

The Development of The Students Activity Sheet To Identifying Drama Flow Based on Discovery Learning Model

Edi Suyanto Munaris Fisnia Pratami

Corresponding Author: Edi Suyanto Munaris Fisnia Pratami

Abstract: *The problem in this research is the development of teaching materials in the form of The Student Activity Sheet to Identifying Dramatic Flow Based on Discovery Learning Model and its feasibility in vocational high School. The purpose of this study is to describe the process of development and feasibility in vocational high School. This research uses development method according to Borg and Gall. The study was conducted using seven out of ten steps in the research procedure. The seven steps are: (1) potentials and problems, (2) collecting data, (3) designing products, (4) validating designs, (5) design improvements, (6) product trials, and (7) product revisions .*

The results of this research are: (1) has been developed product of teaching materials in the form of Activity sheet of Students to Identify Dramatic Based Model of Discovery Learning, (2) product obtained with 85,8%, 85,4% and 86,5% from material expert, media, and practitioners, with categories worthy of trials to students, (3) teachers and students from three schools considered the product worthy of use in the learning of drama class in the XI grade on II semester.

Keywords: *teaching materials, drama text, and learning model of Discovery learning.*

Date of Submission: 09-05-2018

Date of acceptance: 26-05-2018

I. Introduction

One of the critical success factors of learning is teaching materials. Teaching materials are a set of materials that are arranged systematically written or not, so as to create an environment/atmosphere that allows students to learn (Daryanto and Dwicahyono, 2014: 171). Teaching materials are structured on the basis of the curriculum, target characteristics, and demands for solving learning problems. Procurement of teaching materials is also adjusted to the demands of the curriculum and considering the needs of learners. The form of teaching materials can be grouped into several types, one of which is Student Activity Sheet.

Student Activity Sheet is function as a learning guide for the learners and also facilitate learners and teachers to do teaching and learning activities. In other word, The Student Activity Sheets can be defined as printed materials in the form of sheets of paper containing materials, summaries and execution instructions for tasks that must be done by the learners, which refers to the basic competencies achieved (Prastowo, 2011: 204).

In the school, literature becomes one of the materials which is taught in Indonesian language lessons. Through literary, learning students are able to develop reading material and are able to develop their language skills (Çağrı Tuğrul Mart: Vol. 2, Issue 2, 2017). Literary learning consists of learning poetry, prose (novels and short stories), and drama.

Drama lessons are taught in the second semester of XI grade with Basic Competence 3.18 that Identifying Dramatic Charts by Round and Conflict in Drama. According to Endraswara (2011: 11) drama is the art of the story in the conversation and acting figures. It means that drama needs cultivation of deep and thoughtful figures. In the drama there are elements that can build the story become, namely title, dialogue, plot, character, innings and scenes, clue the play (in Priyatni, 2010: 184).

This research emphasizes the development of teaching materials in the form of Student Activity Sheet that Identify Drama. This research is important because one of the rare learning materials that is learning drama. In drama lesson, the students still have difficulty in determining the structure of the drama and in the learning is still dependent on the teacher. The problem is supported by the results of interview of researchers. According to Mahlina Gultom, S.Pd. students are still having difficulty to finding the structure and elements of drama independently. The teachers in Vocational High School 3 Metro has not made/providing teaching materials in the form of Student Activity Sheets. Text books are readily available in the library, but not all students get the book because the numbers are limited. Teachers already understand the benefits of teaching materials, but teachers do not develop core competence and basic competence into teaching materials.

In addition, teachers do not improvise the existing teaching materials with additional teaching materials as the students' needs. The existence of this makes the students lack the insights/knowledge about drama and feared to make learning less effective. The use of appropriate teaching materials can create a condition that

allows learners to learn actively and do not feel boring. Teaching materials in the form of the students activity sheet in drama lessons not only guide students good at literature but also make students able to appreciate the drama.

