CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the research. It consists of the background of the research, setting of the research, limitation of the research, formulation of the research, purposes of the research, significance of the research. Finally, it discusses the definition of the key terms of the research.

A. Background of the Research

Literature is an important aspect that has always been inherent in human life. According to Lis Lisnawati, Titin Setiartin (2019, p.2) literature is every event, phenomenon, symptom, and activity in life that is processed in the world of the author's imagination then expressed in the form of literary works. This means that literature is something that comes from human experience and other activities. Literary work is a medium used by the author in conveying his ideas, as a medium of literary works into a bridge that connects the author's thoughts will be conveyed. In normal life, literary works are continually encountered both as literary actors or as connoisseurs only. In general, literary works are divided into three genres: prose, poetry, and drama.

Drama is one of the literary genres in the form of performing arts and performances whose physical appearance shows verbally the existence of dialogue or conversation among existing figures. According to Muhammad (2018, p.39) drama is a literary composition that describes a story, generally about humanitarian conflicts by using dialogue and motion to be performed by actors. Drama is one of the literary genres in the form of performing arts and

performances whose physical appearance shows verbally the existence of dialogue or conversation among existing figures. Drama has a specificity compared to prose and poetry. The specificity of this drama lies in the stage after the reading of the drama script, namely the performance of the drama on stage. Drama contains a picture of the social and cultural life of the people in their place and era through staging.

Drama divided into two aspects, namely in the form of scripted text or staging. These two aspects are related to each other. When the manuscript is composed has been taken into account aspects of its staging and when performing it cannot be avoided from the general line of the manuscript. The script will come to life when played by actors based on the characters in the script. Therefore, the learning of drama through cast and directing, and the fulfillment of aesthetic elements becomes very important.

Drama very good for fostering students' confidence including the ability to socialize, imagine, and build empathy and appreciation of literary works. By playing drama students are expected to be more aware of social situations, the values of togetherness, and solidarity. Learning about drama scripts can provide opportunities for learners to understand human life with a view of life, beliefs, ideas, characters, attitudes, and problems faced. Through staged performances and scripts, students will learn to understand the character and attitude of human life. Through drama performances, students will know about a person's character whether kind, arrogant, grumpy, forgiving, stingy, frugal, or extravagant. In

general, children who are used to joining the drama or theater are quite prominent in school, both intelligence and personality.

There is a rational of investigates student`s drama performance at sixth semester of English Study Program of University of Pasir Pengaraian. There were some studies investigates drama. First, Benjamin (2019) has done the research entitled "Mood Analysis on English Script Drama of Peter Pan Story by J.M Barrie". This research explain the pedagogical implications of mood analysis and concerned functional grammar. Second, Mehmet (2008) has the research entitled "The Effect of Drama Education on Prospective Teachers' Creativity". This journal deals with teacher creativity in drama learning that can have a positive impact on the development of students' communication skills, social level, emotional intelligence development, and social skills as evidenced through researchers' experimental data. Third, Ratnawati (2009) has the research entitled "Efforts to Improve Playing Skills Drama with the Use of Video Drama in Class V Students 2008/2009". This research is related to drama playing skills and aimed to improve students` drama play skills through the medium of video drama.

Based on the studies above, there were no discussions of drama performance, especially in teaching and learning activities. This can make researcher interested in investigating drama performance in the sixth semester of the English Study Program of the Universitas Pasir Pengaraian about elements of drama performance.

B. Setting of the Research

This research conducted at the Universitas Pasir Pengaraian. It is located at Tuanku Tambusai Street, Rambah Hilir Sub District of Rokan Hulu Regency. The participants of this research are students in the sixth semester of the English Study Program at the Universitas Pasir Pengaraian. This research was conducted on June 19, 2022. In this study, the researcher took data through observation, documentation, and interviews.

C. Limitation of the Research

The researcher limits the research on the elements of drama in the drama performances entitled "Uncle Vanya" and "Waiting room" by sixth-semester students of the English study program at Universitas Pasir Pengaraian. The research is limited to avoid misunderstanding and misinterpretation. It also hopefully can give a limitation toward the given analysis. It also dues to the effectiveness of times and cost too.

