

## The Students' Difficulties in Learning English Drama

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**Abstrak:** The purpose of this study is to describe the students' difficulties in English drama performance. This is a qualitative case study. This study includes students from Madura University's English Department. The purposive sampling approach is used to choose a sample. To collect data, major sources of information include observation and questioners. The study's findings show that the students have four difficulties in it those are 1) the use of old English, 2) the students have poor English skills, 3) lack cultural knowledge, and 4) a negative attitude towards drama. They interfere the students to study drama smoothly. 8 (42.1%) students assert that the drama scripts provided use old English. 5 (26.3%) students say that the students' difficulties in English drama caused of the students capabilities in English. 5 (26.3%) students affirm that the students have lack culture knowledge. 1 (6.3%) students state that they have a negative attitude towards drama.

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## INTRODUCTION

Drama provides insight into cultural values and social life, allowing readers to understand societal norms. Drama is a kind of communication. Drama encompasses the entire life cycle, including birth and death. Drama is an art of communication. Drama is one of the most complex forms of writing. Drama requires nuanced linguistic arrangements, making it a challenging literary form.

Dramas are not intended to be read. Acting out drama allows for corrections that would not be possible if it were only read. For example, this is feasible in a theatre stage, where alteration. It is possible to communicate the drama's actual message. Dramas and plays are written to be performed. This poses a challenge for students in non-English speaking nations with diverse linguistic and cultural backgrounds. Drama is an effective method for engaging children with the breadth of learning. Drama is an effective way to engage kids in social circumstances and foster active learning alongside their teacher. These situations encourage students to think, communicate, use physical items, and convey ideas. The educational process is increasingly centered on students rather than teachers. This strategy demands teachers to priorities student involvement in the learning process. One of the most effective techniques is to offer the students provide genuine opportunity for them to fully participate during acting courses.

Authentic literature like drama inspires language learning and promotes vocabulary growth in context. The second reason is that drama promotes spoken language, engages the students with the text, and exposes them to certain parts of the target language's culture. Drama may improve academic literacy and critical thinking abilities, as well as build positive interpersonal and multicultural attitudes. Good drama

may help student's emotional development by exploring the human condition and attempting to explain life via symbols or metaphors.

Drama might be used as an instructional tool since it stimulates creativity and energy. It makes learning more genuine and relevant by inspiring students to use their sensitivity and imagination. Drama as an instructional tool helps pupils develop their social, intellectual, and language skills. Next, it boosts motivation and offers an incentive to work hard. Dramatic acts are usually for a specific aim. The learner recognizes the importance of communicating and focusing on how to complete a task since acting provides him with a relevant context. It has a therapeutic impact. It may help solve mental and behavioral issues. Drama is as a tool for inactive pupils using energy, and to encourage timid and resistant students to engage in learning. It is as any activity in which students are asked to depict themselves or someone else in a fictitious circumstance (Shakfa, 2012).

Students that study drama receive valuable experience, benefits, and advantages (Susanti, 2019). Drama can help pupils develop and grow. It serves as a political and social support system. Drama helps children build their sensitivity and tolerance. When a pupil or an individual performs a part, he or she will emulate the character and live in the same circumstances as the genuine character. As a result, teachers are urged to teach kids plays with strong characters and heroic tales in order for them to experience the same ethical situations. Thus, pupils will lead a moral life, follow respectable behaviors, and display their excellent manners and actions.

