

The implementation of 2 dimension orchestra learning method on drama teaching in English language and letter department of SMA Al-Miftah Palengaan Pamekasan

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ABSTRACT

Drama learning just has a little space in education, it is caused by lacking of supporting environment that encourage students to be more active. It is the problem in English language and letter department of SMA Al-Miftah Palengaan Pamekasan, students are often taught much theories than practice and instructional design that is still focus on teacher-centered. The aim of this research is to know how does the implementation of 2 dimension orchestra learning method on Drama teaching in English language and letter department of SMA Al-Miftah Palengaan. The researchers use 2 dimension orchestra learning method on drama teaching. This method can make students feel fun as well as to provide adequate space for initiative, creativity based on their talent, interest and development of physical and psychological student. The instruments used in this research are: observation and questionnaire in collecting data. This method is flexible not need clear order/stiffness. Students are also encouraged to think in diverging relate with multiple solution throw kinds of Drama teaching activities can stimulate the inventive work and intention learning of students so that it will set them being the good person. 2 dimensions of orchestra learning of Degeng is flexible and suitable used in drama class, it is called quantum learning design. This method can use blended learning that is delivered by using video in Google Classroom application to make students easier in learning. This research can build self-sufficiency and learning interest of students through setting up learning environment suitable with students' intellectual and emotional development.

Keywords: *dimension orchestra, learning method, and drama teaching*

INTRODUCTION

Drama is one of subjects in English XI class of English language and letter department of SMA Al-Miftah Palengaan Pamekasan. According to Anderson (2012) drama sits in a unique place at the intersection between intellectual, creative, and embodied education and that drama a teaching is aesthetic education and it is transformative, meaning that drama can support the academic, social, and emotional growth of young people. The failure of drama teaching is the main problem to be solved, the level of maximum learning result is supported by the use of learning method.

The English teachers face some problem in drama teaching to the students like: lacking of supporting environment that can encourage students to be more active in the class. Students are often taught much theories than practice and instructional design that is still focus on teacher-centered. Teacher should choose the suitable method in teaching in order that the learning process is more attractive than before and the students can participate the class actively. One of the suitable method that can teacher applied in drama class is 2 dimension of orchestra learning by Degeng. Because it is flexible and suitable used in drama class, it is called quantum learning design. Degeng in Albanjari (2015) student-centered because individuals have potential to be developed. Each student has different characteristic and ability so that learning design should be directed to ease learning. Nowadays, Drama teaching class is still many dominated by the implementation of conventional and lack of some supporting learning facilities which are relevant in drama teaching, some media: CD, DVD, staging equipment and also staging plays' room. Degeng (2006) pointed out that there are 5 principles in orchestra learning:

- All things speak. All things are in class environment like: body language of teacher have message about learning.
- All thing have goal. All things that teacher explain, have learning goal.
- Based on the experience. Every students' experiences are the ways to future learning understanding
- Considering all efforts. All students' efforts that have done are appropriate to get admission.
- Celebrating every successful. The learning successful of the students as a result of all learning efforts are appropriate to be celebrated.

2 dimension orchestra by Degeng is orchestra learning model that is adapted from quantum learning model. It consists of two components: Context, and content. Context is the luxury of the orchestra space (environment), conductor and the musicians (atmosphere), the balance instrument and the musicians in collaboration (Foundation), and the interpretation of maestro on music instrument (Composition) and the content is all interactions on each aspects that include in context.

Table 1. Dimension Orchestra learning model by Degeng

Context	Content
Exciting Atmosphere (building motivation, sense of sympathy and understanding mirth & amazement, encouraging the risk taking,, mutual having, showing exemplary)	Students-teacher interaction (Being Q teacher, adjusting with students style work, harmonize body language with verbal expression.
Strong foundation (establishing purpose, building the principle & aggregate value, the confident of self-ability, building agreement, policy, mutual procedure and rule, building partnership in learning)	Students interaction-Curriculum (using KEG, Ensure students success on learning process, learning optimal conditions

Pleasant Environment (learning media, class environment, table-chair set-up, plant set-up, pet animals, scent, music set-up)	Learn the learning skill (learning in accordance with the students learning style , changing the best condition to learn, changing the set- up & information mapping, Quantum reader/learner)
Custom dynamic learning (From student's world to our world, adjusting with the students' characteristic learning, combining success, failure & risk of using TANDUR, metaphor. Analogy, or suggestion)	Learn life skill (high responsibility, clear communication by using OTFD/AAMR)

Besides that in pandemic era, this method can use blended learning that can be delivered by using audio visual media like: video in Google Classroom application to help the students be easier in learning. Blended learning has been described as a mode of teaching that eliminates time, place and situational barriers, whilst enabling high quality intersections teachers and students (Kanuka, et. al, 2009). Blended learning is a condition where the teacher combines the face-to-face learning with the technology based learning that can use some supporting application like Google Classroom, Zoom etc. According to Prawoto (2019), students can correct each other, criticize, and give advice to his friends. Blended learning media is more than effective to be created as online classroom and it can be used to improve ability in technology. Blended learning media can be used by college students to transform literary work into other forms of using a video or auto play application.