D. Formulation of the Research

Based on the research limitations above, the researcher formulated the question: "What are elements drama on students' drama performance at sixth semester of English study program at Universitas Pasir Pengaraian?".

E. Purpose of the Research

Based on the background above, the purpose of this research is to find out the elements drama on students` drama performance at sixth semester of English study program at Universitas Pasir Pengaraian.

F. Research Significances

The researcher hopes the finding in this research would give several benefits for the students or university students, researcher, and reader.

1. Students.

   This research is expected to enrich their knowledge about drama performance. It can help students to understand the elements of drama performance by they perform.

2. Next Researcher.

   The research findings are expected can be used as references in conducting further studies about drama performance, especially the elements of drama performance.

3. Reader

   The research findings are expected can be the reader understand the drama performance and also it can help some readers to understand its elements.

G. Definition of Key Terms

This part is made to clarify the concept of this research. The keywords in this research to avoid the misconception. The keywords are literature and drama performance.

1. Drama performance

   Drama as a literary work designed to be staged. According to Muhammad (2018, p.39) drama is a literary composition that describes a story, generally about humanitarian conflicts by using dialogue and motion to be performed by actors. Drama performance also involves action and

dialogue which represented by gestures and an atmosphere that depicts real life.

2. Element of drama performance

Elements are an important part needed in drama performance. According to Suroso (2018, p.129), drama performance is the story of human life trough dialogue and imagination and supported with elements of drama. Elements drama are very important in staging. Such as; voice, audience, blocking, script, improvisation, Expression, setting, properties, team work, and overall.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is very important to discuss. This chapter is concerned with a review of the related literature of the study. It covers the review of the related theories, review of related findings, and conceptual framework.

A. Review of the Related Theories

1. The Nature of Drama (Drama Performance)

Drama is a work created by the author that concerns the mind or imagination, feelings, and experiences. According to Lis Lisnawati, Titin Setiartin (2019, p.2) drama is a literary work that depicts life and character through play and dialogue, and dialogue is then staged. Drama has a uniqueness that is not only able to be read, but also must be staged through dialogue and movements of the players on stage. In performance drama allows individuals and groups to explore and can represent ideas and their consequences. Drama refers to many different contexts that can be taken from societies or cultures that existed in the past and present. The drama also involves values and identities that can move and change participants and audiences.

Drama is access for young people to express and combine ideas in an art form In the school curriculum drama becomes one of the literary works that can develop the skills and creativity of students. It can produce new knowledge, skills, and abilities that can be useful to students in a variety of contexts related to work

and social life. Education in drama is essential to the success of students as individuals and members of society that emphasizes not only imagination but also the cultural values and social harmonization that art can engender.

Drama is classified into two types, namely drama as a performance (stage drama) and drama as literature (drama script). Drama in performance means acting on stage. Drama shows tell the stories played by actors and actresses. Actors and actresses must play roles by imitating other characters. That is, they must consume the personality of others, including name, age, occupation, nationality, and others. The players have to try hard to become the characters they represent. In the literary branch, drama is arranged in the form of prose (prose drama), most of its plays are also composed by poetry or based on elements of poetry (poetry drama). Each of the above types of drama can be discussed separately for analysis. In this study, researchers talked about drama as a performance.

A drama show is a staged story. When the drama is staged, the connoisseur of the drama not only imagines the story through imagination but can see the real story of human life played on stage. To perform the drama be better equipment is needed in drama. Equipment is a typical element of drama or theater that complements the story. Suroso (2015, p.129) says that drama performance is the story of human life trough dialogue and imagination and supported with elements of drama. This element is very important in staging. If one of the elements is not present in the staging then the drama performance is not perfect.

Literary drama is related to the performance on stage played by drama characters. The term drama comes from ancient Greece which means "doing: or "acting" which is very precise in describing the activity, but the word has evolved to become more modern. The word drama is currently more associated with situations involving emotional co-script. According to Wiyanto (2002, p.7-12) there are several types of drama based on the presentation of plays, namely tragedy, comedy, tragicomedy, opera, melodrama, farce, and tableau.

a. **Tragedy**

The tragedy is a play written in a serious, sometimes dramatic, or uplifting style in which incidents occur and can only be rectified with great cost or sacrifice. Aristotle says that tragedy should cleanse our emotions by evoking pity and fear (or compassion and fear) in us, the viewers.