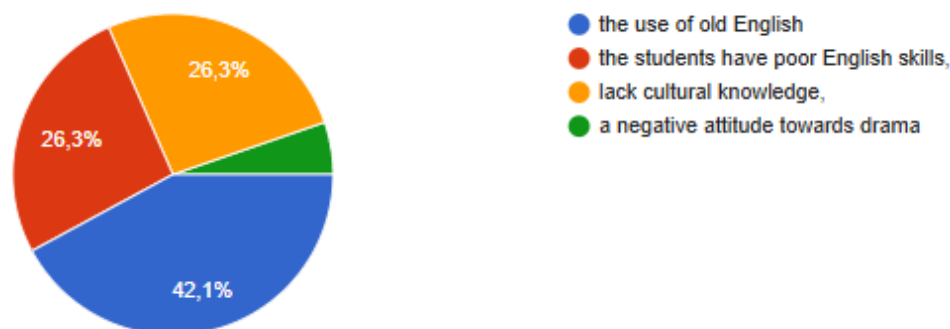
Even though, studying literary work like drama has some advantages for the students; the English Department students' theatre learning context highlights a lack of interest in the linguistic aspects of literary works (Shakfa, 2012). Furthermore, this might have a negative impact on the students' literary abilities and ability to appreciate literature. Understanding the play's concept, conflict, duration, and writing style were the main challenges faced by the students studying drama in English literature. Second, there are significant challenges for the students studying English drama those are theme, storyline, character role, literary style, and vocabulary. The research question of this study is what the difficulties of the students are in English drama. Consequently, it is important to study in details the students' problems in English drama. The aim of this study is to describe the students' difficulties in English drama performance.

## **METHOD**

The research is a qualitative. The goal of this research is to explore the psychological gap that exists between students and teachers in higher education. In this study, the case study approach is being applied. This research entails a thorough analysis of a specific example, such as an individual, organization, institute, or community. Students from Madura University's English Department took part in the study. Purposive sampling was used in this study to identify study participants. To collect data, the primary sources of information questioners; observation is serving as secondary sources. The questioners' method is used in this study to gather information about the students difficulties in English drama, and the observation method is used to gather information about the students activities in teaching learning process during English Drama. The purpose of documentation is to collect and record information on students' activities as they relate to the teaching and learning process. The information is analyzed via identifying, reducing, confirming, analyzing, and drawing conclusions. Professionals are encouraged to contribute comments and replies in order to examine the data and determine its trustworthiness.

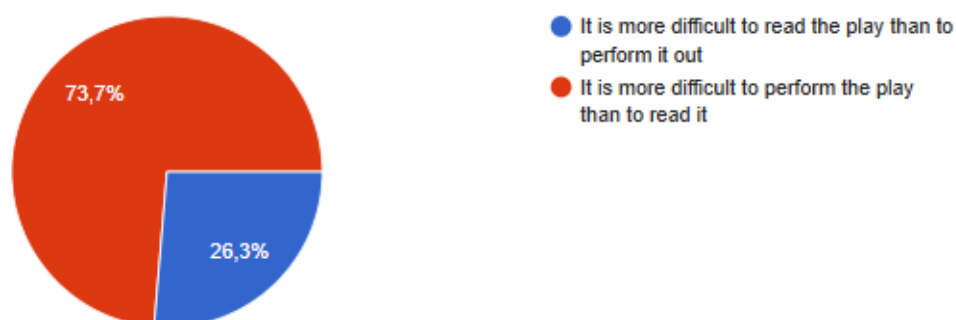
## FINDINGS AND DISCUSSION

Based on questioners, figure 1 shows them.



**Figure 1.** The Students' Difficulties in English Drama

The objective of this research is to describe the students' difficulties in English Drama in language learning. The students have four difficulties in it those are 1) the use of old English, 2) the students have poor English skills, 3) lack cultural knowledge, and 4) a negative attitude towards drama. They interfere the students to study drama smoothly. 8 (42.1%) students assert that the drama scripts provided use old English. The students are not familiar with them; consequently, it makes them having some difficulties in English Drama. 5 (26.3%) students say that the students' difficulties in English drama caused of the students capabilities in English. They have poor acquisition in second language acquisition in particular English. They have no enough abilities to study drama. 5 (26.3%) students affirm that the students have lack culture knowledge. Shock culture understanding provided in the scripts is another obstacle of the students in English drama. 1 (6.3%) students state that they have a negative attitude towards drama. Figure 2 show the differences between reading and performing English drama.



**Figure 2.** The Differences between Reading and Performing English Drama

The students have a different outlook in reading and performing English drama. 14 (73.7 %) students assert that it is more difficult to perform the play than to read it. 5 (26.3%) students state that reading the play is more difficult than performing.

This study examines difficulties when learning drama. The term "difficulty" needs clarification. However, in this study, "difficulty" refers to some of the challenges that students face when studying theatre. Drama is a theatrical play that tells a tale via dialogue between people in a conflicting circumstance.

