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BOOK 2

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## "EDUCATION TRENDS FOR FUTURE SOCIETY"

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# PROCEEDINGS

## INTERNATIONAL SEMINAR ON EDUCATION

Education Trends for Future Society

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# THE USE OF COMIC MEDIA TO IDENTIFY THE INTRINSIC ELEMENTS OF DRAMA TEXTS FOR EIGHTH GRADERS STUDENTS OF SMPN 1 MANTINGAN

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**Abstract**

This research is a qualitative description that seeks to explain the use of media in learning Indonesian comics with material to identify the element of intrinsic drama text. The purpose of this study are 1) describe the use of comics media in learning to identify the element of intrinsic drama text; 2) describes the involvement of the student, and 3) describe the ability to identify the element of intrinsic drama text. The subjects were students and teachers of Indonesian class VIII SMPN 1 Mantingan. Data collected through observation, interview, test, and document analysis. The validity of the data is using two techniques, the triangulation of methods and triangulation of the data sources. Comparative critical analysis technique is a technique of the data analysis in this study.The results of this study indicate two major Conclusions as follows. First, the use of comics media can foster students' activity in learning to identify the element of intrinsic drama text. Conclusions can be seen from (a) students are active in listening to the teacher's explanation; (B) the student is able to solve the problem with finding information while reading the drama text; (C) the students were able to identify the intrinsic element of drama texts using comics media; (D) the student is able to assess the results of work by friends; and (e) the student is not awkward anymore to ask if it is not understood. Second, the use of comics media Obtained average value of 77.2 to 85% the percentage of completeness. Based on this, it can be concluded that the comic medium is very effective when used in a particular subject matter Indonesian identify an intrinsic element of drama text eighth-grade students.

**Keywords: Comics Media, Intrinsic Element of Drama Text**

## INTRODUCTION

New innovations in education, particularly in learning is very necessary. These innovations aim to attract interest in learning so that students do not feel bored with having a certain learning lectures that are usually applied in the classroom. The traditional learning in the classroom usually only uses the lecture method it should be gradually reduced, although sometimes lectures are still needed. It aims to make students as active learners and the teacher acts as a facilitator. One of the innovations which should be owned by an educator is the use of media in learning. The use of instructional media will greatly assist the delivery of information, so that the learning objectives can be easily achieved. In addition, the use of instructional media will foster interest in learning and improve students' understanding.

Indeed the study of literature in the School should provide experience to students who contribute to the four objectives, (1) the search for pleasure in the book, (2) the interpretation of the reading of literature, (3) develop awareness compose, and (4) develop an appreciation (Huck 1987 *cit.* Putra 2011). If this can be realized, then the competence of learning to read was successful.

Understanding texts and novels teen drama on basic competency identifies Intrinsic Elements Drama Text to be possessed by students in the grade VIII semester 1. Learning competency should be interesting, fun, and full of meaning. This is done because the literature has focused on learning and understanding more seriously about the intrinsic elements of literary works for students to understand literature as a whole. One way to do is to use the media in learning Indonesian comics, especially the material to analyze the intrinsic elements of drama texts.

## METHOD

The research was conducted in eight graders of *SMPN 1 Mantingan*. The subjects were students and teachers of Indonesian eight graders of *SMPN 1 Mantingan*, in the academic year 2015/2016. Data were collected from a variety of sources that include: 1) the informant or



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informants, namely students, teachers, and principals; 2) Place the ongoing activities and events of learning to read and other related activities, and; 3) Documents or archives, such as syllabus, Learning Implementation Plan (RPP), the results of student writing, and assessment books.

The technique used to collect data includes observation, interviews, document analysis, and questionnaires. The validity of the data uses two techniques, the triangulation of methods and triangulation of data sources. Comparative critical analysis technique is a technique of data analysis in this study. In this study, there are four steps in analyzing the data, namely (1) the collection of data; (2) The data reduction; (3) data; (4) drawing conclusions.

The three components are interrelated and inseparable. Data collection, data presentation, and data reduction are the components that need to be considered in drawing conclusions or commonly referred to as verification. In the following chart, clearly defined lines of inquiry with an interactive model.