b. **Comedy**

Comedy is a play written in a benevolent or humorous direction, be it bitter or satirical, in which of the characters' problems or difficulties are satisfactorily addressed, if not all. Character, at least from the audience's point of view. The low character contrasts with the noble; the characters are not always changed by the action of the play; based on life observations. Comedy and tragedy are more about character, while 's farce and tragedy are more about the plot.

c. **Tragicomedy**

Tragicomedy is a combination of drama tragedy and comedy. The storyline and the play contain sadness, but also contain encouraging

things. In this tragicomedy, sad and happy alternate. The audience dissolves in sadness, sometimes laughing as a form of excitement.

d. Opera

Opera is a drama accompanied by music and dialogue sung. Songs sung by players are sung differently by one player from another player, as well as the accompaniment music. Opera prioritizes singing and music, while the play is only a means.

e. Melodrama

In the melodrama, the players express their feelings with facial expressions and gestures accompanied by music.

f. Farce

Farce is a drama that resembles a dagelan, but has a comedy pattern.

g. Tableau

Tableau is a type of drama that prioritizes movement. The players do not pronounce dialogue but only movements with the inclusion of the sound but not music.

Based on the above explanation, the researcher concludes that drama performance is a work of art that is displayed with dialogue or actions based on characters with themes, conflicts, social, and culture that exist in human life. The drama also contains a moral message for every human being. Drama has several types, such as tragedy drama, comedy drama, tragicomedy drama, opera, melodrama, farce, and tableau.

2. The Elements of Drama

Elements are important things that exist in the drama of the show. The drama of the show is supported by many elements. According to Puspita (2016, p.70-71) the elements of drama from a literary perspective include plot, characters, settings, themes, and dialogue.

a. Plot

The plot is a framework or interweaving of stories from beginning to end that describes the conflict of characters. The plot consists of several stages including classification or exposition, conflict, complications, climax, and resolution.

b. Characters

A character is a person who appears in a play that expresses dialogue or script in speech and action.

c. Setting

The setting relates to the place, time, and atmosphere that occurs in the story.

d. Theme

The theme is the main idea of the story. The theme is related to the author's point of view. The theme can determine the direction of the purpose of the play so that it can be the basis of the pattern of construction of the play.

e. Dialog

Dialogue is a medium used in the delivery of drama content.

3. The Elements of Drama Performance

The performance drama features the scene entirely on stage, meaning there is no repetition of the scene by the performer. There are several elements of drama performance:

a. Script

The script in the play contains a story. In the script, there are names of characters in the story, dialogue spoken by the characters, and the necessary stage conditions. According to Suroso (2015, p.91), Drama scripts generally contain story facts that contain characters, storylines, setting places, time settings, atmosphere settings, social settings, cultural settings, themes, and means of the story (such as; title, atmosphere, and climax). There are two elements contained in the drama script, namely dialogue and stage direction. The script comes from the author's thinking based on imagination or experience and becomes a medium of expression for the author.

b. Voice

One of the important factors for an actor in playing drama is sound. Having good vocals is something that an actor has. Every word spoken must be heard clearly by the audience. An actor must be able to convey information clearly with effective vocals and be able to adjust the volume pressure. According to Suroso (2015, p.103-104), there are several vocal exercises that can improve the sound quality of an actor.

1. Exercises to pronounce the vowels /a, I, u, e, o /. Sit cross-legged. embarked on above the thigh. Deep breath. Donate. Speak the vowel

/a/ slowly until you are out of breath. Do this for other voices. 10Vocal pop exercises. Deep breath. Donate. curt voice /a/ loudly until out of breath. Made for voices other. Vibration exercises. Deep breath. Here, say vowel /a/ with low-to-high tones, with vibration controlling the height of the position of the two hands. High hand position means a difficult position low means low, medium position means not high or down, etc. Please do it for another voice.