METHODS

This research was conducted in XI class of English language and letter department of SMA Al-Miftah Palengaan Pamekasan. Participants of the research are 25 students. This research used qualitative research. The researchers used description to explain more about the data of the research. In addition, the researchers explained the implementation of 2 dimension orchestra learning method in drama teaching on English language and letter department of SMA AL-Miftah Palengaan Pamekasan. Arikunto (1995) stated that there are four methods of collecting data commonly used in a research, they are test, questionnaire, interview, and observation. In this research the researcher used some instruments: observation, questionnaire, and documentation for collecting the data. The steps are:

Observation

Observation (2006) includes a systematic recording activity about event, behavior, objects, those are seen, and other necessary thing which are needed to support the study. Observation is a technique to collect data by observing the real condition process in a research. The researcher observed the class in three meetings. The observation was used to get data during the implementation of 2 dimension orchestra learning method in drama learning.

The observation was conducted during the implementation of 2 dimension orchestra learning method in drama teaching which activities as follows: first, teacher

assigned the students into 5 groups (small group) in order to express some emotions or conditions like: happy, afraid, sad, angry etc., in front of the class. Then students were asked to describe what they were thinking about the picture that was given by the teacher. The picture contained information about the action of characters. Then students were grouped into 2 groups (large group) in order to imitate the action of the characters based on the teachers' narration. For example: teacher narrated the action of Lady Macbeth character. Teacher narrated the dialogue of this character, then students expressed the action of Lady Macbeth in front of the class. Next, teacher gave 1 script of drama to be played in front of the class. Teacher facilitated them to understand the intonation, expression, gesture, and action/movements before they performed.

The teacher divided the students into 2 groups (large group), then each group was given a different script and asked the students to prepare the dialogue before performing the drama. The last, teacher made 2 large groups and gave them 2 different drama in traditional and modern genre and asked students to improvise the scripts and prepare all the stage need before they play.

Questionnaire

Questionnaire is a set of questions that are logically related to the research problem, every question is the answers which has meaning in examining hypothesis (Nazir, 2005). Alwasilah (2012) stated that the aim of questionnaire is to identify participant's attitude, opinion or perception. In this research, the researchers used questionnaire to know the fact of the method used, and the students' perception about 2 dimension orchestra learning method. The questionnaire consisted of 10 multiple-choice question items. The data from questionnaire were analyzed by using formula adopted from Sudjana (1984)

$$P = \frac{F_o}{N} \times 100\%$$

$$P = \text{Precentage (\%)}$$

$$F_o = \text{Total respondents who answer}$$

$$N = \text{Total respondents}$$

Documentation

Sugiyono (2008) stated that documentation can be written and picture taken by someone that can be used to get information. The researchers used documentation to make authentic evidence of this research that can display the result of observation and questionnaire.

RESULT AND DISCUSSION

The Implementation of 2 dimension orchestra learning method

The implementation of 2 dimension orchestra learning method in drama teaching was to make students easier in understanding the dialogues and expressions of all characters in the scripts that they learn. Consequently, it will influence their ability in play the scripts on the stage expressively. In this 2 dimension orchestra learning by Degeng, students were built to know some characteristic of the character, then they learn how to expressive what the

characters' s feeling and try to act them with their group. As a result, they did not only learn about the theories but also they practiced everything in the elements of drama. Teacher facilitated by providing some title of scripts to be learnt. Teacher gave opportunity to them to describe some characters feeling one by one in front of the class. So the other students also learned much expression that exactly written in the scripts. Teacher asked one of students in a certain group to express some feeling on the pictures: the picture about happy feeling, sad feeling, angry feeling, etc. The students used gestures to act the feeling based on the picture in front of the class. After this section, teacher gave additional pictures consisting two or more characters then the students should learn the situation based on the picture. Then they should write what each character is thinking, and what they will be saying on that situation. The students worked in group for this section. To make the students more understand about the characters, teacher narrated one character then the students were asked to imitate the characters action based on the teachers' description. Teacher asked some students from each group to practice it in front of the class.

Next, the teacher give 1 script of drama: "Romeo and Juliet" to be played by both group 1 and group 2 in front of the class. Teacher narrated the script to make the students understand with the dialogues that they will act on the stage. The students learned every character in the story that include: intonation, expression, gesture, and action/movements before they performed and the other students became the audience. The students made up and decorated the class to be a real stage. Next, the teacher divided the students became 4 groups. Then each group was given a different sample entry drama scene to be played on the stage. Each group should make the dialogues that can be improved by each groups. The last was the time for students to perform on the stage. The students prepare to decorate the class as the stage, costume and sound tracking. Teacher grouped students into 2 groups (large group). The first group was given the traditional drama's script "Oedipus the king" by Sophocles, and the second group was given the modern drama's script "A doll's House" by Henrik Ibsen. The students should understand the script and the dialogues. After that, they should play both scripts on the stage after everything had been understood by them as the students' final task on the drama course.

