

## **ABSTRACT**

### **THE IMPLEMENTATION OF DRAMA AS A TECHNIQUE IN ENGLISH SPEAKING CLASS AT THE FIRST YEAR OF SMA NEGERI 2 BANDAR LAMPUNG**

**BY**

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One aim of English teaching-learning process is to enable the students to use language as a means of communication. In gaining the goal, it is necessary for the teachers to use various teaching techniques. According to Makita (Ulas: 2008), drama is a valuable classroom technique that encourages students to participate actively in learning process as they have to interact with each other based on a story line. The frame of the story line can be enhanced by understanding the plot. The plot can help the students to understand the story easily. When they have already understood the story line, they would feel sure to speak in order to deliver the messages of the story. That is why drama can be used as a teaching technique used in this research. Drama will be useful in the process of acquiring English as a foreign language, especially in improving students' speaking ability. By conducting drama, it makes the students have a responsibility in delivering the message of the story. Hence, they have to speak to each other, even the students who never speak in the English class.

This research was a descriptive qualitative which focused on the process and the problems of investigating speaking ability through drama. It was concerned with an instruction of drama technique that was implemented to create interesting speaking activity. The researcher used observation and audiovisual recording in order to know how drama was implemented in English speaking class and to know the problems faced by the students during the process of applying drama in speaking class. The topic that was used was focused on narrative text; in this case the researcher used a fairy tale. The research was conducted at class X5 SMA Negeri 2 Bandar Lampung. The writer chose students of SMAN 2 Bandar Lampung because they were more interested in learning speaking, but they sometimes found it as a boring activity.

After conducting the research, the researcher found that drama can be implemented efficiently in speaking class by using four elements modified from Freytag in order to make the students understand the story easily. The implementation of drama in speaking class can be used as one creative technique to avoid students' boredom in the classroom, because drama technique can develop students' communication skills-through fluency, pronunciation, and co-operative learning. However, there were some problems faced by the students when drama was implemented in the classroom. The biggest problem was in terms of pronunciation. While a matter of fluency hardly appeared during implementing drama in English speaking class. There are also some obstacles in implementing drama in the classroom, for examples: drama class takes long time and students have comprehension difficulty in understanding the story stated in the script.