The students' difficulties are 1) the use of old English, 2) the students have poor English skills, 3) lack cultural knowledge, and 4) a negative attitude towards

drama. The students think that drama is unsuitable for students because to its outdated language, unrealistic and ambiguous content, and lack of relevance to their age and interests (Shakfa, 2012) and (Kitishat et al., 2023).

The respondents found it more difficult to read the play than to perform it out. The plays they studied were too long. The investigation revealed no statistically significant changes. It is linier to the study of (Manurung, 2018) that teachers identified several challenges for pupils studying theatre, including the play's age, lack of relation to life, new vocabulary, and unusual idioms and names .

It is also supported by (Sari, 2022) and (Pasaribu et al., 2023) that some challenges that student's face drama is the use of old English causing them to memorize the text. Among the challenges the students encountered were having trouble pronouncing a new sentence, remembering a conversation in the book, providing the appropriate expression in a sentence, and lacking confidence while portraying a character in a drama. The students' inability to commit a dialogue in the book to memory was one of the challenges. The purpose of a drama script is to help with the audience to comprehend the plot. The audience may become perplexed by our drama's plot if we were unable to properly express the conversation. By this time, the author discovered that pupils were having trouble remembering the play's script. Furthermore, based on their look, the pupils would rather read the material than commit it to memory.

The next challenge was providing the proper phrase since the students have poor English skills. Expressing a sentence can add intrigue to the drama and assisting individuals in determining the character's morality. (Kinasih et al., 2023) in their study state that misinterpretation of the character may occur if it is not accurately stated. Some kids struggled with character expression. They are terrified of making a mistake when expressing themselves. Students were unable to appropriately enunciate a word. Correctly pronouncing words is crucial as incorrect pronunciation can alter their meaning. The writer identified certain kids who struggled with proper word pronunciation. Furthermore, they did not know how to pronounce a term in English, so they invented their own pronunciation.

Students were hesitant to express themselves due to feelings of embrace and fear of making mistakes. Consistent theatrical practice can encourage students to express themselves more freely. (Kitishat et al., 2023) and (Wijaya & Suhadi, 2024) assert in their study that students may struggle with pronouncing and memorizing the sentences of the scripts due to their limited vocabulary and lack of cultural knowledge. It is in line to the study of (Shakfa, 2012) and (Farrah et al., 2021) that drama was found to be the most challenging aspect for pupils throughout implementation. They seemed to due to time constraints, participants may not be fully prepared to deliver the discourse. Almost all students reported experiencing similar issues.

The students struggled to memories play dialogues. Apart from that, the students are more pleasant to read the material than of memorizing it. (Manurung, 2018) and (Farrah et al., 2021) in their research state that the play became less appealing and students were unable to convey their emotions. Drama can encourage students to express their emotions. The students have a negative attitude towards drama because of the complexities of drama to implement. Some students nonetheless chose to speak in front of the class. Furthermore, people are concerned about their friend laughing at them if they make a mistake.

## CONCLUSION

According to the study's findings and interpretations, the students face four challenges: 1) the usage of ancient English, 2) their inadequate English abilities, 3) a lack of cultural awareness, and 4) a negative attitude towards theatrical. They interfere with pupils' ability to learn drama effectively. Eight (42.1%) pupils claim that the play scripts offered employ outdated English. The kids are unfamiliar with them, hence they are having difficulty with English Drama. 5 (26.3%) students believe that their

challenges in English drama are due to their English talents. They have poor second-language acquisition, particularly in English. They lack sufficient ability to study drama. 5 (26.3%) pupils agree that they lack cultural awareness. Another barrier for pupils studying English play is the shock culture awareness supplied in the scripts. One (6.3%) of the pupils had an unfavorable opinion towards drama. This supports the initial finding that reading drama is more prevalent than viewing it. In other words, the necessity to use drama in real life may be viewed as a helpful factor in overcoming the obstacles associated with drama learning and teaching. Drama may help bridge cultural gaps, making it a worthwhile topic for future study. This finding is consistent with the assumption that drama and literature influence culture. Drama teachers should be mindful of their pupils' English language weaknesses and difficulties interpreting literary materials. To simplify learning ancient English, theatre teachers should start with current play.

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