

# THE USE OF DAKON AS TEACHING MEDIA TO IDENTIFY THE INTRINSIC ELEMENT OF DRAMA TEXT BY SEVENTH GRADE STUDENTS

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# THE USE OF *DAKON* AS TEACHING MEDIA TO IDENTIFY THE INTRINSIC ELEMENT OF DRAMA TEXT BY SEVENTH GRADE STUDENTS

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## ABSTRACT

5 This research is a descriptive qualitative research which explain the use of Dakon as the media of teaching in identifying the intrinsic element of drama in Bahasa Indonesia subject. The objectives of the research are; 1) describe the use of Dakon intrinsic element in identifying the intrinsic element of drama text; 2) describe students' activeness; 3) describe students ability to identify the intrinsic element of drama text. The research subject are students and teacher of Bahasa Indonesia subject in seventh grade of SMPN 1 MantinganNgawi. The data were obtained through interview, observation, test and analysis of the document. The Data are validated through two techniques, namely triangulation of data sources and triangulation method. Comparative critical analysis technique is a data analysis technique used in this research. The results of this study show three major conclusions as follows. First, describe the use of instructional media namely Dakon Elements Intrinsic drama text. Second, the use of Intrinsic Elemental Dakon media can foster student activeness in learning to identify intrinsic elements of drama text. This conclusion can be seen from (a) the student is active in listening to the teacher's explanation; (b) students are able to solve problems by seeking information while reading drama texts; (c) students actively identify the intrinsic elements of drama text using Dakon Intrinsic Media ; (d) the students are able to identify the intrinsic elements of the drama text using Dakon Intrinsic Media ; and (d) the students are not awkward to ask questions if they do not understand yet. Third, the average value of students in learning by using Intrinsic Elemental Dakon media is 78.2 with 90% mastery percentage. Based on this, it can be concluded that the media Dakon Intrinsic Elements is very effective to be used in the Bahasa Indonesia subject, especially in the material of the identification of the intrinsic element of drama text of class VIII students.

Keywords: Dakon Media, Teaching, Intrinsic element of drama text.

## A. INTRODUCTION

Innovation and creativity of a teacher in the world of teaching, especially in learning is necessary. It aims to attract students' learning interests so that students do not feel bored, and the grade can be improved. One of the innovations and creativity that must be owned by the teacher is the development and use of learning media. Learning media is one means of delivering information, with the intention that the learning objectives can be easily achieved by students. With the use of instructional media, will help teacher to develop students' interest in learning and improve student understanding.

Four goals of literary learning in Schools should provide experience to students who contribute to, (1) searching for pleasure in books, (2) interpreting literary readings, (3)

developing literary awareness, and (4) developing appreciation (Huck 1987 cit. ). If these four things can be achieved, then the learning of reading competence can be said to be successful. In line with this, the role of teachers to cultivate students' interest in understanding drama text and adolescents novel on basic competence of Identifying Intrinsic Elements of Drama Text must be owned by students of grade VIII in their first semester is very important. this learning competence should be interesting, fun, and full of meaning. To achieve the desired learning, teachers should use the media in their delivery. One way that can be done is to use Dakon Intrinsic Element media in Indonesian language learning, especially the material analyzing intrinsic elements of drama text.

## **B. RESEARCH METHODOLOGY**

This research was conducted on the seventh grade students of SMP N 1 MantinganNgawi. The subjects of the study were seventh grade students and teachers of Indonesian SMP N 1 Mantingan in academic year of 2017/2018. Research data is collected from various sources including: 1) Informants or resource persons (students, teachers, and principals); 2) reading learning events and other related activities, and; 3) Documents or archives, in the form of syllabus, lesson plan, students' work, and assessment book.

The data collection technique include interviews, questionnaires, observations, and document analysis. Data validity uses two techniques, namely triangulation method and triangulation of data sources. Data analysis technique in this research is comparative critical analysis technique which consist of four steps taken in analyzing data, namely (1) data collection; (2) data reduction; (3) data presentation; and (4) drawing conclusions.