2. The exercises enrich the variety of vowels and how words and sentences are made. Choose the beautiful word for the leaf example. Make good sentences using paper. Do this in other words. For example, water, tears, stones, fulcrums, foundations, gems, corals and stumbling mounds, sand, wind, and beach. Create words shopping. If you lack the creativity to reproduce your beautiful words or ideas can sing or imitate love lyrics, ballads, poems, and so on. Singing practice is part of developing more vibrating exercises.

c. Blocking

Blocking in drama performances is very important. According to Suroso (2015, p.140-141), blocking is the actor's ability to position his body on stage. For the drama performance to look very good, actors must be able to block well so that they can be seen and not have their backs to the audience, see a clear goal, and not group.

d. Audience

The audience is the people who attend the venue of the show. Drama show audiences come from various circles and backgrounds, both in terms of education, economy, and the point of view of appreciation or motivation. Usually, the success of a drama show depends on the number of viewers, the more viewers of a drama the higher the success rate of the show.

e. Improvisation

Improvisation means spontaneous expression. Suroso (2015, p.63), says that in playing drama the actors are given the breadth to improvise. In general, dramas that do a lot of improvisation are dramas that only use scripts that present a chronology of the story. In improvisation, the characters make dialogue to be spoken in the cast. The things that the characters do themselves create on stage.

f. Expression

Expressions can give a certain meaning in the staging of a play. Suroso (2015, p.76) says that characters from actors' facial expressions can present symbolically from the play played. Expression is also related to the delivery of emotions. Actors must be able to play emotions well, such as being sad when left to die will be different from being sad because of being replaced. When the actor acts out a sad expression left to die, the expression on the face for example the look in the eyes looks blank, there is no passion for smiling. Actors who act out grief for getting betrayal, facial expressions tend to be sad but contain hatred.

In playing a drama, the actor must be able to convey the message of dialogue through the facial expressions he plays. Such as the expression on the actor's face when he feels arrogant, firm, doubtful, quiet, shy, and others. For example, a person who is rude but has a fair and compassionate nature is shown in the facial expressions played by the actor. The actor put on a stern face, but the dialogue conveyed can show warmth and affection.

g. **Setting**

The setting is the setting in a drama. According to Suroso (2015, p.15), the setting relates to time, scene, sounds, and objects. The setting is also related to the atmosphere, such as the atmosphere of the day is different from the atmosphere in the city. The setting is always concerning the stage. Suroso (2015, p.38), says that the setting also includes decoration and lighting. Scenery and stage are interrelated artistic elements. According to Suroso (2015, p.131) scenery is a dramatic element in the form of a background of the drama staging place. The scenery can be classified by its design disposition, setting structure, and visualization location.

In terms of design character, some decorations mimic the imitation of nature called natural scenery. For example, the house in the village, the prison trellis, and the location of visualization. In terms of design character, some decorations mimic imitations of nature, called natural scenery. For example, the existing house in the village, the prison trellis, the room in the hospital, and others. Judging from the setting structure there are several types of scenery. First, the scenery hung on backstage (drop), and the scenery on the left and right sides

open for the actor's exit (swing). Second, the left and right sides are covered by the wall so that the actor goes in and out of the special door. In terms of visual location, there are interior and exterior decorations. Interior decoration is a decoration that describes the state of the enclosed space, while exterior decoration describes the outside state.

The stage not only serves as a background for staging but also as a medium of expression and communication to support the performance of the play. According to Pertiwi (2021, p.2) stage layout is an element of performance drama that shows visuals in performances that aim to provide additional information to the audience. Stage layout can make the audience can absorb the information contained in the story of a performance drama.

Stage arrangement becomes the main element that cannot be separated from the staging of drama and theater that will become incomplete without a supportive stage layout. Before doing the stage arrangement it is necessary to understand the script or story to be staged. It aims to know the scene, events, atmosphere, and equipment needed in the staging of the drama.

Several things must be done to create a stage layout. First, create an expressive set that can explain, describe the surroundings and can create a mood/soul for the player. Second, make an attractive set that can attract attention to the audience. The set shown must be clear, meaning that the audience from a long distance can see the details of the stage layout. Third, make the set useful. The stage set created is not only into the background but can be used by players to

act and not harm the player. And lastly, create an organic set that can show every element on stage as having a relationship with each other.

In the drama performance, several things become indicators of the scenery and stage of the drama performance. Purnomo (2019, p.99) says the indicators of scenery and stage are:

1) The scenery and stage describes the elements of space

   In the arrangement of the stage the designer collects information from various things about the space, such as the number of places or types, such as prisons, living rooms, parks and others. The designer also pays attention to the space needed in the action of each scene, the determination of the action in and out, the placement of home furnishings and other things needed in the action in each scene.

