

**THE ENGLISH PRACTICUM DRAMA CLASS ACTIVITIES  
ACADEMIC YEAR 1995/1996 OF THE ENGLISH DEPARTMENT  
WIDYA MANDALA UNIVERSITY (AN OBSERVATIONAL STUDY)**

**A THESIS**

**In Partial Fulfillment of the Requirements for  
the Sarjana Pendidikan Degree in  
English Language Teaching**



**By**

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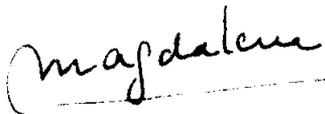
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## ABSTRACT

Yenny. 1997. THE ENGLISH PRACTICUM DRAMA CLASS ACTIVITIES OF THE ACADEMIC YEAR 1995/1996 OF THE ENGLISH DEPARTMENT WIDYA MANDALA CATHOLIC UNIVERSITY.

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Key words: Drama, students' activities, English Practicum

To be successful in learning a language, a student should practice using the language frequently. To be able to practice more, the student needs a learning situation that provides many opportunities for him or her to use the language. Many experts who teach English find that drama class can be used to activate the students using English as the target language. Fortunately, there was a drama programme as one of the activities of the English practicum at the English Department of Widya Mandala Catholic University. The writer was curious to know more about the drama carried out in the English practicum and the activities the students did in that class. Therefore, she decided to have an observation in that drama class.

The writer did an observation in that drama class for one semester with the help of a tape recorder and notes. She then transcribed the records and described them into several sessions. To complete the data, the writer also did an interview with one of the teachers who supervised the drama class and asked the students who joined the drama class to fill out the questionnaires.

The writer then discussed the data that she had got. The first discussion was a general discussion of the descriptions of the observation, the interview and the questionnaires. The second discussion dealt with the comparison between the descriptions of the observation, the interview, the questionnaires, and the theories of communicative approach and drama.

The result showed that drama provided many opportunities for the students to use the target language. However, the students seldom used those opportunities during the discussion of making the script. They used the target language while they acted out the play. Through drama, the students could practice saying

the correct pronunciation and intonation, and it also established friendship among students. Moreover, the students got living experience through acting out the play.