

## Constructivism in Teaching Foreign Language's Drama - Teaching Method for Second Language's Students

Rita Sutjiati, Tri Wahyu Retno Ningsih and Suci Budiwaty

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### Abstract

Teaching classic drama appreciation needs certain strategy. English classic drama manuscript and absurd genre of it creates its own difficulties to the learners. This research uses constructivism method to teach classic drama to the students as the second language learners. Constructivism approach in teaching drama was chosen because of the uniqueness. This approach got the main orientation about how the knowledge was managed in the student's thoughts. The result of this research showed that by playing drama, students as both players and playgoers, were succeed doing interaction and communication. They were active enough to spread the ideas, emotion, feel, punctuality and adaptation. Using the constructivism approach, they could use any chance to practice two important things in learning language process, which were receptive and productive. Students could play as both characters and playgoers as well. They also could deeply contribute to a drama performance.

**Keywords:** constructivism, teaching, drama, receptive, productive.

### Introduction

Ferdinand Brunetiere (1924) defined drama is an art which portrayed characteristics and human being and had to show the real action and behavior of human being. In other words, drama contained story which is the duplication of human being and daily life. Drama as daily life imitation could become a great way for learning foreign language and understanding classic literatures in different cultures from the student's backgrounds.

Drama is assumed to stimulate reality and develop self-actualization in the students. By choosing the right drama technique, students could easily understand all things due to context and situation. Further more, they also could use drama convention as an instrument to encourage the meaning inside the drama's manuscript to present itself. Drama as a literature that is played on the stage needs the right method to line it up. Drama is said as an effective teaching method because of having the reflective uniqueness, constructive and learning to be more active in class. It could be said as an instrument to improve spoken ability.

### **Constructivism Class – Review of Literature**

Inside the constructivism class, students are guided by their own knowledge. They could share strategies and solutions, debate each other, think critically about the best way to solve each problem. In this constructivism class, a teacher would not teach about how to solve a problem but he/ she would push them up to look for the problem solvers by themselves. Merrill (1991) said about some constructivism assumptions: (1) Deconstruction knowledge by experience, (2) Learning process was an interpretation about the world, (3) Learning process was an active process that contained some meanings which could be expanded according to the experiences, (4) Conceptual growth came from meaning negotiation, dividing of the doubled perspective, and changes for our internal delegation through collaborative learning, (5) Learning process had to be done in the realistic setting, the testing had to be integrated to tasks that had been learned before and it should not be a separated activity.

Based on Tobin, Tippins & Gallard (1994), nowadays educational people are experiencing paradigm shift process. Some last years the constructivism was not accepted but for now there are some efforts to understand the constructivism for all educational matters. This behavior-change gives enthusiasm to the educationists and those who are related to the educational world. Spivey (1997, h.24) told that the constructivism research tend to the individuals who were concerned to the social practices, communities who worked together or global communities.

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Schunk (2012: 323-324) stated about constructivism assumptions, they are (1) person, behavior and environment got interacted on both sides, (2) Human was an active student who explored the knowledge for himself/ herself, and (3) Teacher should not teach in the way of giving lessons as the conventional did. The teacher should build up certain situations to create active interactions between teachers and students. The lesson's materials should be given according to social interaction. Besides, according to Bruning in Schunk (2012: 324) students should be directed to straighten up themselves and being active and interactive in class. Teachers should decide the purposes, observe, and evaluate their student's progression and act beyond their conditional standards by looking for anything where they were interested in.

### **Reason to Choose Constructivism Approach**

Constructivism approach in teaching drama is chosen because of the uniqueness inside. This approach has orientation to how the knowledge is arranged in student's thoughts. Knowledge is actively developed by students. Therefore, the learning process that is done by the students was the result that they got by themselves, not only transferred from the teacher. This research based on presumptive that the conventional learning process tended to create difficulties to the students because they have to understand the language of difficult classic manuscripts. The students also do not have any courage to practice performing English drama in class nor stage. Teaching English drama manuscript in conventional method tended to not giving any chance to the students to speak English directly and practice their fluency. That is the reason why would the researcher explain the way students take sense of English drama learning process as both player and playgoer?

### **Research Method**

The method that was used in this research was observation and questioners, also descriptive quantitative. For examining the constructivism approach, students in a class had to actively practice by reading and understanding the drama manuscript of Romeo and Juliet by William Shakespeare. The university students practiced playing characters that

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had been understood by focusing on increasing level of pronunciation, intonation, gesture or body language and feeling expressions of happy, sad, and angry, etc- according to the certain character. Moreover, some students were chosen to play as the actors and some others who were not chosen had to give responses, such as comments and questioners that would be given just before the performance began. After the performance ended, these University students were asked to fulfill the questioners about statements that had point to examine the learning process based on constructivism. The result of fulfilled questioners would be analyzed descriptively to see a clear picture of this success learning process by quantitative look. Validity of the measuring instrument that was used for this research was content validity. Content validity was a validity that was estimated by examining feasibility or test content relevance by rational analysis of competent panel or expert judgement (Azwar, 2012).