Data collection, data presentation, and data reduction are components that need to be considered in the verification activities. In the following chart, clearly illustrated the flow of research with interactive analysis model.

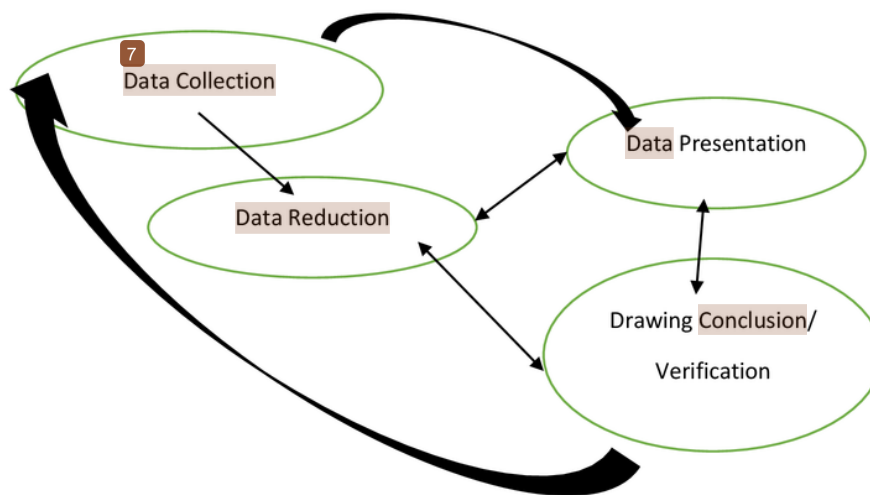


Figure 1. Analysis Interactive Model (Milles & Huberman, 1992: 18)

### C. DISCUSSION

The success of a learning process is determined by three main aspects, namely students, teachers, and learning resources. Learning media, is one source of learning that affects the success of a learning process. Media serves as a means of channeling information, transferring knowledge from teachers to students. Two-way communication process between teacher and student, will be more optimal if supported by the media. The learning media is able to represent what the teacher is unable to explain through verbal words to the students.

The use of media depends on the needs of the teaching materials and the learning objectives (Rivai, 2011). There are six types of learning media, namely graphics or visual media, photographic, three dimensional, projection, audio, and environment. In this research, the media that was used is three dimensional media. Three-dimensional media is a group of learning media that presents visually three dimensional. Dakon Intrinsic Elements is a medium adapted from traditional games in Indonesia. Dakon Intrinsic Element has an important role, namely to help teachers in attracting students' learning interests, as well as understanding the subject matter that has been delivered more easily so as to improve students' ability in learning.

Bahasa Indonesia Learning material of analyzing intrinsic element with dakon media was done during one meeting with long duration of time.

#### 1. Lesson Planning

Learning action planning stage includes five main activities. First, evaluate the lack of prior learning. Second, design the outline of learning scenarios. This scenario

is discussed between researchers and Bahasa Indonesia teachers in order to establish an agreement and understanding of the learning process that will be done, so that the task of the previous lessons can be eliminated. Third, prepare the lesson plan. The preparation of the lesson plan of the teacher should be in line with the scenario discussed by the teacher and the researcher.

Fourth, prepare learning media. Based on history, this dakon game is believed to be brought by the Arabs. Based on the opinion of Murray, a scholar of Archeology, recording and tracing its origins to the ancient Egyptians of the Age Empire (about 15th to 11th century BC), the dakons had existed in those days. In Indonesia, dakon has many titles such as, in Java, it is called 'dakon', Sumatra call it with 'congklak', in Sulawesi call it with the name 'Mokaotan / Maggaleceng / Aggalacang / Nogarata'. This dakon game consists of a dakon board and dacon seeds. The dacon board has a provision, has fourteen holes, with twelve in opposite positions, and one hole at each end of the board. Dakon seeds are usually made from seeds of sawo or gravel which amounted to 84, in this study, the researcher replaced straws with a roll of paper in which has written the elements of drama text that has been read by students.

