

## BUILDING LITERARY AWARENESS OF THE UNIVERSITY STUDENTS THROUGH DRAMA PERFORMANCES

**Mahmud\*, Agus Wirabhakti**  
Univertas Swadaya Gunung Jati, Indonesia

\*Corresponding author: mahmood.cliff@gmail.com

### Abstract

The Faculty of Education and Science of UGJ Cirebon offers Drama course for education students in order to enrich their knowledge of art and literature. Drama course is one of the compulsory courses that must be taken by bath students of English education and Bahasa Indonesia program study. The annual Drama Performance is often the final goal of Drama course during semester. Based on the data obtained through observation of the learning process and interviews with recondenses, through annual drama performace, the students can increase their awareness on literary work and art.

**Keywords:** Literature, Drama, English Department, Education, Annual Performance

### INTRODUCTION

Drama course is a compulsory subject that every student must take the course in the language education program in the Faculty of Education and Science of the University of Swadaya Gunung Jati (FES UGJ). It aims to support students to understand literature and art as part of language learning. In the English Education study program, drama course is always being completed by students' stage drama performance at the end of the semester namely annual drama performance where each class is required to perform one drama performance by using themes that has been determined from the beginning of the course.

According to Toto Nuryanto (2014) that the term drama comes from Greek (draomai) which means "action, action, or action" is a story that is staged with motion, sound, and rhythm about human life at a time or period and rhythm about human life at a time or period. In the context of the role of stage according to O'Toole in Suyud Widodo and Ninuk Lustyantie (2016), drama is a group activity of several people directly is a group activity of several people directly or indirectly in different functions. in different functions. Drama is also often called the art of conflict, because drama is a statement of human will in facing challenges or cash between oppositional human tendencies Muhammad (2018).

Drama is a literary art performance activity or genre that describes human life in the form of certain gestures performed on stage with a script as a basic source of dialog and stories. In another spec drama is also an entertainment that can be enjoyed by every layer of society containing moral messages, cultural arts and even religious values. In its history, drama was also originally a worship ceremony in the form of a singing festival, the ceremony was held to honor Djonysius or the God of Wine, from this routine ceremony, drama was born. From there, the greatest drama figures in Greek times were born, such as Sophacle with his three greatest works, namely Oedipus, Edipus the King, and Antigone (Abdul Hafid Ismail (2011).

Drama depicts the reality of life. Although at the beginning it was a ritual activity to worship the gods, in its development drama became a picture of social reality. Not a few drama scenes have the intention to describe a certain community life, certain traditional behavior, even how a community group performs a wedding ceremony we can see in some drama scenes. Drama is also often done as a political tool, theatrical activities that aim to show criticism of the government are often found in several situations both on the road, public places and television stations. Moody (in Waluyo, 2007: 155) states that the process of instruction of the drama should introduce a form of culture that attached to every human being. In teaching process, drama must be seen as the ontology of a science so that learning will know the basic aspects of drama that must be known, including aspects of the story as part of literature and aspects of staging as part of play and stage art, Jakob Sumardjo and Saini K, M in Indah Parasanti (2012).

Although they take scenes individually, they must have connectivity and support for each other. and support each other. They further explained that Drama has intrinsic and extrinsic elements such as characters, characterizations, motivations, conflicts, events and plot (setting and place), how the language of the play is used (setting and place), how language is applied, theme and message, while the intrinsic elements of drama are the author's life. Extrinsic drama is the author's life, knowledge, technology, socio-culture, human rights, religion, education, etc. human rights, religion, education, etc.

According to Sutrisna, GRA, Martha Nengah, and Arifin (2013), the theory of teaching drama and drama appreciation is an effort to introduce literature toward students by providing guidance on drama appreciation to invite students to have interest on it love, and make drama a part of their lives. While according to Ni Luh Putu Wisiani, I Made Sutarna and Made Sri Indriani (2020) explain that teaching and learning of Drama for students needs to be done with the consideration that drama literary works literary works are very full of life values, drama literary works are easily appreciated by students, as a complex work of art.