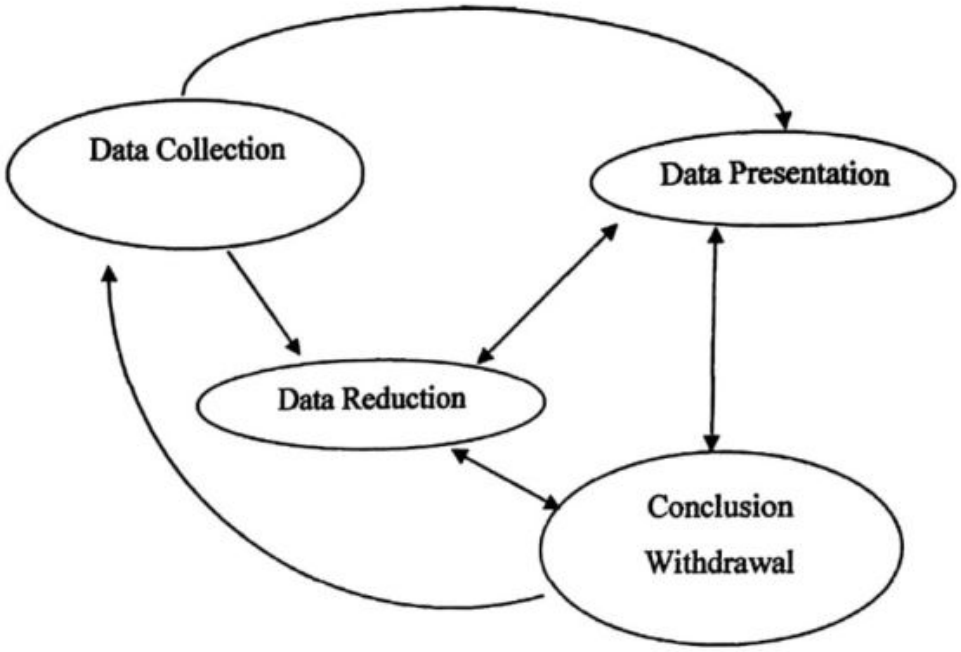


Figure 1. Analysis of the Interactive Model (Milles & Huberman, 1992: 18)

## DISCUSSION

The success of a learning process is determined by three main aspects, namely students, teachers, and learning resources. Instructional media is one source of learning that affects the success of a learning process. The media serves as a channel of information, the transferor knowledge from educators to students. The process of two-way communication between educators and learners, it would be optimal if supported by the media. Instructional media capable of representing what is less able to be explained by teachers (educators) through verbal words to the students (learners).

Instructional media can be classified into six, namely graphic or visual media, photographic, three-dimensional, projection, audio, and the environment. The use of media depends on the needs of teaching materials and learning objectives itself (Riva, 2011). In this study, graphic media used. The main role of the media graphic is visualizing facts and ideas in a more compact and dense. Media graphics used are comics. The comic is a cartoon that reveals the character and acts out a story in a sequence that is closely linked to the image for the purpose of providing entertainment to readers (Nana Sujana and Ahmad Rivai, 2005: 64). Comics have an important



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role, namely to help attract and increase student interest, as well as make it easier to understand the subject matter that has been presented by the teacher.

In learning Indonesian analyze material intrinsic elements, the learning process is carried out teachers and students do during the two meetings. At the first meeting, the material is delivered using the medium of comics. The second meeting is the evaluation of the material that has been presented at the first meeting. This evaluation form identifies the intrinsic elements in pairs independently with teacher supervision.

**Planning of Learning**

The planning stage of the learning action includes five main activities. Five of these activities are (1) to evaluate the lack of prior learning, (2) design outline learning scenarios, (3) develop lesson plans, (4) preparing instructional media, and (5) prepare research instruments. Disadvantages arise in prior learning assessed and evaluated to find a solution. Furthermore, action planning learning activities is designed a line of great learning scenarios based on evaluations that have been done. This scenario discussed among researchers and Indonesian teachers with the goal of keeping the formation agreement and understanding the learning process will be done so that the shortcomings which emerged in previous learning does not happen again.

After the outline of the scenario formulated together, teachers were responsible for preparing lesson plan *(RPP)*. The preparation of lesson plans done by teachers must be in line with the scenarios that have been discussed together by teachers and researchers. Especially for the comics medium, researchers have set up in advance. Media used comics are comics medium that contains learning materials in which there is knowledge of the intrinsic elements of literature. The comic media has been compiled by researchers and comic Dian Erika P.