Research about the development of teaching materials has been studied by Miftahul Jannah with the title of research Development of the student activity sheet that Playing Drama Based on Autobiography Habibie And Ainun For Students in Class XI on Senior High School and Edi Suryanto with title The Development of Teaching Material Courses Appreciation Drama Through Excavation Educational Values Character in Drama Panembahan Reso by WS Rendra. Such research has also been examined by Sehriban Dundar with the title Activities for Foreign Language Classrooms Benefits and Challenges.

The study is similar to this research, which is about research development and Basic Competence of Drama Text. But, this research develops activity sheet of learners in finding the structure and elements of drama based on learning model of Discovery learning. The discovery learning model is one of the existing models in the curriculum approach of the Curriculum 2013. The author develops the learners' activity sheet based on the discovery learning model because it is in accordance with the needs of the students to learn independently to find the concept, to help develop the memories, to encourage the students to work independently, using the ability to find outcomes, and trained in the Indonesian language.

Through the discovery learning model it is believed that the students actively develop their learning skills with teacher guidance (Ali Günay Balm: Issue 35, Spring 2009, 1-20). By learning the discovery, learners can also think of analysis and try to solve their own problems encountered. These habits will be transferred in people's lives (Hosnan, Dipl. Ed., 2014: 282). There are six steps used in learning discovery learning (Priyatni, 2014: 107), namely: (1) giving stimulus, (2) problem identification and problem formulation, (3) data collection, (4) data processing, (5) , and (6) generalization stage.

The Development of teaching materials to identify the drama flow with the model of discovery learning will be packaged in the form of activity sheet of learners that can be used by students to learn independently with or without teacher guidance. In addition, students will be more active in solving problems and finding the structure and elements of the drama independently. The development of teaching materials is expected to increase students' interest in learning about drama materials and assist teachers in managing learning to be more effective and efficient. In addition, teachers can also use the letters of learners activities as a companion book from the Indonesian Curriculum textbook of 2013 Revised edition.

II. The Development Methods

The Development style

This research uses research and development method or Research & Development Borg and Gall (Sugiyono, 2016: 28). This research will develop Student Activity Sheet to Identifying Dramatic Flow Based on Model of Discovery Learning for Drama Lesson in XI grade of Senior High School/Vocational High School.

Research places

This research was conducted at three schools covering Vocational High School 3 Metro, Vocational High School 2 Metro, Vocational High School Karya Wiyata, in 2017/2018. The study was conducted from March 2018 to April 2018 based on consideration of time, energy, and cost efficiency.

Product Development Specifications

The products produced in this development research are Student Activity Sheet to Identifying Dramatic Flow Based Discovery Learning Model for Drama Lesson in senior High School/Vocational High School with the following specifications.

1. This activity sheet contains the tasks, instructions and steps to complete the task in accordance with the basic competencies 3.18 Identify the storyline, the rounds, and conflicts in the drama that is read or watched in XI grade on the second semester of Vocational High School.
2. This activity sheet is structured with title structure, study guide, Core Competence and Basic Competence, supporting materials, and student activities.

Step Research Development

This research procedure is based on the opinion of Borg and Gall in Sugiyono (2016: 297). This study will be tailored to the needs and abilities of the researchers. The steps of the adaptation result, the researchers simplify into seven stages tailored to the needs of the following research.

1. Research and information collecting, measurement of needs, literature studies, and judgments in terms of value.
2. Planning.
3. Develop preliminary form of product (development of product draft).

4. Preliminary field testing (initial field trial).
5. Main product revision (revise test results).
6. Main field testing.
7. Operational product revision.

Data, Instruments, and Data Collection Techniques

The data of this research is qualitative data. Qualitative data contains comments, criticisms, suggestions, corrections, and assessments provided by practitioners and experts on the product. The sources of the research data is practitioners (peers), experts/experts, students, and the process of learning aspects of literature. Data from peers and experts in the form of comments, criticisms, suggestions, corrections, and assessment of the product Activity sheet of the learners to Identify Dramatic Flow.

