

THE ANALYSIS OF CLASSROOM LEARNING ACTIVITIES RELATED TO STUDENTS MULTIPLE INTELLIGENCES IN DRAMA CLASS - A CASE STUDY

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Abstract

Drama is one of the lectures taught in English Education Department of UNSWAGATI. The classes at English Education department are categorized as big classes. Drama class demanded students to show their competence in any English skills, such as: listening, reading, writing and speaking. Drama could explore students' multiple intelligences and it is an appropriate place to provide activities related to students' multiple intelligences. Based on the explanation above, through this research, the writers had the aim to describe how is the students' activity in drama class related to interactive domain of multiple intelligences based on McKenzie's (2002), cited in Fauziati (2009: 112). Interactive domain of Multiple Intelligences consists of Linguistics domain, interpersonal domain and kinesthetic domain. Based on McKenzie's (2002) cited in Fauziati (2009: 112), the learning activities in drama class are classified into three kinds of interactive domains, namely: linguistics, interpersonal and kinesthetic. The result showed why such learning activities in drama class are classified into each domain because they fulfill the characteristics of each intelligence. Linguistics deals with words and language, interpersonal deals with other people's feeling and kinesthetic deals with body movement control.

Keywords: *multiple intelligences, interactive domains, linguistics, interpersonal, kinesthetic, drama class*

INTRODUCTION

Drama as one of the lectures taught at English Education Department of Teaching and Educational Sciences Faculty (FKIP) of UNSWAGATI Cirebon has a certain program for the students' final examination. The students were asked to work in a group and performed a drama performance at the end of the odd semester. It might be called as students' masterpiece work, since they have to work cooperatively with other members of the class. The

members of one group of drama was the members of two classes consisted of around fifty students. It was a big class where all students had to work cooperatively with all members of the class who involved in drama performance.

Drama performance was not a sudden activity. It needed to be arranged and practiced at the beginning of odd semester. Therefore, the first writer, who is one of the drama lecturers, told and explained about the drama activity since the very first beginning she met students

in the class. She explained the aims, the rule, the function, the mid and final examination projects of this drama class.

Drama class consisted of theories and practices as well, where the portion of drama practices took more parts compared with the theories delivery. Students' centered were dominant in this class. Students were used to explore their intelligences they had, since activities in drama class forced students to apply the four English skills deeply in 'different' way since it had be combined with the techniques of drama. Therefore drama class could accomodate students with different intelligences, it is closely related to students' multiple intelligences.

Multiple intelligences, as explained in Endang Fauziati (2009: 106-107); were proposed by Howard Gardner, first in 1983, consist of seven intelligence types (linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial-visual, interpersonal, and intrapersonal). In 1999, he added natural intelligence as the eight multiple intelligence and two years later, a ninth type, namely existential intelligence, was added to the list (Gardner, 1999: 41-43). The nine Gardner's multiple intelligences are; 1. Linguistic, 2. Logical-Mathematical, 3. Musical, 4. Bodily-Kinesthetic, 5. Spatial-Visual, 6. Interpersonal, 7. Intrapersonal, 8. Naturalist, 9. Spiritual/Existential / Moral.

In drama classroom activities there were at least related to two multiple intelligences, such as linguistic and bodily-kinesthetic. It might need other students' intelligences, such as musical, interpersonal, intrapersonal, moral, etc. In this research, the writers would share the methodology, the research findings and the conclusion of the class observation done by the writer

The objective of this research was to describe how is the students' activity in drama class related to interactive domain of multiple intelligences based on

McKenzie's (2002), cited in Fauziati (2009: 112). 3)

RESEARCH METHOD

In general qualitative research involves "data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statistical methods" (Dornyei, 2008: 24, cited in Fauziati, 2009: 243). Fauziati (2009: 243) also says that Qualitative research uses no statistical analysis. It is also often associated with hypothesis generating and developing an understanding. It collects the data through observation and then comes up with a theory to account for the data. Thus, it does not decide in advance what variables will be important. Instead, it attempts to describe as fully as possible what is being observed. In this sense qualitative research is interested more in the process, e.g. what actually goes on in the classroom (Brown, 2000: 3-4, cited in Fauziati, 2009: 243). It describes a given situation, fact, or event through the information obtained from documentary sources: books, records, magazines, journals, interviews, newspaper articles, etc.

