

I. INTRODUCTION

A. Background of the Problems

This chapter discussed about introduction of the research that would be used in this study, such as: background of the problems, formulation of the problems, objective of the problem, uses of the problems, scope of the problems and definition of terms.

Language is the most important of human communication and it cannot be separated from human's daily life. One language to express his feeling, ideas, experiences and so forth. From the statement above, it could be said how important language is. Every human has an ability to learn language, both native and foreign language. The term native language refers to language that has been learned by human since first time he / she can produce the language. In other hand, the term foreign language has not been learned by those before. English becomes closer the first foreign language that is taught at kindergarten up to university level now days. The English teaching-process is aimed as having some goals; one of them is to enable the students to use language as means of communication.

It is necessary for the teachers to use various teaching methods and technique. The way the teacher delivers the material about English will affect the way the students learn the language. A dull teacher will produce a dull student. Hence, the creativity of the teacher is needed in order to avoid dullness in teaching-learning process. The teacher has a very important role coating a more attractive activity in the classroom in order to attract students' attention in learning English.

Nowadays, in so much of the teaching learning process, the teacher sometimes fails to realize the importance of providing the students with direct experience. The teacher presents the students with only surface reality then wonders why the students forget the lesson easily. They also only give a kind of evaluation that measure whether or not the students have mastered the structural items of English, without considering whether or not the students have been able to use English as a means of communication.

The students will easily gain the lesson only when they are being involved in the actual experience and would probably satisfy them not only intellectually but also emotionally as well and possibly inspire in their feelings of empathy. They would be more likely to remember the meaning of the word as a result of the moment of direct experience. Hence, it necessary for the teacher provides such kind of activities that can attract students to be involved in the direct experience. English is difficulties that commonly make the students think that learning English is difficult and boring. The writer hoped that this script could help the students to like the English lesson first,

because if they had liked the lesson first, they can more easily to receive the material from the teacher.

Based on her experience during PPL in SMPN 2 Marga Tiga East Lampung, the students liked English class but they sometimes found it as a boring activity since the teacher used almost the same way in teaching English. For instance, the teacher asked the students to practice the dialogue about such kind of expression only and mostly the carried out of dialogue by herself. The teacher also only gave the task to make the kind of text and the students must tell in front of the class.

Futhermore, there was not much chance for the students to practice speaking or create other their skill. The teacher only paid attention to the clever students to practice as model, while poor students talk among themselves in Indonesian or just keep silent. In result, the students felt bored with the activities. It is the teacher's duty to overcome this problem by providing some creative activities in the classroom.

Using drama and components of drama, they are external and internal rhythm, mime, and vocal speech, the researcher hoped students could be active, increase character building, creative, and enjoy the class. Drama is a form of action in which some aspect of human experience is portrayed: it is an exploration of experiences and situations through enactment. In Drama, students learn about themselves and others by creating characters and situations. Drama provides a powerful means of exploring the way people react and respond to different situations, issues and ideas. The aim of

Drama is to provide the students with experiences in which the intellect, the emotions, the imagination and the body are all involved and developed through expression, performance, observation and reflection.

Drama provides a particularly valuable means of increasing self confidence and social awareness. Students are involved physically as well as emotionally and intellectually: the students learn through doing. Drama is, moreover, a co-operative process through which students develop their ability to share and communicate.

Drama is one of the creative activities that can be done by the teachers. Wessel (1987: 41) found that using drama activities helped to bring written materials to life by infusing the lifeless print with feeling, imagination, and thought for the learner, who became an active participant in the learning process. According to Constantin Stanislavski (1989) components of drama could influence in English lesson. Drama is about talking and acting. Drama could help the students easier to acquire English because by following drama class, students have able to deliver the dialogues clearly in order to convey the message and the plot of the story. Hence, they have to speak to each other, even for the students who have not ever spoken English before. By applying drama, the researcher also expected the students would be motivated and encouraged to speak since they were given chances to have a lot of practice in enjoyable ways, so the title of this research is “Implementation of Drama in English Class”

B. Formulation of the Problems

Referring to the background of the problems above, the researcher would formulate the problems as follow:

1. How are the process of drama and components implemented in English class?
2. How is the scoring system of drama implemented in English class?
3. How are the students' impressions toward the implementing of drama in English classroom?

C. Objectives of the Research

The objectives of this research are:

1. To find out the process of implementing drama and the components of drama in SMPN 2 Marga East Lampung.
2. To find out scoring of students' drama performance in SMPN 2 Marga Tiga East Lampung.
3. To find out the impression of the students after implementing drama in SMPN 2 Marga Tiga East Lampung.

D. Uses of the Research

The uses of this research hopefully could:

1. Theoretical Benefit

This research would help readers to understand the use of drama technique in teaching learning process. Besides that, readers would get more knowledge or information that drama was not only applied on stage like a performance but also it could be applied on teaching activities at school.

2. Practical benefit

a. Teacher

This study might give contribution to develop of teaching English. This result of the study could be useful for additional information that could be applied by general English teacher in teaching and practicing drama. Besides, this research gave more emphasizes on giving new information of drama technique in teaching learning process in junior high school.

b. Students

This result could be used as the ruler and knowledge in practicing drama. They could learn the job description in drama and how to perform on the stage. The students and listeners also could understand the way it is.

c. Other researcher

This result would give the information and knowledge about the implementation of drama technique in learning process. The writer hoped that her finding could be used by the researchers to open further analysis of drama technique.

E. Scope of the Research

The research was conducted in the third year SMPN 2 Marga Tiga East Lampung. The materials were stories from Walt Disney. The considerations of choosing those stories were the plots of those stories are well known by the students. The dialogues in the stories had been simplified so they were easily to be memorized, short and well balanced in length.

F. Definition of the Terms

Along the definition above, the researcher formulated some that were useful in the research. The terms below would guide the reader and understanding the research.

- a. Drama is a story, which is supposed to be performed in front of the audience (Harcourt: 1968: 349).
- b. The components of drama are external and internal rhythm, mime, vocal and speech.
- c. The elements of drama are exposition, complication, climax, falling action, and resolution.