

INTERACTIVE MULTIMEDIA DEVELOPMENT IN TEACHING DRAMA FOR STUDENTS CLASS XI IN STATE SENIOR HIGH SCHOOL 4 MEDAN

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ABSTRACT: *This study aims to: (1) describe the results of interactive multimedia development in drama lessons for class XI State Senior High School 4 Medan, (2) Describe the feasibility result of interactive multimedia development in drama lessons, (3) Describe the effectiveness of interactive multimedia development in drama learning. Interactive multimedia is developed in the form of interactive learning CDs. This research method is research and development. Research and Development (R & D) with DDD-E model (Decide, Design, Develop, Evaluate). The results of the study indicate that: (1) validation of material experts with an average of 93% on very good criteria; (2) validation of media design experts with an average of 90% in very good categories; (3) teacher response with an average of 96% on very good criteria, (4) individual trials with an average of 77% with good criteria, (5) small group trials with an average of 87% with very good criteria, (6) limited field test with an average of 95% with very good criteria. The final activity of the development of learning media is continued by looking at the effectiveness of students in drama lessons. The study was conducted on the students class XI State Senior High School 4 Medan. Result of learning test of drama lessons on content material and linguistic text before using learning media equal to 67,9, while result of learning test after using learning media is 77,37. The difference is 9.44 from before to after. The result of drama learning test on drama staging before using learning media equal to 64,28, while result of learning test after using learning media is 82,65, the difference obtained is 18,37 from before to after. The interactive multimedia implication in drama learning is that learning media will provide convenience for teachers to provide learning materials, as well as provide convenience for students in receiving and applying the subject matter provided.*

KEYWORDS: Media, Drama, Multimedia, Interactive

INTRODUCTION

Learning drama literature in formal education institutions from day to day have encountered various problems. Apparently, literary learning is a problematic learning since long time ago. Teachers' complaints about the low level of literary appreciation have been a concrete proof of something wrong in the literary learning of formal education institutions. Endaswara (2014:9) states "Drama is considered difficult." Drama appreciation material in the form of a script that is usually difficult to understand causes the teacher to only teach the drama at a glance, only the definition of drama and drafting elements making students do not have complete knowledge about drama appreciation and students are only told to perform drama without direction (Aryani, 2010).

Facts found in the field through interviews conducted by the researcher with Indonesian teachers in State Senior High School 4 Medan, Sri kartini, S.Pd. on November 15, 2017, it is known that students are still having difficulties in learning drama staging. The difficulties faced

by these students lies in such as, deciding drama script, artistic arrangement, managing production and stage, as well as directing. In addition, the results of the observations found in the school provide data that of 30 students of class XI IPS 1, only 5 people who know about the theory of drama staging and can achieve the minimum criteria of mastery (75), while 30 other students still do not know the theory of drama staging and not yet achieving the minimum criteria of mastery score. The results of these observations indicate that the students' skills in appreciating the literature especially a drama performance is still low, it can be seen from the number of students who get low scores in learning drama.

Similar phenomenon is also seen from the observations conducted by I Putu Ari Utama Irawan, et al on August (2013) that of the 41 students, the average score of students in drama is still below the minimum criteria of mastery at least 75. The data shows from 41 students only 12.20% who obtained mastery score . The rest is 87.80% who obtained uncompleted scores. This condition indicates that the students' understanding in drama lesson is still low, causing the students' learning outcomes tend to be low.

Efforts that can be done to arouse interest and attention of students in learning drama is to use interactive multimedia. Interactive multimedia is an interactive tool as a means of learning that contains learning materials and evaluations designed systematically and interesting to achieve subject competencies (Susilana , and Riyana, 2009: 126). Interactive multimedia aims to clarify and facilitate the presentation of the material, overcome the time constraints, and can be used appropriately and varied.

