

ACQUISITION OF FOREIGN LANGUAGE'S PLAY AND ITS RELEVANCE IN TEACHING LITERATURE BY PLAY PERFORMANCE

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ABSTRACT

Play performance is one of those teaching skills which challenge the students to think creatively to appreciate the literature. Here, the students are strived for thinking strong and evolving their creative thoughts in reviews or reviewing the foreign language's play that has been seen in the dramatically play. Review or evaluation is a kind of students' creativity through literature's criticism that is related to the play's manuscript or letters that has been performed. Type of this review or evaluation shows the students' creative process and shows the students' level of appreciation to the letters. Based on hypothesis, it is built an assumption that less interested students in appreciating the letters is related to the blind side of students' appreciation level, including play. Although the students' appreciation level to the play is difficult enough to be measured, but this early research hopefully can give satisfactory information about the right teaching methods or media to be used in leaning the letters' appreciation. This research used plan of Class Action Research. As Class Action Research context, the word "action" was understood as activity that was arranged systematically to create a raising level of teaching process and educational practices in certain class condition. In practicing Action Research, there were 4 basics that have to be concerned; they were (a) Action plan, (b) Action realization, (c) Observation, and (d) Reflection. These four aspects were connected each other and continuous. The result of students' learning in rewriting review of the letters by benefiting the dramatic phenomenon to be the main substance for measuring the students' appreciation level and perception to the performed play. According to the result of the research, it could be concluded that the model of play performance could be one of students' learning models in appreciating the letters.

Keywords: Play Acquisition, Evaluation, Play Performance, Letters' Appreciation, Learning Models.

INTRODUCTION

The main task of literature is as an important tool for the man of letters to actuate the readers to the real reality. Literature brings the function of humanity, education and liberation (*dulce et utile*), that has important role so the literatures' learning can be acknowledged as behavior's changer and provides positive behavior. Yet, the literatures' teaching is called as useless and hopeless (Semi, 1984) Bakdi (2001) said that the University students have to be motivated to think creatively and should not be given the availability thoughts. That is why it is needed an appropriate teaching strategy. Through this research, it was proposed one appropriate teaching method for Play appreciation's lesson, which was by performing classic English drama, such as some the works by Albert Camus, *The Myth of Sisyphus* (1913-1960) and Samuel Beckett (*En attendant Godot* (1952) or *Waiting for Godot* by Samuel Beckett). Play performance can be used as teaching method, which is used for extending the materials about literatures' appreciation lesson. Teaching approach

on the available play appreciation's lesson mostly emphasizes the conceptual mastery, such as literatures' conceptual mastery by doing literatures' intrinsic elements without involving intellectual and emotional factors in the learning interaction. Besides, the demanding of teaching is the University students can extend the ethic aspects of a play that shows how people or someone fulfills the morality norms, someone is called as good or bad person by the morality norms that she/ he has (James. 2012). Understanding the characters also become important point that have to be understood by the students, due to the characters are related to the social and cognitive aspects directly. Hei said that a character was looked as the both-side relation between self and three things that must be available; they were intern environment (self), extern environment and spiritual environment. A play is reputed as one of the right methods in teaching due to give the aspects of human behavior related to humanity value. Semi (1984) said that a play was not just about human's problem and humanity. It was caused by a play was played by human. As a creation, a play had special characteristic, which was having literatures' dimension on one side and performance art's dimension on the other one (Damono, 1983). According to the theories that had been explained before for appreciating the plays' literatures, there were some opinions that could be done in appreciating plays' literatures. Therefore, this research was purposed to evaluate how was the application of dramaturgy as teaching and learning method in work appreciation's lesson.

Through this research, hopefully the University students could appreciate the plays by its elements. The University students could understand (1) Function of a play, which was a character that could be played by a play in a society. (2) Phenomenon of a play, related to the plot, which was in form of how was the level of a phenomenon, such as exposition, complication, crisis, and the solution. (3) Phenomenological of the theme (comparison in each unit of events that created a logic about how an image or an idea that would be shown). (4) Phenomenological of a play that was related to literatures' ideologies, such as realism, naturalism, and expressionism. Because of that reason, this research hopefully could reveal the important role of a play in stimulating students' ability to absorb and picture the literatures from all aspects. For instance, the students could reveal the social meaning and moral of the elements inside a play moreover reveal the truth of those moral values. The students could understand the social reality on a play's performance so there would be tendencies about a playgoer identify himself/ herself to a character that was admired.

RESEARCH METHOD

This research was done by collaborating between the lecturers of Introduction of Play Appreciation lesson and Theater laboratories. This condition was mean to create the suitability between research and the result. There were some steps in research's cycles, they were:

1. Planning

In this cycle, the researcher created the Plan of Learning Implementation and research's instruments. The research's instruments that were used were observation sheet for students and interview sheet.

2. Action.

In this cycle, the action was the implementation or application of plan's contents that had been made, which was doing the class action.

