarding, decision tree, questioning activity, and laddering.

Based on the researcher's observation when watching drama playback performance of batch 2015 as their final project at that time, the researcher noticed that some students looked very enthusiastic and confident. They looked really well-prepared, either on their prior performance or while performing. Although this drama performance was a playback one (recorded), their utterances were synchronized with the audio (recording).

Beside some students' achievement in performing drama, the researcher noticed several things such as students' lack of confidence and fear of making mistakes. Moreover, some of them still mispronounced certain words. Not only that, sometimes they also had an issue in intonation. In addition, some of them still got a

problem with internalization which means that they could not be the character that they play entirely. It happened when they had to act sadly. However, their expression did not tell that they were sad. The last, there were some students whose utterances were not synchronized with the recording.

In short, based on the phenomena above, it could be concluded that drama can give benefits to students, however, there might be drawbacks experienced by the students in doing the drama.

Limitation of the Study

From the identification of the problem, the researcher intends to find the answer from students' perception on drama implementation in English classroom. In order to make this research more specific, the researcher will only focus on drama which is taught in Listening and Speaking for Daily Conversation as the final project for class A and D batch 2015. The reason for choosing these two classes was because only these classes which were taught by using drama as the final project. In addition, this study will only focus on finding the benefits and the drawbacks of drama implementation in English classroom.

Research Question

Based on the explanation above, the research question are formulated as follow:

1. What are the benefits of drama implemented in English classroom according to the students' perception?
2. What are the drawbacks of drama implemented in English classroom according to students' perception?

Objectives of the Study

In line with the research questions above, the objectives of the study will be served as follow:

1. To find out the benefits of drama implementation in the classroom from students' perception

2. To reveal the drawbacks of drama implementation in the classroom from students' perception

The Significances of the Study

In relation to the background above, the researcher believes that this research will be important to be conducted for several parties, either for individual or for group. The significance of the study will be useful for several people as follows:

The researcher. These findings will answer the researcher's curiosity about the students' perception in the implementation of drama in English classroom regarding to the benefits obtained and drawbacks faced by students in experiencing role play implementation in the classroom. In addition, after seeing the result of this research, the researcher can use this research as one of considerations of teaching technique in using drama for teaching language especially when the researcher has become an English teacher.

Lecturers/ teachers. This research will be beneficial for lecturers or teachers especially those who use this technique in the classroom as an evaluation form to improve their teaching technique. Besides, this research also helps the teachers to develop their reference in creating fun technique in teaching language especially in

listening and speaking class. In addition, since this research discusses benefits and drawbacks of drama implementation in the classroom, it is hoped when the lecturers/ teachers reading and implement this research, they can maximize the use of drama in the classroom to improve students' skills and minimize the drawbacks of drama impelentation in the classroom.

English language students / pre-service teacher. This research will be useful for English language students since this study will tell the advantages of teaching technique called drama so that students can maximize the use of this technique in the classroom when they become future teacher.

Other researchers. The findings of this research are expected give benefits to other researchers who have the same concern with the researcher in investigating the benefits and drawbacks of drama implementation in the classroom. This research will help other researchers who have the same topic with the researcher to enrich their literature and references on drama for English Foreign Langueg (EFL) teaching learning.