2) Scenery and stage explains the element of time

   In addition to the space element, the stage layout in the play must interpret the element of time. The scenery can explain the time when the story or events occur in the script. The stage layout can describe the time at night, during the day or morning with the arrangement of the stage according to the time in the story.

3) The scenery and stage explains the atmosphere of the play

   The scenery can give an idea of the atmosphere that leads to the emotional state that the play shows to the audience. The scenery stylist needs to add supporting elements that are able to give the impression of the atmosphere of the play being displayed. If the show is about happiness or a love story,

the scenery uses soft elements, waiting for the shape of objects that have circular angles. The use of pastel colors serves to show the cheerfulness of the atmosphere. If the show emphasizes the atmosphere of tragedy, the use of dark colors can express a deeper and heavier atmosphere.

Lighting is the setting of a staging. Lighting is one of the artistic elements that is quite important in a performance. According to Purnomo (2019, p.101) the light system is a part of the artistic system that serves as a light on various parts of the stage and scene in a performance. In general, lighting can serve as lights, decorating elements and atmosphere builders.

Lighting as a building element of performance drama. According to (Suroto, 2019, p.1-4) indicators of lighting drama performance are as follows:

1) Lighting as a light, is the most basic function. The point is that lighting enlightens the actor and every object that is staged.

2) Lighting as a dimension shaper on objects and stage arrangements. By treating the intensity of different lights, the object will look bright dark elements so that it appears perspective or dimensions.

3) Lighting as a sorter or space divider. Lighting can be used to select or sort objects and areas. Light rays can determine the focus of attention on the area or action on as desired.

Lighting as a supporter of the atmosphere. Lighting also serves to present lighting on stage, but not all areas on the stage have the same level of distilation, but arranged with a purpose and purpose that can affirm the

message to be conveyed through the actor's practice on stage. Lighting arrangements not only affect the attention of the audience but also the performers on stage and the beauty of the stage layout presented. The staging of plays or theaters performed at night lighting has an important role in building an atmosphere that emphasizes dramatic elements. Lighting is able to present the desired atmosphere by the play. The light effect presented can mimic the light of the moon and sun at certain times. For example, the color of the morning sun that brings warmth, while the daytime sunshine feels hot. This is a picture of the atmosphere and emotions that can arise from lighting.

In the setting on stage, the sound is also one of the important factors. Sound is effective in aiding play, protrusion and progression, putting pressure on urgent circumstances and providing interse time. Suroso (2015, p.134) says sound involves human hearing and utilizes a variety of sources. Basically the sound in the staging is produced by electronic devices and produced from the mouth (authentically). Electronic media can create sound effects, such as keyboards to produce splashing sounds of water, howls of dogs, birdsong, and so on. Sound can also produce simple sound effects such as the sound of shoe steps, gunshots by popping balloons or firecrackers, the sound of clock seconds by hitting a glass, the sound of creaking doors, and so on. Sound also involves musical instruments, such as cheerful music that signifies happiness and music that signifies sadness, and others.

There are several things that become indicators in the sound of the drama performance by Suroso (2015, p.134-135) including: (1) to affirm the dialogue of the character, in love dialogue requires romantic music illustrations, in contrast to musical illustrations to support anger dialogue. (2) music serves to help the ongoing scene, for example, the tense atmosphere needs music that can support thrilling elements, (3) give the effect of shock (shock) confirming the existence of important events. For example, a death or farewell can present a chanted tembang (Javanese poem).

h. Properties

The property relates to the equipment for the performance drama. property can be in the form of objects presented on stage carried by the actor to support his role.

i. Teamwork

The process of staging a play involves all experts in various fields on stage. Many characters are members of a drama performance. Drama performance has teams that work together to produce a staging. According to Suroso (2015, p.90), each team has a special task assigned by the production leader and director who help each other with the elements that are the builders of a drama performance.