3. Observation.

In this cycle, the researcher did the observation together with doing action for getting the accurate data for remedial of the next cycle. This observation was meant to be the action of observing, quarrying, and documenting all indications that were happened during the valuation's process.

4. Reflection.

This cycle was an action that restated everything that had been done, the result of the all research's instruments were analyzed together by the researcher, so it could be seen the shortcoming of cycle I. The result of this analysis could become the reference for planning more actions in cycle II. The result of the observation that had been got was analyzed by the researcher. For understanding was the activity that had been done reach the ideal result or still needed more correction. The result of this research would be used as reference for planning the next action.

THE RESULT OF THE RESEARCH

The research was done through observation in classes, stages and interviews that had been done by the researcher to the students. The students were asked to play a character of Classical Play, then the researcher observed the level of learning succeed by some levels. The levels that were used were based on the research's method, which were planning, acting, observing, and reflecting. So that the researcher found some results, such as:

- (1) The students had just a little bit interested on attending Literatures' Lesson conventionally (text books).
- (2) The students were more interested on Literatures' Appreciation by Dramaturgy method (Play Performance).
- (3) The students did not yet use the technique of playing play in acting the characters.
- (4) The lecturers just gave not enough materials about plays' characters, especially on classic plays.
- (5) The students did not understand yet about technique of acting on a play.

Through the result of training and performance, it could be explained as:

- (1) The Pronunciation, intonation, and expression in a play could be trained by having more play performance.
- (2) Through the play's manuscript that had been performed, the students could understand the content of the manuscript, the characters, setting, plot and the writer's point of view.
- (3) Play performance also could be used by the lecturers to teach English through pronunciation and expression of classic plays.

Taken from interview and observation, it could be seen that there were some obstacles in teaching Literatures' Appreciation due to:

1. The lecturers did not find the right technique yet to teach the Play appreciations' materials appreciatively. In teaching play appreciation to the students, the lecturers usually used speech method or conventional method, which was; the students read the text and imagined to act like those characters of the play. In fact, this method was proven to be ineffective since the students seem to be less interested in attending the lesson and their ability in appreciating the plays was still low.

2. The lecturers felt difficult enough to rise up the students' proclivity. In every class of play appreciation due to the students looked so less interested. It could be seen in the way they acted during the class. There were students who had chit-chat and did not pay attention to the lecturers.
3. The lecturers just relied on the play's manuscript as a media in teaching (without any process of training orally, such as monolog or dialog).
4. The written play's manuscripts that were dialogs went hard with the students to learn from it. Therefore we needed to look for the right solution to make them easier learning play's appreciation.

DISCUSSION

According to the result of the research, there were some things that referred to the cycle of acts.

1. Planning.

This research of act was planned after the researcher did observation of class condition and situation. By this observation, there were some things that were needed to get more attention, especially the students' ability of understanding play manuscript that was still on low level. Therefore we need to take an action to improve upon it. Besides, for completing the proof about the opinion of play appreciation's lesson did not yet become an interested lesson to the students, before doing this action, the researcher gave a questioner about students' opinion to the play appreciation's lesson. Taking from the result of the questionnaires showed that 40 students said that they were not interested in play appreciation's lesson and just 10 students said that they were strongly interested. Those uninterested point was happened due to the teaching method that had been used by the lecturers so far was not varied and the wrong way of studying on the students' side. But, mostly students agreed if the lecturer taught the right strategy and method of teaching. Based on the observation and questionnaire's result, the researcher had a plan that was related to the problems that were faced by those students, such as:

a Implementation of Cycle I.

In this cycle I, the average point of playing skill became the main characters in a play reached 43.5% and from 50 students; there were 25% who passed the test. It was caused by some factors of students, lecturers and the used methods. During the teaching process by practicing technique of playing classic play manuscript, which was *Waiting for Godot* by Samuel Beckett, in the cycle I, the students looked unsure of what they were doing. Partly felt clumsy and asked whether this technique would be succeed for playing some characters.

At the beginning of cycle I, the lecturer explained about play and the technique of playing a play *Waiting for Godot*. This technique gave the stressed point on how to play the characters well, by learning the technical aspects of performance and increasing the performance's quality. The lecturer, at first, was not as competent and patient as should be for guiding their students step by step. It was happened due to the playing technique of *Waiting for Godot* preferred to the aspect of training practice for sharpening the students' skills, so the lecturer was strived for acting or directing the technical things. Besides, at the time of practicing this technique, the laboratory's situation was not supported. It caused the lecturer often got difficulties in monitoring and observing the learning process on Cycle I.

b Implementation of Cycle II.