Figure 2. One page in the comic medium

The last activity in lesson planning was to compile and prepare research instruments. The research instruments were prepared by the researcher. The research instruments consist of two, namely tests and non-tes. The test instruments were used to assess student work. Instruments non-tes were assessed by observation guide student activity, student reflection journal, and journal reflections teachers.

**Learning of Implementation**

The implementation of learning consists of two meetings. The second meeting was composed of initial activities, core activities, and closing activity. The first meeting was conducted over two-hour lesson *(40 x 2 jp)*. Three main activities in the first meeting is students directed by the



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teacher to dig prior knowledge about the intrinsic elements, the students pay attention to the teacher's explanation about the intrinsic elements aided by the media comics, and together (teachers guided students) learn to analyze the intrinsic elements of drama texts.

The event starts the first meeting with the teacher opened learning greetings. Students answered in unison. After greeting the students, teachers stand in the middle and ask the students about the intrinsic elements and how to identify it. There are two students who dared to express opinions about the intrinsic elements of drama texts. Learning activities resumed. Students pay attention to the teacher's explanation about the intrinsic elements in the text using the media comic drama, which is the beginning of the core activities. Teachers give students the comics medium. One table receive one comic. Students are very enthusiastic. Students consider carefully. A student asked the teacher because it is less clear. Students are Yeni. Teachers answered questions Yeni until he is clear. Once the explanation is enough and no one asked again, learning continued. The teacher divides the students into five groups. Each group consisted of four students. The group division is made under the conditions, the front seat and the rear seat sitting face to face.

Once students get together with the group, the teacher provides drama text. Each group read the text carefully. Each member of the group to identify the intrinsic elements of a text-based media comic drama that has been studied. This activity lasted for 30 minutes. After all the groups complete the task, it both teacher discusses the answers from each group based on the comic medium is used.

At the end of the activity, students are given the opportunity to ask if it is not understood. The teacher explains an overview of student activities to be carried out at the next meeting. The explanation is intended that the students have an overview of activities that will be implemented. Finally, the students along with teacher conclude learning activities that have been implemented. Learning closed with a greeting by the teacher.

Similar to the first meeting, the second meeting of the study consists of three main activities, namely the initial activities, the core, and the final activity. Teachers say hello and answered in unison by pupil. Afterthat, the teacher asking questions about the activities that have been implemented at the first meeting. Students enthusiastically answer these questions and a little rowdy. Teachers soothing and asks the students who will express opinions to point fingers. Six children raised their hands.

Core activities initiated by distributing comics to the student media, the bench of the comic and drama text to the same pair of students. Activity at the first meeting, just not in groups but in pairs. Drama text reading, writing intrinsic elements, and revise lasted for $\pm$ 30 minutes. Students who have already completed the writing, straight forward collect all the teacher's desk. Once everyone has finished, the teacher split the back of students' work, but in a different partner. Task pairs of students are observing and assessing these tasks with the help of teachers. Teachers provide opportunities for all students to express opinions and assessment of the results of his duties.

The lesson ends with a concluding lesson that has been done. There are six students who argued conclusion. Master concluded the meeting by greeting and leave a message so that students remain diligent, disciplined, and joy in learning.

**Observation and Evaluation**

Researchers observed how the session to identify the intrinsic elements using comics media by becoming active participation and in the classroom. Learning that lasts for 4 x 40 minutes, the students were studying the intrinsic elements as well as how to identify the intrinsic elements of drama text with the help of the comic medium. Students were very enthusiastic learning by using comics media. Discussion groups in pairs had been running smoothly and all the students



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played an active role in it. The activity of students in group discussions could be seen from the observations of researchers when learning takes place.

Students were quite good in the teacher's explanation and media attention comics that they could. Students were motivated to pay attention to the comics medium carefully. Students were quite excited to work together to discuss the assignments in groups or in pairs. All group members played an active role in formulating the intrinsic elements of drama texts. When work groups, students stayed conducive and quiet. Opportunity to ask if it was not understood that the teacher was utilized by five (in the first meeting) and six (in the second meeting) students. At the end of the lesson, students were motivated to conclude the learning activities that have been implemented.

