INSTILLING VALUES THROUGH DRAMA'S APPRECIATION

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Abstract

Drama is a kind of the literary work which uses a language as a medium. It means that the students are learning drama's appreciation in one side, at the same time, they are learning a language in the other side. The script of drama is written in English. In this relation, learning a literary work, at the same time, learning English. Drama's appreciation is not merely intended to educate the students to be a playwright or actor/actress of drama, but also bring the students to foster an interest, respect, and have a positive taste of the drama. Moreover, it can instill values to the students. In this paper, the writer try to show the advantages of drama's appreciation.

Key words: drama's appreciation, instill, and values

Introduction

A literary work basically describes a reality of life in an artistic form, therefore it has its own meaning for the readers. It contributes to enlighten the reader to be a smart thinker. Through literature, people can learn about human relationship and questions of life. Drama as one of literary genres reflects problems of life. Drama usually presents social aspects of society in human relationship. Drama is also capable of stimulating people to embrace a life, because events by event was raised by the author in drama will indirectly provide values that can trigger sensitivity to human life problems.

As well as poetry and prose, drama as a literary work needs to be approached, understood, explored, and appreciated by performing the drama. From drama's script appreciation, it will be acquired experiences. The experiences will connect with human life and finally can change moral values of human.

Role of drama as an interpretation of human life makes learning drama's appreciation important for educational process (Liu, 2002: 86).

Through learning drama's appreciation, students will be able to take life experience that is written by the author because actually the drama's script is basically the result of the creation and contemplation of life values.

Based on the illustration above, drama can be used to build human character. It is not only improve students ability in understanding the thoughts,
feelings, values, and opinions conveyed by literature, but also it can build their positive character.

Activities of Drama’s Appreciation

The drama’s appreciation is reading, watching, appreciate, understand, or appreciate works of drama (Kao, 1998: 276). By drama’s appreciation, the students are expected to understand and comprehend the characters in drama.

As a literary genre, drama has specificity compared with poetry or prose. Its specificity is on the author does not only stop at the disclosure of imaginative events enjoyed by readers, but it is also performed in front of audiences. A sense of drama is more focused as a work that is more oriented to the art performing.

Drama is an art form that explores human conflict and tension. It generally takes the form of a story presented to an audience through dialogue and action. The story is conveyed using the elements of the theatre: acting, costumes, props, scenery, lighting, music, and sound.

Drama has an emotional and intellectual impact on both the participants and audience members. It holds up a mirror for us to examine ourselves, deepening our understanding of human motivation and behavior. It broadens our perspective through stories that portray life from different points of view, cultures, and time periods.

The activities of drama’s appreciation in general can be divided into two forms: (a) receptive appreciation, and (b) productive appreciation (Fontichiaro, 2007: 172). Receptive appreciation focuses on understanding and appreciation of drama by understanding and giving response in written. Productive appreciation focuses on drama’s performance in front or audience.

It can be purely taken from the original drama’s script or the students can recreate the script. It means that the students can produce a new creative script based on the original drama’s script and perform it in front of the audiences.

The drama’s performance might happen if the text or script of drama has been interpreted by director and players for the sake of a role that is supported by the arts devices such as stage scenery, costumes, stage design, make-up, lighting, and music system. The director is one of the students in the class. The players (actors and actresses) are choosen from selective casting by the lecturer and the director.

The followings are some steps that the students have to follow in order to appreciate the drama especially before showing their performance:

Body Exercise
Instilling Values ...

The body since it is one of the actor's principal means of expression, the body should be flexible, disciplined, and expressive. Flexibility is needed so that the actor may physically express a wide range of attitudes, traits, and reaction. The aim of body exercise is to get the expression of physical exercise. The students would make physical movement, flexibly, discipline and expression. They learn various gestures in order to get emotional characters roles in drama.

**Voice**

In training the voice, the same ideal flexibility, control, and expressiveness, apply. The action should understand how the vocal instrument functions, and should strive for maximum control over pitch, volume, and quality. Voice training can be interpreted as how to make a clear voice and loud (vocals). It also means that the student should drill their voice's inspiration. The type of voice should be appropriate with the character in drama. The actor is not allowed to change the voice for no reason. The tone of voice is also should be set in order to be able to distinguish the one character to the others. The voice training of the character should be controlled by an actor carefully and consistently.

*Observation and imagination*

Observation and imagination while the body and voice are the actor's principal means of expression, other faculties observation and imagination help him determine how they should be used in a particular situation. The student should play character seriously and should try to understand how the character's feeling externally. The student can learn acting by observing every character, behavior and motivation from the lecturer and video of drama. After that, they had to portray a certain character. The results of observation is turned on the student's emotional memory and imagination. The power of imagination serves to fill the psychological dimension of the students in acting. After the observation held, acting is not just mimic what is obtained in the observations, but it should be able to live it and give aesthetic value.

*Concentration*

If the body and VOIce are to be directed by understanding and imagination in the creation of a believable stage performance, concentration is also needed. Concentration refers to the actor's ability to immerse himself in the action and to shut out all distractions.