Data Analysis

The Activities of data analysis in this study is using descriptive analysis based on data analysis from expert/expert, and data analysis during product trial.

1. Feasibility test from experts/experts and practitioners

The data analysis activity of the questionnaire is done by finding the average likert scale score based on each aspect or domain. Questionnaire assessment is done with criteria 1 = very less, 2 = less, 3 = good, and 4 = very good. The average result of the questionnaire assessment is then calculated based on the formula:

$$\text{Value} = \frac{\sum \text{value generated}}{\sum \text{max value}} \times 100$$

2. Feasibility test of the Students Activity Sheet usage

Qualitative data obtained from the questionnaire distribution to determine the feasibility of using the Students Activity Sheet.

III. Discussion

The results of research and development are teaching materials in the form of Activity Sheets to Identify Dramatic Drawing Based Discovery Learning Model for learning drama lesson in XI grade on Senior High School/Vocational High School. The steps of development of teaching materials that the researchers uses is the development of teaching materials proposed by Sugiyono (2016: 407).

The potential and problems that exist in the school is the lack of interest of students in the lessons of drama appreciation. The teachers have not made/providing teaching materials in the form of Students Activity Sheets. Text books are readily available in the library, but not all students get the book. The teachers already understand the benefits of teaching materials, but teachers do not develop core competence and basic competence into teaching materials. In addition, teachers do not improvise existing teaching materials with additional teaching materials as the students' needs. The existence of that thing, it makes the students lack the insights/knowledge about drama script and feared to make learning less effective.

The stages in data collection that are curriculum analysis and review various references, such as curriculum used is Curriculum 2013 revision 2016. In this stage the analysis includes analysis of Core Competencies, Basic Competencies, Indicators and learning materials that will be developed, from the analysis results there is a link between components which is in the curriculum with drama text material. The difference of this activity sheet with the package book is located in the example of the drama text used. In the package book use the example of Rescue Song drama text and on the activity sheet of learners using Laskar Pelangi text. In addition, the researchers also insert material about life values.

The next stage is to review the various references in the development of teaching materials in the form of Student Activity Sheet to Identifying Dramatic Drama Based Discovery Learning. The reference is a drama text that tells the story about the life of learners, the materials related to the structure and elements of drama, book package of learning Indonesian Language and Literature Curriculum 2013 Revision 2016 with the purpose of the resulting product is inseparable from the guide book Kemendikbud, and the last reference pictures related to the drama scene.

After reviewing the various reference materials of the drama, the next step of initial product development (product design) that consisting of the preparation of the completeness of the teaching materials in the form of Students Activity Sheet to identifying the drama flow with the discovery learning model. Before go to the preparation stage of the completeness of the materials, the product design is done first (1) determine the material to be developed based on the characteristics of students both in terms of social and cultural background, linguistic aspects, and psychological aspects (2) formulate the material points, these items are about the scope of learning materials, Core Competencies, Basic Competencies, indicators, and materials contained in the development of the books, (3) formulate the title, the formulation is adapted to the Basic Competencies used (4) the design of material development, design requires some components are facts, norms, concepts, and values, and (5) the stage of preparation of the completeness of the material, the stage of preparation of the completeness

of the material starting from the first page that are cover page, table of contents, introduction, opening page containing Core Competence and Basic Competence, concept, content of instructional materials along with training and evaluation, glossary, and the last is the bibliography.

After the product design, it continued with validation by experts that is, Dr. Muhammad Fuad, M. Hum. as a material expert, Dr. Herpratiwi, M.Pd. as a media expert, and Dr. Wahono, M.Pd. as a practitioner. The given input such as title size should be larger, the image should not be truncated, and add space for student activities. The input given from the material expert is to replace the example text and fix the grammar used. After that, the input and revision of the authors follow up with the improvement of product design so that it is ready for use.