B. Review of Related Findings

There are several studies related to drama and drama performances. Additionally, the researcher was accumulated to espouse this research. Concerning the researchs is following:

First research was conducted by (Çulha, 2020) entitled "The Effect of Creative Drama on Student Success and Speaking Skill in Foreign Language Teaching". This study was conducted to investigate the influence of creative theater on students' academic achievement and speaking skills in foreign language teaching. The study was conducted with 20 students, including 13 girls and 10 boys, students in grades 9 and 11 at Muğla Anatolian High School from 2011 to 2013. Semi-experimental model, one of research models, used because there is no group. control during data collection. In addition, empirical assessment without statistical measurement was performed in optional English classes, where the use of more standardized lessons was preferred. During the study, a total of 9 workshops, each 120 minutes long and focused on a different topic, were held. Both quantitative and qualitative data collection tools and techniques benefit from this. As quantitative, pre-test and post-test data are used and are qualitative data, forms of conveyed visual-based observations, personal opinion letters, and researcher observations rescue is used. We try to measure whether the pre- and post-test success scores obtained show a normal distribution because of the lower number of groups of participants. Instead of the conventional test, the Kolmogorov-Smirnov test is preferred for this measurement. All the obtained quantitative data is analyzed via SPSS program. Finally, when all measures and personal opinion letters that reflect the views of the group of participants are considered, it can be seen that a creative theatrical approach was applied throughout the process has shown a positive influence on foreign languages.

Second research was conducted by Millah, Rahmah Izzatul (2019) entitled "Students' experience in playing drama: A focus on speaking skills : A case study at The Twelfth Grade Students of MA Asshiddiqiyah 3 Cilamaya Wetan-Karawang". The objectives of this study were: 1) to explore students' experiences in acting, and 2) to explore students' speaking skills while acting. Research using qualitative methods, including a case study. The researcher used this case study because it focuses on data analysis during dramatic acting and needs to be explored at each stage. The use of this method aims to explore students' theatrical experience and their speaking skills, while data is obtained from observations, questionnaires and interviews. The participants in this study were six 12th graders, the sample of which was selected by purposive sampling at MA Asshiddiqiyah 3 Karawang. Based on the results of data analysis, two main points can be concluded. First, acting in the theater provides diverse experiences for students. Five out of six said acting was fun and could hone their speaking skills, but again, one didn't really want to act because she didn't like acting. Through drama, students can experience the portrayal of other people's characters, they enjoy watching the play, and can let them speak in front of the class. Theater play is motivating and fun and can help develop attitudes towards learning foreign languages, cultures and languages. Second, students' theater experience can increase their speaking skills. It can be concluded that most students respond positively to student drama. The student said that his activities can help him express himself, mainly in terms of expression and fluency. In addition, performing in the theater has boosted confidence in public speaking. In other

words, this technique can be used to improve the speaking skills of students even though they speak a foreign language.

Third research was conducted by (Mohammed Saleh Anaam, 2020) entitled "Effect of Drama on Enhancing Vocabulary Learning in English for Secondary School Students in Yemen". The present study is an attempt to find out the impact of drama as a tool of teaching on improving vocabulary learning for students of secondary schools in Yemen. The participants of this study were 76 male students of 10th grade from secondary school in Taiz City; Yemen included rural and urban students with high and low socio-economic levels. The sample was selected randomly and divided into two groups, experimental and control groups. The researcher selected some vocabulary lessons from the English course syllabus of 10th grade. The experimental group students were taught through the drama method, whereas the control group students were taught by the traditional method. Pre and Post-tests were administered to explore the impact of drama on vocabulary. The researcher used the statistical techniques, namely descriptive statistics to analyze the collected data and describe the research participants and their level in vocabulary in English. This study took 21 working days with forty-five minutes a day for each group in the academic year 2018-2019. The results of the study indicated that drama has a significant effect on improving and developing vocabulary in English.

Fourth research was conducted by (Cicih Wiarsih, 2017) entitled "Efforts to Increase Creativity and the Ability to Appreciate Drama through Drama Performance". This study tries to improve creativity and theater assessment

across competencies of Indonesian lessons through theater performances. This study was carried out by within the framework of the FKIP PGSD research program, Muhammadiyah Purwokerto University during the second semester of the 2015/2016 academic year. The audience ranged from second semester students of Class E up to students. The research process is a class action study taken over two cycles. Each cycle consists of planning, acting, observing and reflection. The research tool used creativity tests in writing and performance tests, while observing teacher and student activity with a worksheet. Results show that dramatization can increase dramatic and dramatic creativity up to rated students' abilities.