The research procedure of qualitative research is shorter and simpler compared to that of quantitative research. Huda (1999: 41-42) cited in Fauziati (2009: 244) summarizes it as follows:

- 1) The researcher selects a topic for the study and a research site;
- 2) The research visits the field and he collects the data, tries to analyze the data, and then formulates a research problem;
- 3) Data collection is focused on the attempt to find the answer to the formulated question. During the process, new research questions may emerge to that new data need to be collected and recorded;

- 4) Data are categorized and analyzed; and
- 5) Research report is written.

Fauziati (2009: 258) explains that a case study utilizes qualitative field methods; it can also employ quantitative data and statistical methods. There are two approaches to initiate a case study. In the first approach the researcher can start by proposing an issue or a hypothesis. Then, he can select an instance from the class and investigate it. The single instance (i.e. an individual teacher, learner, classroom, or even teaching program) is used as an example of the class.

In the second approach, the researcher selects and studies a case in its own right (rather than as an example of a class). In both approaches, the case will be a bounded system or a single instance such as an individual learner, a teacher, a classroom, or even a teaching program. Finally from the description above, we can see that a case study is a method of research. A case means a single instance on an example of a class of objects or entities; thus, a case study is the investigation of that single, individual instance in the context in which it occurs.

To get the data, the writers do the following steps:

1. Teaching

One of the writers teaches in a drama class.
2. Observation
 - a) One of the writers observes the learning activities in drama class taught by her partner and fill the observation sheet 1.
 - b) The writers discuss and then classify the activities written in observation sheet 1 to be filled in columns of observation sheet 2.
 - c) The writers discuss to give logical reasons about the classification of learning activities in observation sheet 2.

3. Documentation

One of the writers records some of the learning activities in drama class and takes pictures as documentation in order to re-observe the process of learning activities if necessary.

The analysis system used in this research is **interpretive analysis** (Dornyei, 2008, cited in Fauziati, 2009: 244). In general the writers use **listing, classifying, and interpreting** the data. For more details, the steps are described below:

1. The writers write and explain the process of learning activities in a drama class.
2. The writers analyze the observation sheet of classroom learning activities in drama class and relate it to the theory of McKenzie (2002), cited in Fauziati (2009: 112) about interactive domain of multiple intelligences.
3. The writers write and explain logically why such learning activities are classified into interactive domain of multiple intelligences.

The data of this research are taken from the observation of classroom learning activities of a drama class in class 3C,D of academic year 2014/2015 that totally consists of 50 students for two meetings.

FINDINGS AND DISCUSSION

I. The Analysis of Students' Activity at the First Meeting

1. Linguistics domain of multiple intelligences

At the first meeting, for linguistics domain, there were some activities in whilst activity and one activity in post activity of drama class.

In some parts of whilst activity of drama class, the students **read the script** based on the role they got which is written on the card. This activity took turn among those groups. The writer

classified this step at the first meeting in whilst activity into linguistics domain since reading drama script is not like reading other text generally. In reading **an English drama script**, the students need to know the appropriate intonation, meaning of the dialogues, and how to 'sound' it. Therefore this activity full of linguistics content and classified into linguistics domain of interactive domain of multiple intelligences.

Next step, other students who saw the script reading performance gave evaluation and suggestion and also discussed all group's script reading performances. The logical reason why this activity is categorized into linguistics domain since in this activity the 'spectators' had to pay attention to what and how the dialogues were 'read' in a such way. It means that both the 'script readers' and the audiences needs to show their linguistics skill in reading an English drama script.

One of activities in the post activity of drama class, students changed the role based on their choice, then they had to read the script based on their chosen role in front of the class. This activity is full of linguistics skill since reading a drama script is different from any other reading activity. It needs specific linguistics skill to make the dialogues alive and sounds naturally.

2. Interpersonal domain of multiple intelligences

The writer classified one step activity in the post activity of a drama class into interpersonal domain of interactive domain of multiple intelligences. In this step, students gave opinions about the two roles/ characters they had read and they expressed their feeling about which of the role they like best. Most of the students like the role they read the script, based on their own choice. This activity is classified by the writer into interpersonal domain of multiple intelligences since the students

had to know and to understand the personalities of the character they read and they also learnt to listen other students' feeling about the preferred role they had read in front of the class.

The writer did not find any activities that are included into kinesthetic domain of multiple intelligences since at the first meeting there was only script reading activity without acting it out.

II. The Analysis of Students' Activity at the Second Meeting

Linguistics domain of multiple intelligences

At the second meeting, there are some learning activities that are included into linguistics domain of multiple intelligences pre, whilst and post activity.