The basic concepts of literature learning according to Suhariyadi (2016) are a framework of knowledge that includes assumptions, and procedures as a process of cultivating literary experiences, both reading and writing, whose ultimate goal is certainly related to the human experience in literature. Literary experience can be understood from two sides, namely from the experience side and from the literature side. From the experience side, it will be related to the processes of awareness, action, understanding, appreciation, understanding, and assessment of literary works read and written.

According to Oemarjati (in I Wayan Artika, 2015), the ultimate goal of literature learning is to enrich students' experience and make it more meaningful and make them more responsive to human events, recognition and respect for the values, both responsive to human events, recognition and respect for the value system, both in individual and social contexts. Teaching and art today have recognized as a subject material in almost every school and university in Indoensia. according to Ni Luh Putu Wisiani et al. (2020), the teaching and learning of drama as literature comprehension has at least four benefits, namely, to support language skills, increase knowledge, develop creation, taste, and can develop character building. In addition, drama is also expected to improve communication skills, good language, both orally and in writing, and foster appreciation for literature.

In teaching Drama and literature, according to I wayan Artika, students must be trained to be skillful in listening to fairy tales, watching theater / plays, reciting short stories, reading

poetry, doing monologues, playing drama, teamwork on drama performances, and producing literary works.

The learning objectives of literature according to Wibowo (in Ninawati Syahrul, 2017) include; (a) literary works as a tool to move the reader's thinking to reality and help him make a decision when he faces a problem, (b) literary works make themselves a place where human values have a natural place. (b) Literary works make themselves a place where human values get their rightful place and are disseminated, especially in modern life and serves as a counterweight to science and technology, and (c) literary works make themselves a place where human values are given their rightful place. Meanwhile, Ninawati Syahrul also quotes the opinion of Noor (2011:82) that learning literature will directly or indirectly help students in developing insights into traditions in human life, increase sensitivity to various personal problems and human society, even literature will increase students' knowledge of various concepts of technology and science.

## **METHOD**

This research is a qualitative descriptive, conducted in the English Education study program, Faculty of Education and Science of University of Swadaya Gunung Jati in English Education study program. The subject of the research is students who enroll drama course in the sixth semester. This research data is obtained through interviews and observations. Interviews were conducted to obtain information data related to the foundation, process and objectives of the Annual Drama Performance and purpose of the implementation of the Annual Drama Performance activity. the lecturers of drama courses, the head of the English education study program, and the students. Meanwhile, observations were made to obtain secondary data in the form of supporting information that can support interview data. Question lead to aspects of the basic aspects of teaching literature which include the processes of awareness, action, understanding, appreciation, understanding, and assessment of literary works. Observation activities include observing the Annual Drama Performance activities and reviewing the syllabus/RPS. and review of syllabus/RPS.

## **RESULTS AND DISCUSSIONS**

Data (Learning Process Observation) Drama learning in the English education study program lasts for one semester. In even years. The author's observations on the semester learning plan (RPS) show that there are several objectives of the Drama learning, including introducing drama learning as a literary learning process (RKPS Drama 2020). During the observation, the author found that in the process of learning drama during one semester, the lecturer gave emphasis on two elements of drama, intrinsic and extrinsic elements such as practicing portraying characters, recognizing types of characterization, events and plot (conflict, setting and place), and how the language is applied. How language is applied intrinsic elements in drama teaching Characterization.

### **Intrinsic elements in teaching drama**

Characterization: In drama learning carried out during lectures, practicing characterization is an important part of preparing for Annual Drama Performance. In this lecture, students are equipped with various knowledge and understanding of the types of characters and their roles. Students are required to portray a character as a whole, both from character, gestures, speech intonation and facial expressions. According to the lecturer, this characterization learning is to teach students about social nature that in life there is always a diversity of characters, behavior. It is expected that after learning about characterization, students can totally imitate the role of a character in a drama. The lecturer further explained that with the

introduction of characters in the drama, students are expected to understand that in human life they will deal with different characters and how to respond to character differences.