The feasibility of using interactive media in Indonesian learning is also reinforced by the results of research by Sukanta (2015) Learning after using interactive multimedia is more efficient in time, ie 90 minutes using attractive interactive multimedia, in organizing strategy (88.00%), delivery aspect (85.97%) and based on the point of view of program management strategy to get optimal learning result (86,04%). Acquisition of percentages in each aspect indicates that this product is very feasible and can be implemented to improve learning to produce drama performances.

The results above support the results of needs analysis conducted by the researcher in State Senior High School 4 Medan. The results of the analysis stated that 30 students XI IPS 1 and 2 teachers (100%) need interactive multimedia as a learning media, so it can be said that interactive multimedia-based learning media required students and teachers in the learning process.

LITERATURE REVIEW

Definition of Teaching Media

Aini (2013:197), "Instructional media is all materials that can be used by the teachers to conduct teaching learning activities and support student in reaching instructional objectives. Supardi, et al (2012:75) states that, "Teaching media is a way, tool, or process used to deliver messages to recipients of messages that take place in the educational process. "In line with that an opinion by Omege and Princh (2016:1) "Instructional media includes all the materials and substantial resources than an educator might use to implement facilitate students achievement of instructional objectives". Furthermore, Siregar, Daulay, and Hadi (2018:97) state that it is

necessary to use means that can help the process of delivering the message well to the students so that the message can be received well without any misunderstanding.

Suggestions on the definition of media by experts above can be concluded that media is positioned as a tool, material, or technique or similar to them that can be used as the carrier of message in a teaching activity so that the process of educative communication interactive between teacher and student can be conducted effectively and effeciently.

The message defined is the teaching material. The presence of media is meant so that the message can be easier understood by students.

Definition of Interactive Multimedia

Multimedia is a mix between various media used to deliver the message to the public. Munir (2015:110) states that interactive multimedia is a multimedia display designed by the designer to show the appearance of function to inform the message and have interactivity to the users. Multimedia utilization is many one of them for learning media. Rusman (2013:150) states that, "Multimedia can be interpreted as a technology that optimizes the role of the computer as a medium that displays text, sound, graphics, video, animation, in an integrated and interactive display. In line with that, Sutarti and Edi (2017:25) define interactive multimedia as one of the supporting facilities in the world of communication and education, which are interconnected with each other, which presents sound, graphics, animation and text in an integrated manner. Dewi (2015:7) states "Interactive multimedia is a combination of various media equipped with user-operated controller tools"

Based on the opinion of these experts, the researcher uses the theory of Munir (2015: 20) as the main theory in this study related to interactive multimedia. It can be concluded that interactive multimedia can be used in learning activities because it is quite effective in improving learning outcomes of learners.

Interactive Multimedia Development

Development of interactive multimedia is an activity that involves several skills that synergy produces interactive multimedia products according to the needs of the media design. Susilana and Riyana (2009:132) states that there are several procedures in the development of interactive multimedia. The steps in the development of interactive multimedia in question are (1) making outline of media programs, (2) making a flowchart (3) create a storyboard; (4) collection of required materials, (5) programming and, (6) finishing.

The last step in the development of interactive multimedia is to produce a product in a form of CD, namely interactive. Interactive CD is one of the implementation of multimedia (musyaffak, 2014:1). Where almost all multimedia content is contained in one CD keeping in the form of pictures, animation, text and audio.

Based on its structure, the elements of interactive teaching materials can be divided into two kinds, namely interactive CD and people (Prastowo, 2015:33). The instructional material structure in the form of interactive CD includes six components: 1) title, 2) instructional guidance, 3) basic competence and material, 4) supporting information, 5) training, and 6) assessment.

Definition of Drama

Drama is also often called theatrical or theater (Wiyanto, 2002:1). Another version of drama etymology, the drama's term refers to drame, a French word meaning serious plays (Soemanto, 2001:3). According to Asmara (in Wiyanto, 2002:3) concludes the drama in the narrow sense is the human life story in a projected society on stage, presented in the form of dialogue and motion based on manuscripts, supported by stage, lighting, music, makeup, and fashion. Panuti Sujiman "Dictionary of Literary Terms" (in Satoto 2012:2), drama restrictions are literary works aimed at describing life by expressing conflict or emotion through action and dialogue; and is typically designed for staged performances. A drama basically consists only of dialogue.

