

Presenting Macbeth through Play Reproduction

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Abstract

Using drama to teach English results in real communication involving ideas, emotions, feelings appropriateness and adaptability; in short an opportunity to use language in operation which is absent in a conventional drama class where text analysis is emphasized. Such activities add to the teachers' repertoire of pedagogic strategies giving them a wider option of student learner-centered activities as the prospective teacher of English in Ibn Khaldun University of Bogor to be applied further. Using the reproduction and performance technique, drama becomes one of the appropriate student mastery of CBT.

Keywords: Drama, Macbeth, Play reproduction

INTRODUCTION

Years of teaching the student of English Education Study Program, Faculty of Teacher Training and Educational Sciences, in Ibn Khaldun University of Bogor, many times the teaching of English language falls short of fulfilling its goals. Even after years of English teaching, even the prospective teachers of English do not gain the confidence of using the language in and outside the class. Their output in the language is limited to writing answers for literature chapters and producing grammatically accurate, but, isolated sentences. On the other hand, the student of Faculty of Teacher training is required to do the real communication which involves ideas, emotions, feelings, appropriateness and adaptability in front of the classroom as well as the ability to motivate their prospective students to do the same as the teacher. Thus, the main purpose of the drama teaching should be shifted from the text analysis to the total learning of drama: that is to perform drama itself.

THEORIES

An attractive alternative is teaching drama by drama performance because it gives a context for listening and

meaningful language production. It forces the creativity of the students to use their mastered vocabulary and force them to use their language resources and, thus, enhancing their linguistic abilities. It provides situations for practicing their ability in participial involvement. It is very useful in teaching literary texts as it helps in analyzing plot, character and style. It also involves learners more positively and actively in the text. As Wilga Rivers (1983) states, "the drama approach enables learners to use what they are learning with pragmatic intent, something that is most difficult to learn through explanation." By using drama techniques to teach English, the monotony of a conventional English class can be broken and the syllabus can be transformed into one which prepares learners to face their immediate world better as competent users of the English language because they get an opportunity to use the language in operation. Using drama techniques also fulfills socio-affective requirements of the learners. Moreover, this learner centered approach makes the syllabus personally fulfilling.

Procedures

Drama is taught in the sixth semester of English Education Study Department of

the Faculty of Teacher Training and Education Sciences in Ibn Khaldun University of Bogor. It is assumed that they all have mastered quite a lot of vocabulary. Therefore the procedures are arranged as follows:

Expose

The students were given the text of Macbeth. This text is quite popular among the students, and the sequence of events in the drama is quite complete starting from exposition, rising action, crisis, climax and solution (Sudjiman, 1982, p.42). Then they were asked to find out the plot. Theory of the plot itself has been taught when they had Prose Class in the fifth semester. They work in group of ten out of forty people in class. This group is quite big for the students that they can share their ideas and when later they perform the drama and have to buy costumes, they will have enough money for them. Of course the divisions of the student also consider the psychological factor, namely the factor of less-confidence which is very natural for Indonesian learners.

Even though the effectiveness of drama in teaching may not be doubted, it is but natural for someone who has no experience in it to approach it with hesitancy. There are so many things that have to be taken into consideration before one leaps into putting up a play. A teacher may come across several constraints such as an already prescribed text to "cover" in a stipulated time period, lack of space, a paucity of monetary funds or disinterest and worse, skepticism of colleagues. To quote Gavin Bolton (in Dougill J. 1987):

"Drama is a unique tool, vital for language development" as it simulates reality and develops self expression. You need not go into a full-fledged production and public performance. You could begin with incorporating one-off and stand-alone drama activities stretching as less as

five minutes in your class where students perform for each other. Drama activities or techniques are equally successful in making learners experience language in operation and provide motivation to use language embedded in a context and a situation. The simple "acting-out" requiring the learners to adopt a new position involves them creatively".

Casting

Casting is the choice of which one to become who. This was conducted after the drama is read and made plot and then they students were asked to make the dialogue using the plot. Why the plot and not the translation of the drama? The plot taken from the drama gives a lot of opportunity to the students of English in the Faculty of Teacher Training to express their creativity, including the creativity to overcome the language handicap. Frankly speaking, it will take time for both the students and the teacher to comprehend the whole text. That is why it is easier to get the "essence" of the play. This is done by making questions and answer in their making dialogue in drama. Questioning in role/hot seating involves one of the learners (the teacher could also take on the hot seat in case there aren't any student volunteers) "... being questioned in a role about their motives, character and attitude to a situation or other people and so on." (Fleming, M. 1994) In literary texts, it can be used to deepen characterization. The problem in the text is quite complicated, because some students choose the same characters and avoid the others because of the difficult expression in the text. Finding this, the group is asked to change the dialogue with the familiar words which were easily to be memorized.

Performance

The most exciting experience of the drama is in the performance, but it needed

preparation. This was conducted in the stage in Auditorium of Ibn Khaldun University of Bogor. The finding was very surprising, because four groups in the semester VI A (morning class) made their respective uniqueness. The first group emphasized on the appearance of the witches, and then the hilarity of the witches was focused. This of course was not as expected. The second group focused on the death of King Duncan. The third was focused on the war between Macbeth and Macduff. And, surprisingly, the last group changed the story into cabaret. The drama was full of Indonesian song, like that in *Siapa Berani*, into an English version. This is of course the creativity.

Related to the costume, the students try to interpret the story differently. A group wore “superman” costume for Macbeth, and wore black-baduy uniforms for Witches. While the other group wore a uniform like a Javanese play *ketoprak*. It seemed that they were enthusiastic to do their best in the performance.

CONCLUSION AND SUGGESTION

English Drama in English Education Study Program, the Faculty of Teacher Training and Educational Sciences, Ibn Khaldun University of Bogor, seemed to be much better and more favorable presented to the students when the drama itself is performed. They give students ability not only the way of text

interpretation but also the skill for application. In the future, the class should be completed with stage and adequate lighting and sound system in order to make a better performance. For the session is too short, it is advised that there is an extracurricular activities such as theater that the student improve their ability in acting which gives the utmost benefit in their future career as teachers.

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