The researchers used 2 dimension orchestra learning method on drama teaching. This method can make students feel fun as well as to provide adequate space for initiative, creativity based on their talent, interest and development of physical and psychological student. This method is flexible, it does not need clear order/stiffness. The students are also encouraged to think in diverging relate with multiple solution throw kinds of drama teaching activities that can stimulate the inventive work and intention learning of students so that it will set them being the good person. 2 dimensions of orchestra learning of Degeng is flexible and suitable used in drama class, it is called quantum learning design. Furthermore, students can also build the self -sufficiency and learning interest of the students throw setting up the learning environment that suitable with students' intellectual and emotional development.

Result of Questionnaires

Table 2. Result of questionnaire for students' response on drama learning by using 2 dimension orchestra learning method

Category	Number	Question	Strongly agree	Agree	Disagree	Strongly disagree
1. Students' perception on 2 dimension orchestra learning method	1.	It is easier for me to learn Drama using this method	76%	22%	2%	-
	2.	It makes me understand the lesson quickly	84%	15%	1%	-
	3.	I love to learn Drama using this method	88%	12%	-	-
	4.	Learning Drama using this method can be implemented easily by blended learning with technology by using video (Google Classroom, etc.) easily	69%	30%	1%	-
2. Benefit of 2 dimension orchestra learning method	1.	I can learn the material using this method	80%	20%	-	-
	2.	I feel happy to learn the lesson using this method	92%	8%	-	-
	3.	I can learn quickly and easily	80%	19%	1%	-
	4.	This method motivate me to learn Drama	88%	12%	-	-
3. The weaknesses of 2 dimension orchestra learning method	1.	I do not feel enjoy and active learning with this method			8%	92%
	2.	I cannot improve learning ability using this method			12%	88%

The researchers make 3 criteria of category for questionnaire. There are 25 students that gave the response to the implementation of 2 dimension orchestra learning method.

Students' perception on 2 dimension orchestra learning method

There are 4 question on students' perception by using 2 dimension orchestra learning method. Most of students felt easy learning and they understood the lesson with this method. They loved to learn drama using this method too, and they also considered that this method can be run with blended learning integrated with technology like Google Classroom application. It proved that the implementation of 2 dimension orchestra learning method got good response in drama learning. From the table 2, it can be seen that

students who answered strongly agree is 76% and agree is 22% that they feel easy to learn the lesson by the 2 dimension orchestra. But there are only 2% disagreed on feeling easy on this method. For the question number 2, 84% respondents responded strongly agree and 15% agreed that the materials can be understood easily using this method. Besides that, there is only 1% who answered disagree, but it is enough to prove that this method can help them understand easily on learning. Then for the third questions, there are 88% students who answered strongly agree and there are 12% who answered that they agree that they love learning drama using this method. The last, there are 69% students are strongly agree and 30% students agreed that this method can be implemented easily by blended learning for technology by using video like Google Classroom application. But there is only 1% students who disagreed, but it does not become a problem because most of them agreed.

The benefit of 2 dimension orchestra learning method

There are 4 questions on benefit of 2 orchestra learning method. The students feel the benefit of it in the learning process, it is proved with there are 80% students who answer strongly agree and 20% students are agree to able to learn the materials using 2 dimension orchestra learning method. On the second question, there are 92% students are strongly agree and 8% students who are agree that they feel happy to learn through this method. On the teaching learning process the researchers see the enthusiasm of students and they are very active on drama learning. For the third question, there are 80% students are strongly agree and 19% students who are agree that able to learn quickly and easily to use this method on drama learning. But there are only 1 % students who answer disagree for this question. On the act question, there are 88% students are strongly agree and 12% students are agree that 2 dimension orchestra learning method motivate them to learn drama. This result prove that the students get the benefit from the implantation of this method.

The weaknesses of 2 dimension orchestra learning method

On this part, there are two question to know the students' response on the weaknesses of 2 dimension orchestra learning method. For the first questions, there are 8 % students are disagree and 92% students are strongly disagree that they do not feel enjoy and active in learning with this method. Form this result can be proved that all students enjoy the lesson and feel excited by using this method on the teaching learning process. On the last question, there are 12% students are disagree and 88% students are strongly disagree that they cannot improve learning ability by using this method on drama learning.

From the result of questionnaire for students' response on drama learning by using 2 dimension orchestra learning method above, it can be conclude that this method can motivate the students to learn drama and they feel happy and enjoy during the lesson because encourage the students to be more creative in playing role in drama performance. Beside, this method can create e exciting atmosphere in the class, furthermore students can develop their talent freely.

CONCLUSION

The conclusion is 2 dimension orchestra learning method make students feel fun as well as to provide adequate space for initiative, creativity based on their talent, interest and development of physical and psychological student like: exercising the students to imitate characterization of each character on the drama script. This method is flexible, not need clear order/stiffness. Students are also encouraged to think in diverging relate with multiple solution throw kinds of Drama teaching activities can stimulate the inventive work and intention learning of students so that it will set them being the good person. This method is suitable to be implemented on Drama class because this method focus to create the exciting and pleasant environment so that the students are motivated to enrich their ability on role play. Finally the students can make drama performance as well as the real situation on the drama script.

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