Based on some of the studies above, this research is a different object and data analysis from the previous research. It told about the elements drama of students' drama performances at sixth-semester of English study program at Universitas Pasir Pengaraian.

C. Conceptual Framework

Conceptual framework is a select concept by the researcher towards the problem which wants to be researched and make effort in a certain direction to the purpose of the research. The following figure was described in conceptual framework of the research.

From the figure of the conceptual below, the purpose of this research to make it easier for the reader to understand the outline of the research; it will be carried out using the following diagram:

Figure 1. Conceptual Framework of the Research

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┌─────────────────────────────────────────┐
│        Students' Drama Performance        │
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┌─────────────────────────────────────────┐
│     The Elements of Drama Performance     │
└─────────────────────────────────────────┘
                    ⇩
┌─────────────────────────────────────────┐
│            Analysis the Data              │
└─────────────────────────────────────────┘
                    ⇩
┌─────────────────────────────────────────┐
│          Finding and Discussion           │
└─────────────────────────────────────────┘
                    ⇩
┌─────────────────────────────────────────┐
│               Conclusion                  │
└─────────────────────────────────────────┘
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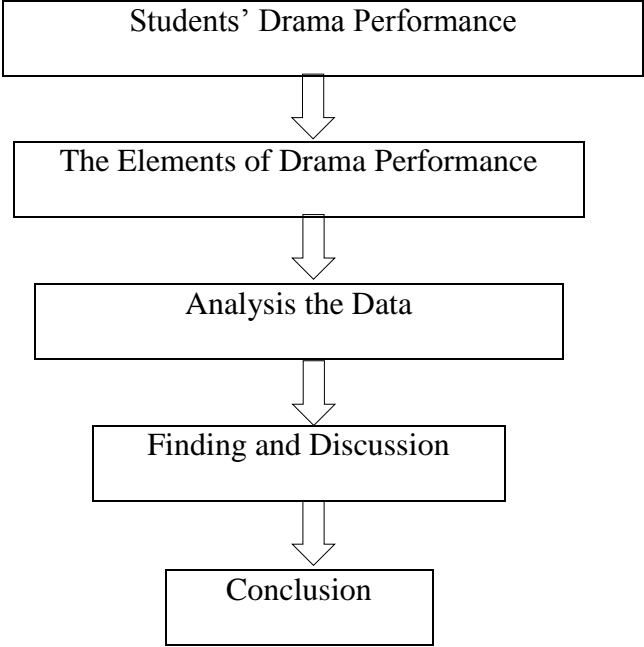
CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology. It is consist of research design, setting of the research, population, and sample, instrument of the research, technique of collecting the data, and technique of analyzing the data.

A. Research Design

This research was descriptive qualitative. A qualitative design with a descriptive study approach was used in this research, such as stated by Sugiyono (2012, p.3) qualitative design to get in-depth data, a data which contains meaning. The qualitative design significantly can affect the research substance. It means that the research design provides the nature of the relationship between the researcher and informant, object and subject of the research directly.

B. Population and Sample

According to Sugiyono (2013, p.215) population is a generalization region that consists of an object or subject that has the quality and certain characteristics determined by the researcher to learn and to be concluded. The population could be the societies in certain areas, the employes in certain organizations, teachers and students in the school, etc. The population in this research was sixth-semester students of the English study program of the Universitas Pasir Pengaraian in the academic year 2022/2023. There are 28 students and all of the students were the population.

Based on the consideration above, the researcher used total sampling. According to Sugiyono (2013, p.218) total sampling is a sampling technique where the number of samples is the same as the population. The sample that should have been in this research was 28 samples. So in this research, the amount of samples is the same as the population, they were 28 students. From these 28 students were formed into 3 groups. In class A there are 2 groups, in class B there is 1 group. In this drama performance, two different drama script titles are distributed to each group. The title was chosen by the lecturer of the drama course. In class A, namely A and B, they get the title of the drama "Uncle Vanya" which consists of 4 acts. Group A played acts 3 and 4. Group B plays acts 1 and 2. For class, B get the title Waiting room.

Table 1. Population of the Sixth Semester of English Study Program of Universitas Pasir Pengaraian.

