

CHAPTER V

CONCLUSION AND SUGGESTIONS

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This part deals with the conclusion of the results of the observation and the finding discussed in the previous chapter and some suggestions.

5.1 Conclusion

From the finding and the discussion, the writer finds that the teachers gave chances to the students to choose the story for the drama by themselves. In so doing the students would not feel that they were forced to play the story that did not fit their interest.

The students also got opportunities to express their ideas and opinions about the situation and the dialogues of the play during the discussion, but not all of the students came up with their ideas. During the discussion of the play, the students seldom used English, and they expressed their ideas in Indonesian. The teachers also did not encourage them to use English much; the students and the teachers mostly interacted in Indonesian. However, the teachers often helped the students translating the dialogues in English.

The teachers trained the students to read the lines with appropriate pronunciation and intonation

before they performed the play. Most of the students just memorized the lines. They did not make any improvisations during the acting. While the students were acting and speaking, some of them spoke very softly, so the audience could hardly hear their voice. Furthermore, the students were still shy eventhough they had practiced the play many times.

The teachers sometimes got a problem in guiding the students because not all of the students were active in the drama class. The students were sometimes absent, or they were late to class. These matters hindered the smoothness of the practice.

5.2 Suggestions

After analyzing the result of the observation, the writer would like to give some suggestions.

To have a drama class, it is better to select the students who are really interested in drama. The students' interest can motivate them to play pleasantly and willingly. Besides that, the lecturers must apply the discipline among the players. Before the class starts its activities, the teacher should suggest the rules and make an agreement with the players. For example, considering that the time is limited, the players are not allowed to come late.

To start a drama project, the lecturers need to break the barriers among the students. The barriers that exist because the students do not know their friends well can be broken by having drama games which involves actions. The drama class then will have a harmony and friendly atmosphere.

To help the students who are shy and speak very softly, the lecturers need to hold some relaxation exercises, breathing, tone, stress and intonation exercises. The students can be trained by standing and moving around while they use English, and when they speak, they have to look at each other face to face.

The students are supposed to be active in expressing their ideas and opinions in English, so the lecturers might make variation in the topic of the play which is related to their life, such as environment, education, family problem, etc. The students then can express their own emotions and feeling eventhough they have a limited amount of vocabulary. Furthermore, to make all of the students come up with their ideas, each of them is given a responsibility to imagine and share about what they will do or what they feel if they were in the place of the roles that they will play. While the students practice reading the script, they have to look at and listen to their friends that they are speaking to.

This will help the students to comprehend the conversation, and they can improvise if they forget the lines during the performance.

Last but not least, it is better that the lecturers always speak English from the beginning to the end of the sessions. The lecturers can speak slowly and ask the students to ask questions if they do not understand their explanation. If the students speak Indonesian, the lecturers can ask them to repeat it in English as they can. For example, the lecturers play a joke by saying "pardon me" if the students speak Indonesian, so it will not make them feel tense.

The writer hopes that those suggestions give a contribution to the drama class that is held in the English Practicum. The writer also hopes that the drama project is not only done to prepare a performance for English Day, but also to activate the students to use English that they have practiced in their daily communication either in school or in their every day life.

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