Drama is a representation of an action. Actions are behavior that will become acting (Brahim, 1968:52). Drama staging is a very complex art. As performances, the drama includes various art, such as dance, literature, music, and roles (Endraswara, 2011: 32). Pratiwi and Siswiyanti said "Drama is a story that is developed based on human life conflict and poured in the form of dialogue to be staged in front of the audience." A complete drama is written called the script that has been written (script) is still incomplete if not staged.

Understanding the drama of some expert opinions, it can be concluded that the drama is a life that is depicted with motion that contains stories that are displayed in public with the support of stage, lighting, music, makeup, and clothing.

Drama Text

Script is a written text. Endraswara (2014:37), Script or drama text can be classified into two, namely (1) part text, meaning that it is written in the text only part of it, the outline of the story. This kind of text is usually reserved for advanced players, (2) full text, is drama text with complete cultivation, including dialogue, character monologue, accompaniment and so on. According to Wiyanto (2002:31) also mentions drama as an essay containing stories or plays. Next according to Sun in research articles conducted by Ozdemir (2008) stated that Drama is to perform a word, concept, behavior, sentence, idea, experience or event by utilizing theater techniques and developing a game or games. Drama is the performance of a word, concept, behavior, sentence, idea, experience or event by utilizing the game theater technique.

Based on the results of the above explanation of the theory, the researcher uses the theory by Endraswara as a reference about the essence of drama text as a basis for conducting research development of teaching materials shaped module on learning materials of writing drama text

METHODOLOGY

This research was conducted in State Senior High School 4 Medan, academic year 2017/2018 on student class XI students. This research was conducted in the even semester during the academic year of 2017/2018. The data in this research is the result of observation, the result of the interview, the result of questionnaire of material validation and instructional media design, the result of questionnaire of teacher's perception toward instructional media developed, and student learning result. The population of this research and development is the students class XI State Senior High School 4 Medan. To see the effectiveness of the product developed, the researcher only took samples by using cluster sampling technique. The researcher took 32 research samples of students IPA-1 class. The type of research used is Research and

Development (R & D). The research development model used in this research is DDD-E model (Decide, Design, Develop, Evaluate). Data analysis technique used is descriptive analysis technique. Questionnaire validation was given to validator, individual test, small group trial and limited group trial presented in Likert Scale with very good answer criterion with the score of 4, good with the score of 3, poor with the score of 2, not good with the score of 1 (Sugiono, 2012:137). Percentage of this score can be calculated through the following calculation formula :

$$X = \frac{\sum X}{n}$$

Note:

X = average score

$\sum X$ = total score of assessment answer

N = total respondent (validator)

The classification of scores was then changed to classification in percentage form (Sugiono, 2012:137), then interpreted with qualitative sentence. which are listed in the following table.

Table 1. Criteria of Percentage on Teaching Media Indicator

No	Interval of Percentage	Criteria
1.	$81\% \leq X \leq 100\%$	Very good
2.	$61\% \leq X \leq 80\%$	Good
3.	$41\% \leq X \leq 60\%$	Moderate
4.	$21\% \leq X \leq 40\%$	Not good
5.	$0\% \leq X \leq 20\%$	Very Poor

Determining the teaching media feasibility category used Likert scale measurement. Feasibility on the interactive multimedia development aspect of learning producing drama staging can use the following table.