No.	Class	Male	Female	Population
1	A	1	21	22 students
2	B	-	6	6 students
	Total	1	27	28 students

C. Instrument of the Research

According to Arikunto (2010, p.203), a research instrument is a tool or facility used by researchers in collect data so that the work is easier and the results are better in the sense of being more accurate, complete, and systematic so that it

is easier to process. The instrument of this research was the data score of elements of drama performance test and data interview. After obtaining the data score element of drama performance, the researcher analyzes these elements, then conducts an interview as supporting data.

D. Technique of Collecting the Data

1. Researcher make observations. In this observation, researchers came directly and observed the performance test drama of sixth-semester students of Universitas Pasir Pengaraian.

2. Researcher take documentation in the form of videos and photos of student drama performances test.

3. Interviews to 10 audiences, which then the data from the interview become support for the researcher's argument

In research, there is always a procedure in collecting the data. In collecting this data, the researcher use observation and documentation. This study was conduct at Universitas Pasir Pengaraian in the sixth semester of the English Study Program of Faculty of Teacher Training and Education Universitas Pasir Pengaraian in the academic year 2022/2023.

E. Technique of Analyzing the Data

This research is related to the purpose of knowing the drama elements of student drama performances. The drama performance carried out by students in semester 6 of the English Study Program at Universitas Pasir Pengaraian is the final project or final Exam of the Semester in Drama Subject. In analyzing the

performance of student drama, researchers collaborate with lecturers of drama subjects. The lecturer became the judges of the students' drama performance. To determine the students' drama performance score, the lecturer used the guidance from the following scoring rubric for drama performance.

Table 2. Criteria of Analyzing Elements of Drama Performance

No.	Aspect	Criteria	Score
1	Voice	Voice was loud and clear, words were easily understood	4
		Student spoke clearly but it was difficult to understand some of the script; could've been louder	3
		Voice and language was not very clear; could've been much louder	2
		Could not understand what was being said due to unclear and low speech	1
2	Audience	Audience felt like part of the show	4
		Was aware and well-connected to the audience	3
		Needed more audience awareness and connection	2
		No audience awareness or connection at all	1
3	Blocking	Good use of stage and movement did not turn back to audience	4
		Almost use entire stage turned away from audience only once or twice	3
		Could have used more of the stage; must concentrate on facing forward	2

		Needed more blocking always face audience and use the stage	1
4	Script	Enticing vivid detail used in script / dialogue; evident reasons for the performance	4
		Script / dialogue was well written; considerable detail with good purpose	3
		Some detail used in script / dialogue; needed more of a purpose	2
		Script/dialogue contained no purpose and very little detail	1
5	Memorization / Improvisation	Script was fully memorized; student improvised in place of lines	4
		Script was almost fully memorized some improvisation used to make up for missed lines	3
		Script was partially memorized; student did not attempt improvisation	2
		Script was not at all memorized; no improvisation used	1
6	Facial Expression / Body language	Great use of gestures, facial expression and body movement	4
		Contained some facial expression, gesture & body movement	3
		Need more facial expressions gesture & movement	2
		Contained little to no facial expression, gesture or movement	1
7.	Setting	Manipulates sound, objects, space and light and uses methapor to commicate a specific	4

		mood, feeling, idea or setting.	
		Manipulates of sound, objects, and and space to communicate a mood, setting, idea or setting.	3
		Limited manipulation of sound, objects, and and space to communicate a mood, setting, idea or setting.	2
		Little evidence of manipulation of sound, objects, and and space to communicate a mood, setting, idea or setting.	1
8.	Properties	Uses props in a highly imaginative and creative way.	4
		Uses props to convey setting, character, or action clearly.	3
		Uses props to convey setting, character, or action somewhat clearly.	2
		Uses little or no props in such a way as to distract from the performance	1
9.	Team Work	Actions complement each other extremely well throughout.	4
		Actions complement each other much of the time.	3
		Actions rarely complement each other.	2
		Actions appear to have no connection to each other.	1
10	Overall	Committed cooperated & concentrated	4
		Semi-committed, concentrated & cooperative	3
		Almost committed, cooperative & concentrated	2

		No commitment, cooperation or concentration.	1

Source: Sozbilir (2014)