In pre activity the students answered the teacher's questions and explained about the characters in Shakespeare's Romeo & Juliet and their personalities. In this activity the students' linguistics skill is needed to answer teacher's questions in English.

In whilst activity, the students' activity that is included into linguistics domain is when the students **created dialogues** spontaneously based on the expression written on the card given by the teacher. The skill to create dialogues spontaneously is not easy. Only students who had good linguistics skill who could pass this challenge. In step 7, the students gave evaluation and suggestion about their friends' performances who acted in front of the class. This step is categorized into linguistics domain since they had to explain their evaluation in English.

One of the activities in the post activity is also classified into linguistics domain of multiple intelligences since they should **create the spontaneous dialogues** based on the expression written on the card. The difference of this activity with step six of whilst activity at the second meeting is the role the

students should act. Other steps in the whilst activity, the students got the role from the card they got from the teacher, and for the next step in the post activity, they got the role based on their own choices.

Interpersonal domain of multiple intelligences

At the second meeting, some learning activities in the pre, whilst and post activities are included into interpersonal domain of multiple intelligences. In pre activity, the students answered the teacher's question why they liked certain characters. When they expressed why they liked certain character, it means that they should learn and feel the character's personalities. It showed that they could feel the character's feeling. They could feel whether the character's personalities are good or bad or more or less the same like theirs. When they **could feel the characters' feeling** through the dialogues they had read, it means that they could feel other people's feeling, therefore it is classified into interpersonal domain.

In whilst activity, the students imagined the characters' behaviour, gestures, whenever the character walked, spoke, etc. They also imagined how was the character's facial expression when they were angry, sad, happy, etc. The students tried **to feel what the character felt** and in whilst activity, the students performed it and in the middle of the performance, they should be able **to feel and to show their feeling** based on the expression written on the card given by the teacher. Another drama activity in whilst activity, the students gave evaluation who was the best performer. Through this activity, they learn **to feel other friends' feeling** when they were acting out in front of the class and **they could decide which student 'matched' with the character well**. Therefore those

steps are classified into interpersonal domain of multiple intelligences.

In post activity, students played their role based on the expression they got with their own dialogues spontaneously in front of the class. In this activity, the students had to be able to feel the character's feeling when he/she is angry, sad, happy, disappointed, etc. **Their ability to feel the character's feeling** is classified into interpersonal domain of multiple intelligences.

Kinesthetic domain of multiple intelligences

At the second meeting, learning activities that are some class activities that are included into kinesthetic domain of multiple intelligences in the whilst activity and in the post activity.

In whilst activity, the students acted out in front of the class based on the character they got. When they were in front of the class, they had to realize **their body movement, their position on the 'stage' and their gestures**. All should represent the character they played. Their ability to manage their body movement is classified into kinesthetic domain. Still in the whilst activity, the students should be able to act spontaneously based on the expression written on the card, given by the teacher in the middle of their performance. **Appropriate positioning, gestures and body movement showed by the students spontaneously** are classified into kinesthetic domain.

In the post activity, students were allowed to choose their favourite character in Shakespeare's Romeo and Juliet to be played in front of the class. They also had to be able to act certain expression, like angry, sad, happy, etc written on the card in the middle of performances. Their body movement that showed certain expression is classified into kinesthetic domain of multiple intelligences.

CONCLUSION

In this chapter, the writer has some conclusion as follows:

The process of learning activities in drama class was conducted in three phases, they were pre activity, whilst activity and post activity. The teaching and learning process in drama class was student-centered where the students were more active and the teacher was as the facilitator only. And the classroom learning activities reflected **Interactive Domain of Multiple Intelligences**.

Learning activities in drama class that were classified into Interactive Domain of Multiple Intelligences based on McKenzie's (2002), cited in Fauziati (2009: 112) could be concluded as follows:

There are some students' activities that are categorized into **Linguistic Domain**, such as: Students answered, explained and described teacher's questions in English; in groups students discussed the learning subject in English; students read an English drama script appropriately. Some students' activities that are categorized into **Interpersonal Domain** are: students felt what the character felt through the dialogues they read and performed; students felt what other friends' felt when they acted out in front of the class. While for **Kinesthetic Domain**, students managed their facial expression, body movement and position when they acted out in front of the class.

It is obvious that linguistics domain consists of students' activities dealt with the use of English orally. Interpersonal domain consists of students' ability to feel what other people's feeling while kinesthetic domain showed their ability in managing their body movement during their actions in front of the class.

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