The next stage is the testing and evaluation phase by three Indonesian teachers from each school on teaching materials in the form of Students Activity Sheet to identifying the drama-based on drama discovery learning model for drama lessons in XI grade on Senior High School/Vocational High School. The research school is Vocational High School 3 Metro with Indonesian teacher named Mahlina Gultom, S.Pd., Vocational High School 2 Metro with teacher of Indonesian teacher named Nurwanti, M.Pd., and Vocational High School Karya Wiyata with Indonesian teacher named Nadia Arizona, S.Pd.

Teachers provide an assessment of the questionnaires of the Students Activity Sheet to Identifying Dramatic flow and provide advice and feedback on the letters of learners activities made by the researchers. The teacher of Vocational High School 3 Metro advises the researcher to elaborate on page 18, the teacher of Vocational High School 2 Metro gives suggestions to Improve the ineffective sentences, the material is explicitly described, and adds the degree to the learning objectives, Vocational High School Karya Wiyata teacher advises to replace the image on the cover page with the drama picture so that the students are interested in learning drama. The summary of the comments on teaching materials in the form of Student Activity Sheet to Identifying the Discovery Learning Based Path by three teachers from each school that is expressed both in terms of text examples and materials about the structure and elements of the drama.

Furthermore, the product is tested to 30 students from each school. The students give an assessment after the students use the Student activity sheet in the learning. The assessment is done after learning so that the students are more understanding in judging and giving suggestions. The advice that given by the students is to add the image before the drama quote. The students comment that the examples of drama quotations in Student activity sheet are good because they contain a lot of life value.

The last stage is the formation of teaching materials in the form of Student Activity Sheet to Identifying Drama-Based Discovery Learning. The result of this instructional material development is adjusted to the result of the input of the material experts, the media, practitioners, teachers, and students who become the validator as well as the evaluator on the perfection of teaching materials in the form of Activity Sheet to Identifying Drama-Based Discovery Learning.

Product Feasibility Analysis

Based on the results of validation test analysis and product test can be said teaching materials in the form of Student Activity Sheet to Identifying Drama-Based Discovery Learning is feasible to use as a teaching material in Indonesian language subjects in XI grade on Senior High School/Vocational High School. This can be seen from the calculation of the questionnaire feasibility by the material expert, three teacher of Indonesian Language and Literature teachers, and the students who evaluate the teaching materials product in the form of Students Activity Sheet to Identifying Drama flow Based on Discovery Learning.

Assessment is done using the assessment instrument in the form of a questionnaire sheet about the feasibility of teaching materials in the form of Student Activity Sheet to Identifying Drama-Based Discovery Learning. The number of indicators assessed by the material and media experts is as much as four aspects with 29 indicators. The number of indicators assessed by three teachers is as many as four aspects with 20 indicators. The number of indicators assessed by the material and media experts is as much as four aspects with 23 indicators.

The percentage score obtained based on the assessment of several aspects by the material expert got 85.8% percentage score, the media expert got the score 85.4%, and the practitioners obtained 86.5% score. The percentage value then changed in the category of feasibility level according to Riduwan's reference table (2009: 23), then the percentage score is categorized as very feasible. The Students Activity Sheet sare declared feasible because it meets the eligibility criteria based on aspects of content, language, presentation, and gradability. According to the experts, The Students Activity Sheets have been feasible to be tested by revising in accordance with the suggestion.

The results of the experiments by the teachers of Indonesian Vocational High School 3 Metro got a 95.8% percentage score with very reasonable criteria, by the teachers of Vocational High School 2 Metro 96% with very reasonable criteria, and the teachers of Vocational High School Karya Wiyata 87.6% with very reasonable criteria.

The result of questionnaire test of teaching materials of the Students Activity Sheet to Identifying Drama Stage obtained data about advantages and disadvantages of Indonesian language subjects especially learning materials to Identifying drama text. The advantages of teaching materials of the Students Activity Sheet of this learner: activity sheets arranged well, applicative, and contains about the values in the drama.

Furthermore, the assessment of the feasibility of the Students activity sheet is done by 30 students from Vocational High School 3 Metro, Vocational High School 2 Metro, and Vocational High School Karya Wiyata. The Questionnaire filling is done after the learning with the aim that the students really understand and observe the textbook material so that students can fill the questionnaire correctly.