The way to play dakon are the twelve holes have to be filled each with the seven seeds of intrinsic dakon element at the beginning. Under the deal of the players, game is begun. The first player can choose the first hole to be played, then distribute the entire seeds of the dakon to each hole, including the hole end of his. When stopping at the enemy's hole, the player can continue the game by taking the dakon seeds that are on his right side and re-distributing. If the player stops at his or her own empty hole, the player can take all the dakon seeds on the opposite side and place them inside the player's hole at the end. If all holes are empty, then the player can open all the seeds in the very tip hole to determine which keywords in the seed belong to which intrinsic element.

The last activity in lesson planning is to arrange and prepare the research instruments by the researcher. The research instrument consists of two, namely test and non-test. The test instrument is used to assess students' work results. Non-test instruments are assessed based on students' activity observation guidelines, student reflection journals, and teacher reflection journals.

## **2. Implementation of Learning**

The implementation of learning consists of one meeting. Learning activities consist of initial activities, core activities, and closing activities. Lessons are held for

three lessons (40 x 3 mt). The three main activities are; students are directed by the teacher to explore the initial knowledge of the intrinsic element, the students pay attention to the teacher's explanation of the intrinsic element, and together learn to analyze the intrinsic elements of the drama text by performing the dakon game. Not only that, if the students found any difficulty or unclear explanation during the lesson, they can ask for further explanation or clarification to the teachers. Teachers also provide opportunities for all students to express opinions and assessments of the results of their friend's work.

The Learning ends with concluding material and activities that have been done. There are six students who put forward the conclusion. The teachers close the meeting by saying greeting and giving the message to keep students to be diligent, disciplined, and excited in learning.

### **3. Observation and Evaluation**

Researchers observe the learning process of identifying intrinsic elements using Dakon Intrinsic element media by being active and present in the classroom. The learning lasted for 3 x 40 minutes, studying intrinsic elements and how to identify intrinsic elements of drama text with the help of Dakon Intrinsic Elements media. Students are very enthusiastic to follow the learning by using media of Dakon Intrinsic Elements. The pair-group discussions were running smoothly and all students played an active role in it. The activity of students in group discussions can be seen from the observations of researchers while the learning took place.

Students are attentive enough to the teachers' explanation about the Dakon Intrinsic Elements media that they received. They are motivated to play Dakon Intrinsic media. They are passionate enough to work together to discuss tasks in groups. All members of the group play an active role in formulating the intrinsic element of the drama text. When working in groups, students were very conducive and calm. The opportunity to ask when they found that they have not understand the explanation yet which was given by the teacher was well utilized by the six students. At the end of the learning, students were motivated to conclude the learning activities that have been implemented.

Apart from the observations during the lesson, the ability to identify the intrinsic elements of drama text using Dakon Intrinsic Element media can be seen from the students' reflection journal and teachers' journals. Students have begun to understand the learning of identifying intrinsic elements of drama text using Dakon

Intrinsic Element Media. This is evidenced by the final result of learning to identify intrinsic elements of drama texts that have fulfilled the Standard Score Minimum (KKM). The final score of 17 students in learning has reached the predetermined KKM. The results of the student's work can be identified as follows; the average score of students in reading the story has met the KKM of 78.2. The lowest score is 70 and the highest score is 85. Based on teachers' reflection journal in instructional implementation, the use of Dakon Intrinsic Elemental media in the learning of identifying intrinsic element of drama text is optimal.

During the learning, the number of students who obtained score the same or above Standard Score Minimum (75) were 18 students (90%) out of 20 students.