Table 2. Media Feasibility Percentage Scale

Score in percent	Scale of score	Interpretation
85% - 100%	4	Very Proper
75% - 84%	3	Proper
56% - 74%	2	Less Proper
< 55%	1	Improper

Looking at the effectiveness of the developed medium, the effectiveness calculation formula is used (Sugiyono, 2011:34):

$$X = \frac{\text{total score obtained}}{\text{total ideal score of all items}} \times 100\%$$

DISCUSSION OF RESEARCH RESULTS

Discussion of Teaching Media Development Process

The process of implementing the development of interactive multimedia is done in stages. The decide stage is the stage to plan multimedia products. At this stage, the activities carried out are: (1) determination of instructional objectives, (2) determining the theme or scope of the material, (3) determining the knowledge or skill requirements, and (4) assessing the availability of computers and other necessary resources. Design stage is the stage of visual thinking because it produces a blueprint for the entire multimedia product in the form of material outline, interface or interface display, flowchart or storyboard.

The develop stage includes the production of text media components such as graphics, animation, audio, and video. Media elements (graphics, animation, audio, and video) are key components of multimedia. Furthermore, Evaluation in the DDD-E model is carried out at each stage of development or formative evaluation not only the final product, evaluation is done from the stage of decide, design, develop. At the stage of the review conducted an assessment of the accuracy of topics with multimedia and the feasibility of initial research results to ensure the suitability of multimedia products as a solution to overcome the problem of learning. In the design stage, the assessment of multimedia documentation is outline content, flowchart, storyboard, interface display. In the development stage, an assessment of multimedia elements are drawing, animation, audio, and video. Feedback from the assessment rubric is used as a reference to revise from each stage.

The result of the development of interactive multimedia-based learning media is in the form of an interactive multimedia-based learning media CD on drama material that outlines the following issues: (1) The opening section, contains a warm welcoming and entry button in the learning media; (2) home section, contains core competencies and basic competencies, indicators, and learning objectives, as well as drama materials (drama linguistic content and text, steps to define drama content, video, drama text examples and some images of material content), hints, profiles, and libraries; (3) cover section, contains evaluation (quiz / exercise questions) and evaluation results (score).

Discussion of Teaching Media Development Feasibility

The learning media variables assessed include the feasibility of the content, presentation, language, and graphic, as for the acquisition of the results of product validation learning media interactive multimedia-based drama that can be detailed are as follows.

- (1) The result of validation of instructional media by the material expert is "very good" The validation results include 3 aspects of the assessment, namely the content feasibility, feasibility of presentation, language assessment, and graphic. The results of the assessment of the content feasibility aspect is "excellent" with an average percentage of 89%. The assessment of the feasibility of the presentation is "excellent" with an average percentage of 100%, the language assessment aspect is "excellent" with an average percentage of 96% and the aspect of the graphic assessment is "excellent" with the average total percentage 88%.
- (2) The results of validation of instructional media by the design of instructional media is categorized as "very good" The result of assessment of feasibility aspect of contents is categorized as "very good" with total percentage average of 91%. The feasibility assessment of the presentation is "excellent" with an average percentage of 89%. The feasibility

assessment of programming is "excellent" with an average percentage of 94%. The results of the feasibility assessment of graphic is considered as "excellent" with an average percentage of 88%.

- (3) The results of the trial assessment of the students conducted in 3 processes: individual trials (3 students), small group trials (9 students) and limited field trials (35 students). The gains of individual test results are 'good' with an average percentage of 77%, the acquisition of small group trial results is "excellent" with an average percentage of 87%. The acquisition of limited field trial results is "excellent" with a total percentage score of 95%.

In addition to the feasibility of the results found by the researcher in this study, a small finding of feasibility to interactive multimedia it is also found in research conducted by Dewi, et al. (2014) entitled "Development of Interactive Multimedia-Based Learning Media in Indonesian Subject Class VIII SMP "(2014). The evaluation results of 92% media experts is in excellent qualification. The results of the design expert evaluation of 78% is in good qualification. The individual test result of 92.30% is in excellent qualification. Small group test results of 83.6% is in good qualification. The mean score before using the media (62.09) and (86,77) after using the media thus there is improved learning outcomes.