### Result of the Research

Social interaction was pointed by Goffman had similarity to the theater performance. Goffman used “theater” metaphor to explain the method of how people were presented in front of other people based on cultures, value, norm, and so on. Here are descriptions about dramaturgy components.

Table 1. Blueprint of Dramaturgy Measurer

Component	Indicator	Comments
Front Stage	The presence of playgoers (who watched the actors) and actors who were parts of performance.  At that time, the actors tried to play their characters as good as possible to make the playgoers understanding the purposes of their behavior.	1. I could understand the characteristics of each character that was played at the drama performance.  2. The character that was played by actors was able to make me understand the story

	Actors' behavior was limited by play concepts to make this drama performance was succeed.	line of the drama performance.
<i>Setting</i>	The physical scenery that had to be ready when the actors were playing there. Without setting, the actors usually could not play their turn well.	<p>3. I could understand when there was stage background changing or setting at the drama performance.</p> <p>4. I could understand the usage of background stage or setting at the drama performance.</p>
<i>Personal front</i>	<p>Personal front was consisted of various wardrobes that showed sense of introducing actors to the audiences and this wardrobe was hopefully owned by the actors.</p> <p>Goffman divided front personal into presentation and style.</p> <ul style="list-style-type: none"> <li>• Presentation covered various kinds of things that introduced the actors' social status.</li> <li>• Style showed the</li> </ul>	<p>5. I could catch up the characters played by each actor through their clothes that were used at the drama performance.</p> <p>6. I could understand the characters that the actors played by their makeup.</p> <p>7. I could understand the characters that the actors played by their gestures which were played.</p>

	audiences about what kind of character that would be played in certain situation (used physical style, attitude). Rude and gentle attitude showed the different side of performances. Commonly, it was highly needed to have synchronization between presentation and style.	8. I could catch up the characters that were played by their idiolect.
<i>Back stage</i>	Condition where the actors were in the back stage, with no audiences. So, the actors could act freely without worrying about the plot and how they had to act.	9. I could understand that the characters that were played were just stage act of drama performance.

According to questioner's observation and analysis, it could be highlighted below:

### **Measurer's Reliability**

To get the good numeral reliability; the writer used test of item's discrimination. Azwar (2013) said that items of discrimination effort or different effort were how far an item could differentiate between individual and individual group who had or did not have measurable attribute. Furthermore, Azwar (2013) said that index of item's discrimination effort was the indicator of harmony or consistency between items's functions and total item's consistency. It was done for choosing good item and throwing away the bad one to

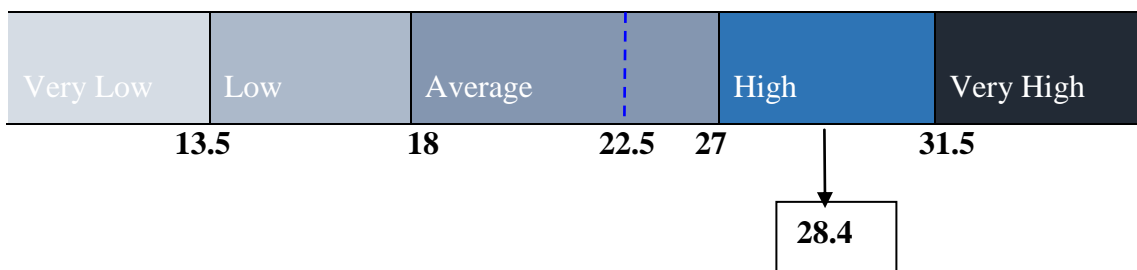
have high reliability of the scale. Discrimination effort of the item that had been fulfilled in this research was 0.3 based on Azwar's words (2013).

Then, to test the reliability and discrimination's effort of the item, the data collector would use the analysis of Alpha Cronbach and Item Total Correlation technique by SPSS Statistics Version 20 program. The result that had been got for reliability coefficient was 0.831 and coefficient of item's discrimination effort that moved from 0.459 to 0.635. it showed that the measurer of this research was reliable enough or trusted.

### Descriptive Analysis

According to the description result of research data, it can be outlined about category of research's subjects. Subject categorization that was used in this research was according to the ratio hypothetic mean and empiric mean. The number of empiric mean that was found was 28.4.

#### 1. Respondent's Analysis

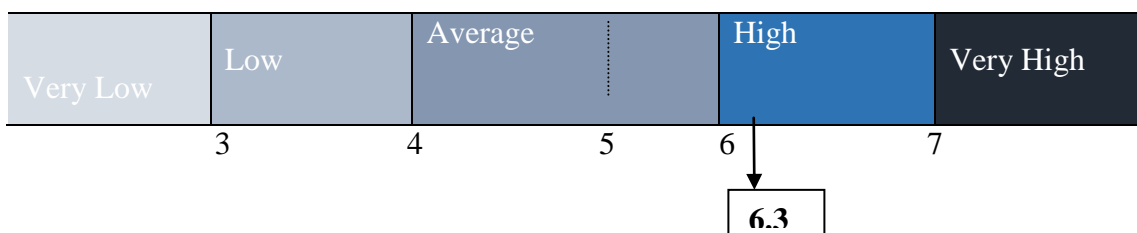


The result of respondent's descriptive analysis showed that the students' average had understanding of the dramaturgy by performance of high category.