Concentration is directed to train the student's ability to play a character and brought it into a play. Concentration hold important role in the inspiration and the
motion in the student's mind. They will get a power of concentration from this training. The students can concentrate to the play when they are on the stage. The actor/actress should have to feel his/her world there. The concentration should start from the first rehearsal of drama. During drama's performance on the stage, they must concentrate and express their the best acting through dialogue/monologue, gesture and speech intonation.

**Technique**

Technique experience has shown that some ways of doing things on the stage are more effective than others, and over the years many of the actor's routine tasks have become standardized. Technique is an exercise of work out in, giving the contents, pressure, develop theme, protrusion, rhythm, and the right timing. In drama's performance, there are some important things that have to be by the students such as inspiration, facial expressions, vocal, and body movements, blocking drills, etc.

In voice and speech drill, vocal should pronounce clearly. There are also training for breathing exercises, burst of sound exercise, diction exercises (style pronunciation), exercise stress, rapid building exercise and peak exercise to create a play (climax).

**System of Acting**

System of acting no matter well trained the actor is in basic skill, he will be unable to use them adequately unless he has a consistent method of working. There are many systems of acting. No actor should adopt a method, no matter how highly recommended by other, until he has given it a thorough trial. He should try as many approaches as possible and adopt those elements from each which most affectively aid him. While each actor must find that method which best fits his own needs, system of acting tend to have many elements in common. The two poles are usually called the psychological-internal and the mechanical external. An actor should practice in acting both internal and external acting.

**Additional skill and training**

In additional skills and training, ultimately the actor applies all of his skill in the creation of a specific role. To be effective, therefore, he must be able to analyze plays, since he may apply his skills to advantage only if he understands the motivations, attitudes, and function of the character he is to portray. In this part, the role of imagination is very essential. By imagination, memorizing becomes easier and the student can see and follow the sequence of events easily.

The activities of drama's appreciation were conducted by the lecturer
and the students intensively. Interaction between the lecturer and students went well because learning process held the foundation of cognitive, affective, and psychomotor.

**Advantages** of Drama's Appreciation

Dealing with character building, drama can develop moral values that exist within learners. It reveals human life sphere such as happiness, success, satisfaction, excitement, love, fear, despair, indifference, hatred, destruction and death. Drama can also draw positive impact on learner's physical, emotional, social and cognitive development such as self confidence, imagination, empathy, cooperation, collaboration, concentration, communication, problem solving, fun, emotional outlet, relaxation, self-discipline, trust, physical fitness, memory, social awareness, and aesthetic appreciation.

**Self confidence**

Taking risk in class and performing for an audience teach the students to trust their ideas and abilities. The confidence gained in drama applies to school, career, and life.

**Imagination**

Making creative choices, thinking of new ideas, and interpreting familiar material in new ways are essential to drama. The students can create imaginative story for their drama's script.

**Empathy**

Acting roles from different situations, time periods, and cultures promotes compassion and tolerance for others' feeling and point of view.

**Cooperation/collaboration**

Theatre combines the creative ideas and abilities of its participants. This cooperative process includes discussing, negotiating, rehearsing, and performing.

**Concentration**

Playing, practicing, and performing develop a sustained focus of mind, body, and voice, which also helps in other school subjects and life.

**Communication Skills**

Drama enhances verbal and nonverbal expression of ideas. It improves voice projection, articulation of words, fluency with language, and persuasive speech. Listening and observation skills develop by playing drama games, being an audience, rehearsing, and performing. A creative drama caused a remarkable difference in development of communication skills at the end of the experiment. Learning drama aims to improve students' skills in playing the characters by using appropriate pronunciation, intonation, tone / pressure, and expression accordance with the characters in drama.

**Problem Solving**
Instilling Values ...

The students learn how to communicate the who, what, where, and why to the audience. Improvisation fosters quick-thinking solutions, which leads to greater adaptability in life.

Fun

Drama brings play, humor, and laughter to learning: this improves motivation and reduces stress of the students.

Emotional outlet

Pretend drama allow the students to express a range of emotions. Aggression and tension are released in a safe, controlled environment, reducing antisocial behaviors.

Relaxation

Many drama activities reduce stress by releasing mental, physical, and emotional tension.

Self-Discipline

The process of moving from ideas to actions to performances teaches the value of practice and perseverance. Drama improves self-control.

Trust

The social interaction and risk taking in drama develop trust in self, others, and the process.

Physical Fitness

Movement in drama Improves flexibility, coordination, balance, and control. The students learn how to act character in drama's script appropriately.

Memory

The students easily expressed their idea with new vocabularies they have. It can be caused from the drama's script that they had memorized. Rehearsing and performing words, movements, cues strengthen this skill.

Social Awareness

Legends, myths, stories and plays used in drama teach the students about social issues and conflicts from cultures, past and present, allover the world.

Aesthetic Appreciation

Participating in and viewing theatre raise appreciation for the art form. It is important to raise a generation that understands, values, and supports theater's place in society.

Conclusion

The drama's appreciation showed the lecturer and student's activities for understanding, playing, and comprehending drama in drama's performance. It can be employed to instill values to the students. When it is employed, it should be integrated with language learning activities. When it is intensively prepared and well-adapted to the students level and needs, it can be a rewarding experience for both lecturer and the students.
References