Based on the reflection result of Cycle I, it was done numerous betterments on Cycle II. The skills of acting various characters were increasing on this Cycle II. It was shown by increasing numbers of the students that passed their grades or they got better grades above the minimum passing standard that was given, which was 56. On the Cycle I it was just 25% that reached passing grade. On the Cycle II it had been 45%. There were some things that influenced the increased-skills to act on Cycle II, they were: a) The students had started understanding the techniques of performing the plays, b) Motivation or encouragement that had been given by the lecturer started to be felt by the students. It could be seen in the evaluation of teaching process by the students, c) The students had understood about benefits of using playing a play technique. It means, using this technique had influenced the ability of playing the characters of a play. The condition of theater's laboratory had become more conducive, which was not too noisy. Although there was some noise, it must be related to the learning process. In this case, something that had to be given more attention was the students' habits when the changing group was happening (for both practicing the technique and changing performers' group), then they usually became more noisy. This condition was needed to be controlled up so the uproar of learning process could be decreased and trained them to be more discipline.

The students' activity during learning process was relatively good; they were actively doing tasks (performing plays) or observing the play performances. Small numbers of students who were not discipline still became the obstacles on teaching process. Taking from the result of observation, right after the Cycle II, there were some inputs that in seeing across the students, the lecturer had been more patience, easy and able to direct them into technical things. Besides, the technique mastery of performing a play had been increased. Interaction between the lecturer and the students had been intensive by the way of the lecturer kept moving from one group to another to observe the difficulties that were faced by the students. From the reflection result of Cycle II, it was said that the lecturer still was not able to analyze the characterization that was done by students. It was shown by the lectures' reactions to the result of characterization's performance was not touch technical matters yet, or it could be said that the lecturer was not critical yet in giving advices to the performance's result by playing various characters. It almost created the students did not understand their mistakes or their lacks. But it was just happened in some parts; generally the directions by the lecturer had covered the foundation's aspects that needed to be mastered by the students to perform various characters.

c Implementation of Cycle III.

On this Cycle III, it started the good result; the students' activeness had increased. The average point of each class was increased from 57.5% on the Cycle II to 68.7% on the Cycle III. Total students that passed the grade were also increased 45% to 92.5%, so on this Cycle III could be reached the class' passing limitation. The increasing of average points and numbers of students who passed the passing grade was something enliven. It could prove that the technique of performing a play had huge benefits in increasing skills of acting various characters by the students. During the Cycle III, there were so many revision of the Cycle II that was done. The students' activities were crystal clear, the students seemed more convince in playing the play's characters for both in individual and group. The lecturer had a role as observatory and motivator in increasing skills of performing characters.

D. Obstacles and Solutions

The problem of learning technique performing a play to increasing skills of performing a play by the students was depended on the lecturer's commitment. In the learning process, the lecturer was often not able to create interactive teaching process. Besides, learning ideal technique of a play needed more time, so for solving this problem the lecturer had to be able to adapt the practical directions became the directions that were possible to practice in a class. Another obstacle was to represent a representative stage for a performance. Representing a good stage would support the students to reach maximal characterization, due to there were so many cases that in a play performance, a good characterization needed related setting or (in this context) the stage. In this matter, the lecturer as a learning facilitator had to be able to give the reliable stage. The lecturer had to be flexible in teaching. As well as said by the researcher on the Cycle I that it was needed a continuous process to increase the students' mastery of this technique. It means, the lecturer had to spare more time to learn and increase the conception about various strategies and methods that could be given to the students to pump up their learning variation.

CONCLUSION

Based on the result of the research and the explanation of the previous chapter, it could be got some conclusions. They were:

1. The technique of performing a play was applied in a class by adapting some technical directions that were less appropriate with the class condition. This application was done by using technical directions directly of the play performance.
2. Besides, it also could be used by adapting some things that were not sure yet by performing play technique for being applied in class learning process that had factor limitations to make it possible to be applied.
3. The application of technique in performing a play could increase the skills of Faculty of Letters' students in acting certain characters.
4. The available obstacles were the limited experience and understanding of the lecturers to the technique of performing a play, the limited supporting infrastructures, and unsupported class' condition to apply the technique of performing a play optimally and the limited time to learning process.
5. The solutions that were appeared for facing those obstacles were: giving more mastery matters of the lecturers to the technique of performing a play, synchronizing between learning's needs and the availability of the infrastructures, adapting some behaviors that would not possible to be done in a class to be possible without losing the essentials. For solving the limited time, it should be given directions to the students to try mastering the materials that had been taught outside the class.

IMPLICATION

The technique of performing a play 'Waiting for Godot' was proved as skill's escalation for performing various characters by the students of English Department. Therefore the technique of performing various plays was needed to be applied and expanded correctly and continuously. The consequences, the lecturers had to master all concepts and techniques in performing the plays so

they could train their students well, and the learning process of performing various characters could run effectively.

The lecturers should not just rely on the learning system of performing the play's characters they had but they had to keep evolving and applying the method of learning various plays. Learning characterization by the technique of playing the play could increase the individual skills of performing more various characters. The technique of performing plays could train the students in acting various characters, which was by practical practices to increase the skills of performing characters. Further more, the technique of performing plays could be chose as superior method that could make the students having the skills of performing various characters.

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