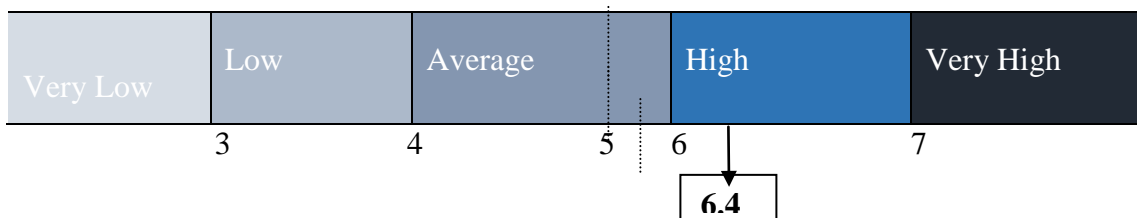
#### 2. Analysis of Despondence per Dramaturgy Dimension

Dramaturgy components were consisting of front stage, setting, personal front, and back stage. Each component could be analyzed to see how far the students' understanding to dramaturgy in the drama performance is.

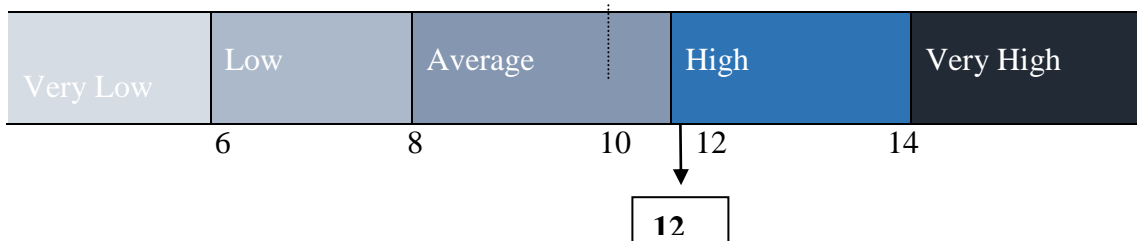
**Front stage**



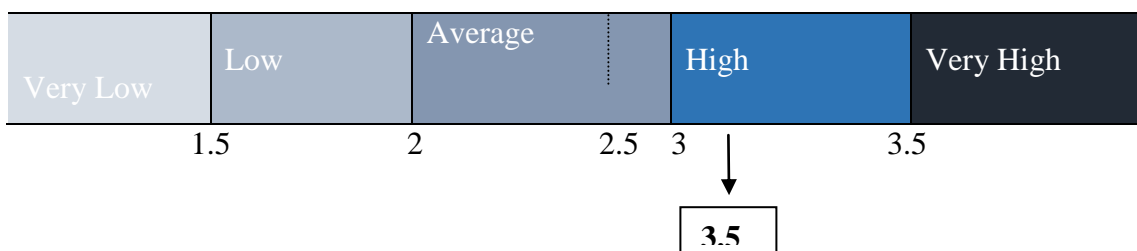
**Setting**



**Personal Front**



**Back Stage**



Descriptive analysis's result of despondence per dimension showed that average students had understanding in each dramaturgy component through drama performance, which were stage, setting, personal front, and back stage; in high category.



## **Discussion**

Steffe and Kieren (1995) said that some learning principles by constructivism approach, such as observations and listening to activities were the strong source and direction to catch up and look for the things where the growth of students' knowledge could be evaluated. It had the same point with Pestalozzi's words in Christine Doddington and Mary Hilton (2010: 13) about students as the active learners, so the teacher's duty was not instructing but stimulating self-activities through sensory learning.

Related to learning process, constructivism ideas that had been practiced by students gave freedom to the students to actively build a means according to the understanding that had been got. Students could get their freedom to develop their perceptions subjectively and able to interpreted and constructed a reality according to their interaction at the time of drama performance.

Constructivism approach made the learning process of classic drama was positive and could be practiced in class. It was collateral with what Schunk said (2012: 320), which was in latest years there have been numerous people that practiced constructivism in learning and studying process. It was also happened to literature's learning process. Through the constructivism approach, students' creativities were built up according to their needs to be able to show up the best value. Drama had become creative constructive learning because of it could push up the students to be more active, fun and enjoy their studying experience.

## **Conclusion**

Through the drama and performances, it could be prove that constructivism was a great paradigm because it could unite the paradigms of linguistics, psychologies and sociologic. United of social interaction aspect and construction cause the meeting point in learning and studying process. Constructivism, as a theory, gives attentive to the uniqueness of drama to increase students' interaction with social matters, active learning, **Language in India** [www.languageinindia.com](http://www.languageinindia.com) ISSN 1930-2940 16:2 February 2016  
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created strong learning situation, self control, succeed orientation and emotional intelligentsias. The constructivism experts convince that drama occupied all competences. The benefit of drama, as active learning, give chance to the students to be more active even though the mousy ones would be able to show up their capability in playing other's character, and it increases their confidence.

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