Based on the discussion of the results of the research described above, it can be concluded that the findings of the development of learning materials media for the feasibility of learning media is considered very feasible because the validation of material experts and media design experts is in the category of "very good". as well as student test results.

Discussion of Student Learning Results

The average score of the students in the test determines the content and text of the drama language before using instructional media developed for 67.93% while the average acquisition after using interactive multimedia-based learning media is 77.37% this proves that the learning outcomes of students in the test determines the content and language text increased by the difference of 9.44% after using interactive multimedia-based learning media on drama content which is the content and linguistic text.

One of the theories in the use of teaching media is Dale's Cone of Experience (Dale, 1969). Dale estimates that learning results obtained through the sense of view is around 75%. Through the sense of hearing about 13%, and through other senses about 12% (Rusman, 2013:165). This is what causes the use of interactive multimedia becomes very important to use in learning activities.

The average score of students in the test determines the element of staging and performing staging before using learning media developed for 64.28% while the average gain after using interactive multimedia-based learning media of 82.61% this proves that student learning outcomes in tests determine the content and language text increased by the difference of value 18.37% after using interactive multimedia-based learning media on drama material which is drama staging.

Based on the students' learning outcomes and the theoretical views of the experts, it can be concluded that interactive multimedia-based learning media developed in drama material is said to be very helpful for students in learning drama and able to improve student learning outcomes.

CONCLUSION

Based on the results of research development of learning media of interactive multimedia-based drama material that has been previously described, it can be concluded as follows:

1. The process of implementation of interactive multimedia development is done in stages, namely: (a) decide is planning multimedia product stages; (b) design is at this stage of design determines stages of sequence of media to be done the development; (c) develop means that during the stage of development it is the final stage of the process of making interactive multimedia display; (d) evaluate is the assessment stage at each stage of development and not just the final product. At the stage of the assessment carried out an assessment of the accuracy of topics with multimedia and the feasibility of initial research results to match multimedia products as a solution to overcome the problem of learning. interactive multimedia on drama material that outlines the following issues: (a) The opening section, contains a warm welcoming and entry button in the learning media; (b) the content of home, containing core competencies and basic competencies, indicators, and learning objectives, as well as drama materials (drama linguistic content and text, steps to define drama content, video, drama text examples and some pictures of material content), hints, profiles, and libraries; (c) closing section, containing evaluation (quiz/exercise question) and evaluation results (score).
2. The results of validation of instructional media by the design of instructional media is categorized as "very good" The result of assessment of feasibility aspect of contents is categorized as "very good" with total percentage average of 91%. The feasibility assessment of the presentation is "excellent" with an average percentage of 89%. The feasibility assessment of programming is "excellent" with an average percentage of 94%. The results of the feasibility assessment of graphic is considered as "excellent" with an average percentage of 88%. The results of the trial assessment of the students conducted in 3 processes: individual trials (3 students), small group trials (9 students) and limited field trials (35 students). The gains of individual test results are 'good' with an average percentage of 77%, the acquisition of small group trial results is "excellent" with an average percentage of 87%. The acquisition of limited field trial results is "excellent" with a total percentage score of 95%.
3. The result of learning on the content of drama and the text of the language of the students class XI State Senior High School 4 Medan after using interactive multimedia-based learning media is in the category of "very good" with the average score of 77.37 and the average score before using interactive multimedia learning media amounted to 67.93 in the "good" category. This proves that the students' learning outcomes in the test to find a higher drama material with a difference of 9.44 after using the interactive multimedia-based learning media on the drama content and linguistic text. The result of learning on the drama staging material of student class XI State Senior High School 4 Medan after using interactive multimedia-based learning media is in the "excellent" category with the average score of 82.65 and the average score before using interactive multimedia-based media amounts to 64, 28 in the category of "good". This proves that the students' learning outcomes in the test to find a higher drama material with a difference of score of 18.37 after using interactive multimedia-based learning media on the material of drama staging.

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