Apart from the observation time of learning, the ability to identify the intrinsic elements of drama text using the medium of comics could be viewed from the reflection journal students and teachers. Students had started to understand the learning to identify the intrinsic elements of drama text using the medium of comics. This was evidenced by the increasing learning outcomes reading stories when compared to previous learning. The average got the value of the higher learning from previous learning. Initially, the average value was 69 increased to 77.2. Based on reflective journal teachers in the implementation of learning, the use of comics media in learning to identify the intrinsic elements of drama texts were optimal. Students were active in drama text reading, discussed the intrinsic elements of drama texts, and assessed the work of their peers. The final value of 17 students in the learning had reached a predetermined *KKM*. The results of the student's work could be identified as follows. The average scores for students in reading stories had already met the *KKM* 77.2. The lowest value and the highest value were 69 and 84.

On learning the number of students who received grades equal to or above the KKM (75) were 17 students (85%) of 20 students.

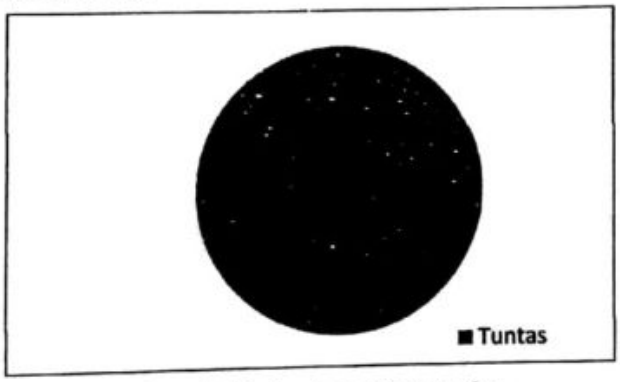


Figure 3. Mastery Learning Learning

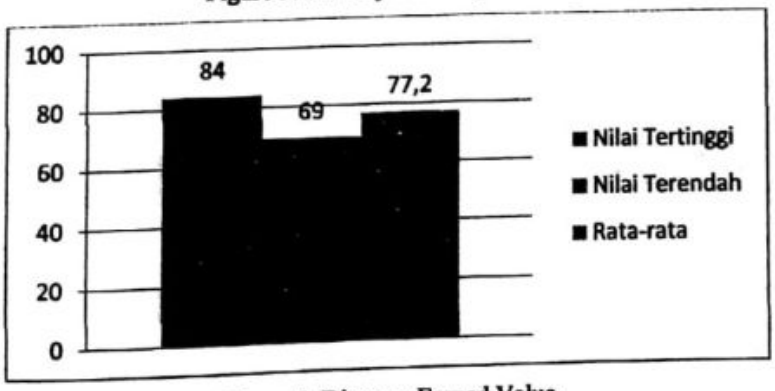


Figure 4. Diagram Earned Value



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**Analysis and Reflections on Learning Actions**

In general, the learning process identified using the intrinsic elements of the comics medium running smoothly. The learning has increased in terms of both process and outcome. It is an excess of learning to identify an intrinsic element using the medium of comics. Teachers increasingly adept master classes and helped by the use of the comics medium. Students are to ask and express opinions. In addition, students have also been able to determine the intrinsic elements of drama texts.

The average value of grade increased to 77.2. Students who had completed reached 85%. Based on this, the objectives to be achieved in learning had been achieved. Thus, the learning activities using the media to identify the intrinsic elements of comics had increased in terms of both the quality of the process and the ability to identify the students.

## CONCLUSIONS

Based on the results of research that had been carried out and the discussion that had been done, could be taken two major conclusions as follows. First, the use of comics media could foster students' activity in learning to identify the intrinsic elements of drama texts. It could be seen from (a) students were active in listening to the teacher's explanation; (b) the students were able to solve the problem with finding information while reading the text of the drama; (c) the students were able to identify the intrinsic elements of drama texts using comics media; (d) the students were able to assess the results of work by friends, and (e) the students were not awkward anymore to ask if it was not understood. Second, the use of comics media obtained the final value of the study was as follows. The average value of 77.2 was with the percentage of completeness 85% or 17 students. Based on this it could be concluded that the use of comics media could make an active student and the ability to identify the intrinsic elements of drama texts students honed well.

Although the study described above is not easy to be created and implemented, at least, teachers should be able to provide wider space for the sake of the spirit and passion of student learning in the following study. Things could not be underestimated whether the teachers themselves were a visible presence of an attitude that had an appeal. The appeal is not grooming or clothing, but innovation in terms of learning with this innovation, the students would be interested in pay attention, and eventually be able to absorb knowledge transferred by the teacher. Similarly, the Indonesian teaching materials identify the intrinsic elements of drama text using the medium of comics in class *VIII SMP*.

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