Events and plot. In this activity, drama learning begins to determine a story that will be performed. Determining the story that will be featured in a drama uses a research-based approach. Students are directed to conduct observational research to obtain authentic data on a story and then they produce a story based on the authenticity of the data they get both the setting, conflict and plot of the story.

### **Extrinsic elements in drama reading**

In addition to the intrinsic elements studied in learning drama in English education study program students, extrinsic elements also do not go unnoticed. In the process of learning drama, the study of socio-cultural studies is also applied to students. Based on the information the author gets that aspects of the relationship between humans and culture, humans and religion, and humans and themselves.

### **Interview data**

The next data acquisition is the result of interviews with students who attended lectures and drama performances. The questions that the author formulates are related to their practice in performing drama and how they perceive the drama itself. Five questions were asked to the students, namely: 1.) what do you understand from learning drama?, 2). what benefits do you get from learning the role of characters in drama?, 3). what benefits do you get from learning to write drama texts?, 4). what benefits do you get from learning to stage drama?, 5). what do you understand from the content of a story in drama?.

The first question aimed to find out how well they understood Drama lectures. From the question, it was understood that most of the students felt that drama learning was an art course, they thought that drama courses taught how to become actors and actresses with the aim of providing provisions to become movie players in the future. Excerpts of words, phrases and sentences from their answers are generally as follows: 1). To be able to act, 2). Learning to be an actor, 3). Stage play, 4). Play acting, 5). Play stage art.

The second question aimed to obtain respondents' perceptions of character acting in drama. From the questions that the author asked obtained answers from respondents that by learning to play characters in a drama performance they can understand the types of characters in a drama, understand how the characteristics of human characters, and understand that in life there are various types of human characters. the explanation is summarized by the author from the respondents' answers as in the following sample quotation: 1). Understand the differences in people's traits, 2). understand the types of human characters, 3). imitating other people's traits, 4). Understand the types of characters in the drama, 5). ...understand how to be another person's role.

The third question aimed to find out how they understood learning scriptwriting. The students answered the question variously. But in general, the author concludes that learning drama scripts builds their competence in writing stories. Some also argued that the benefits of learning drama scripts made them understand a story, the value of life. Five keywords or phrases that represent the respondents' answers are: 1). .... can make a story, 2). ...understand the storyline, 3). .... learn writing skills, 4). ...understand the values contained in the story, 5). Practice writing.

The fourth question aimed to find out how the benefits of playing stage shows. In this question, the majority of respondents gave almost the same answer that playing on stage

gave them experience to perform in public, practice self-confidence, practice entertaining, and build mentality. This is the conclusion of the respondents' answers as in the following samples; 1). .... mental training, 2). ...can entertain, 3). .... learn to perform in front of the public, 4). ...train confidence, 5). ..entertaining.

The last question aimed to find out the extent to which respondents understood the content part of the drama. The answers also showed a similar perception of drama. Almost all respondents said that drama consists of a story consisting of characters and conflicts, there is a plot and a climax. In general, these answers are very pragmatic. Respondents' answers very clearly refer to the results of learning materials. I quote the respondents' answers in the following sample data: 1)... a story with a plot, 2). ... a story of conflict between two parties, 3). ... tells the conflict and its solution, 4). ...literary work in the form of a story performance, 5). Stage story.

## CONCLUSION

In the process of learning drama, it can be concluded that students can analyze the intrinsic elements of drama which include understanding characterization, appreciation of a role, gestures, facial expressions, understanding characters and how to respond to character differences. In addition, extrinsic elements are also taught including: aspects of the relationship between humans and culture, humans and religion, and humans and themselves and the study of socio-cultural studies.

In the results of interviews with students related to the Annual Drama Performance, it can be concluded that 1). drama teaches how to become actors and actresses who aim to provide provisions to become film players in the future, 2). can understand the types of characters in a drama, understand how character traits in humans, and understand that in life there are various types of human characters, 3). make them understand a story, the value of life values, 4). provide their experience to perform in public, practice confidence, practice entertaining, and build mentally. 5). that drama consists of a story consisting of characters and conflicts, there is a plot and climax.

Thus, learning drama and staging it through annual drama performance activities is successful in equipping English education study program students to understand literature.

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