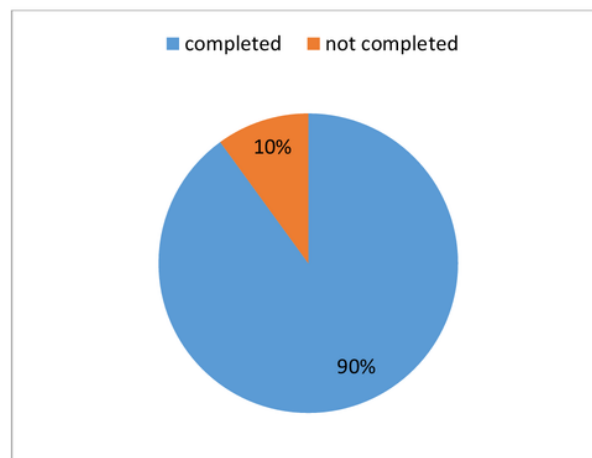


Figure 1. Diagram of Completeness of Learning

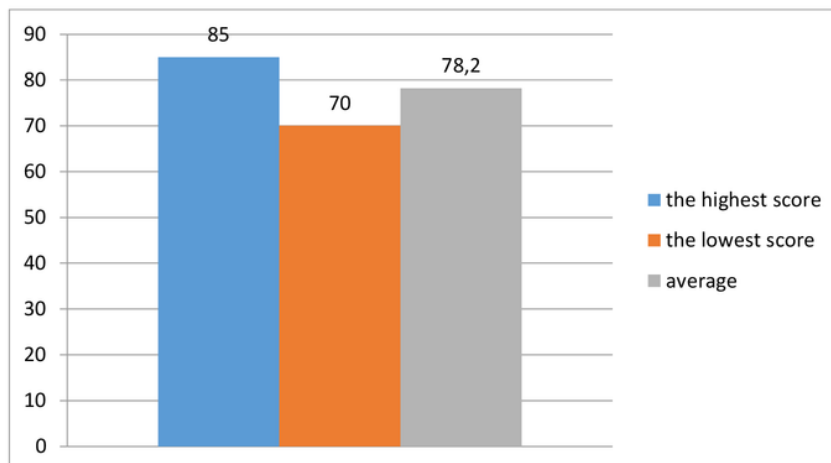


Figure 2. Diagram of Students' Obtained Score



#### 4. Analysis and Reflections on Learning Actions

The learning process identifies intrinsic elements using Dakon Intrinsic Elements media run smoothly. The learning outcomes are satisfactory with 90% fulfilling the Standard Score Minimum (KKM). It is an advantage of learning to identify intrinsic elements using Dakon Intrinsic Elements medium. Teachers are increasingly adept at mastering the class and are obviously helped by the use of Dakon Intrinsic media. Students dare to be actively ask and express opinions. In addition, students have also been able to determine the intrinsic elements of drama text. Based on that, then the goal of the learning has been achieved. Thus, learning activities of identifying intrinsic elements using Dakon Intrinsic Element media media both in terms of process quality and the students' ability to identify intrinsic element of drama text has been completed.

#### D. CLOSING

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Based on the results of the research that has been implemented and the discussion that has been done, can be taken three major conclusions as follows; First, the use of Dakon Elements Intrinsic media in identifying intrinsic element of drama text is almost the same as traditional dakon games in general, only dakon seeds are modified with straws containing the intrinsic element key words of the drama. Second, the use of Dakon Intrinsic Elemental media can foster students' activeness in learning to identify intrinsic elements of drama texts, can be seen from (a) students' activeness in listening to teachers' explanation; (b) students are able to solve problems by seeking information while reading drama texts; (c) students actively identify the intrinsic elements of drama text using Dakon Intrinsic Media; (d) the students are able to identify the intrinsic elements of the drama text using Dakon Intrinsic Media; and (d) the students didn't feel awkward to ask questions if they do not understand yet. Third, the average value of students in learning by using Dakon Intrinsic Elemental media is 78.2 with a percentage of 90% mastery.

Although the learning described above is not easy to be implemented, at least the teacher should be able to provide wider space of movement as well as innovation and creativity in learning for the sake of the spirit and passion of students in learning. With this innovation, students will be interested, pay attention, and ultimately can absorb the knowledge transferred by the teacher. Similarly, Indonesian language learning material identifies the intrinsic element of drama text using Dakon Intrinsic Element media in this seventh grade of junior high school students. Based on this, it can be concluded that the media of Dakon Intrinsic



Elements is very effective to be used in the subjects of Bahasa Indonesia especially in the material of identifying the intrinsic elements of drama text in seventh grade.

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