Trial conducted at Vocational High School Karya Wiyata conducted on Monday, April 9, 2018 and got the percentage score of 84.325% with the category of assessment is very feasible. The next big test at Vocational High School 2 Metro was held on Friday, April 13, 2018 and got a score of 87.7% percentage with a very reasonable rating category. Test at Vocational High School 3 Metro on Tuesday, April 17, 2018 and Friday, April 20, 2018 and get a percentage score of 92% with the assessment category is very feasible.

Based on the assessment that has been done, we can know the weaknesses and the advantages of this Students activity sheet. The advantages of this Students activity sheet are: easy to understand, include examples of drama quotes that match the characteristics of the students and in the story contain many values of life so that students can get benefit and motivate after learning it. These teaching materials can make students think critically, creatively, and innovatively. The weakness of this Students activity sheet that is has not loading some images yet that match the existing drama scene.

After knowing the short comings of Student Activity Sheet to Identifying Dramatic Flow by Indonesian Language and Literature teacher and Vocational High School Student then revised the product based on deficiencies or improvements given. So with the final improvement is expected students and teachers of XI grade on Senior High School/Vocational High School can use teaching materials in the form of Student Activity Sheet more perfect as a companion text book Indonesian language Curriculum 2013 Revision 2016.

IV. Conclusions And Suggestions

CONCLUDE

Based on the results of research that has been done basically the development of Student Activity Sheet based on discovery learning model declared eligible to be used with the following conclusion.

1. Student Activity Sheet development stage is done with seven stages. The development is done by using discovery learning model to assist students in finding the structure and elements of drama independently.
2. Feasibility study of Student Activity Sheet teaching materials to identifying Dramatic Flow Based on Model of Discovery Learning which has been done to material experts, media experts, practitioners, and three Indonesian language teachers get feasible eligibility criteria.

Suggestion

The suggestion of this research is as follows.

- a. For students of XI grade in Vocational High School can use the Students Activity Sheet to Identifying Drama as an alternative teaching material in drama lesson.
- b. Product development of teaching materials in the form of the Students Activity Sheet with discovery learning model can be an alternative teaching materials to help teachers of Indonesian Language and Literature in teaching drama materials to students of XI grade in Vocational High School.

References

- [1]. Ali Günay Balım. *The Effects of Discovery Learning on Students' Success and Inquiry Learning Skills*. Eurasian Journal of Educational Research. Issue 35, Spring 2009, 1-20.
- [2]. Borg, W.R. & Gall, M.D (2003). *Educational research: an introduction*. New York: Longman, Inc.
- [3]. Çağrı Tuğrul Mart. *Literary Texts: A Means to Promote Language Proficiency of Upper-Intermediate Level EFL Students*. Journal of Education in Black Sea Region. Vol. 2, Issue 2, 2017.
- [4]. Dundar, Sehiban. 2013. *Nine drama activities for foreign language classrooms: Benefits and challenges*. Procedia Sosial and Behavioral Science Vol 70 (1424-1431). Elsevier. <https://doi.org/10.1016/j.sbspro.2013.01.206>
- [5]. Endraswara, Suwardi. 2011. *Drama Learning Method*. Yogyakarta: CAPS.
- [6]. Daryanto dan Dwicahyono, Aris. 2014. *Learning Device Development (Silabus, RPP, PHB, Bahan Ajar)*. Yogyakarta: Gava Media.
- [7]. Hosnan. 2016. *The Scientific and Contextual Learning Approach in 21st Century*. Bogor: Ghalia Indonesia.
- [8]. Janah, Miftahul. 2016. *The Development of The Students Activity Sheet to Drama Play Based on Autobiographical of Habibie and Ainun Class XI SMA/MA*. Lampung: University Of Lampung.
- [9]. Prastowo, Andi. 2011. *The Creative Guide Creating Materials*. Jogjakarta: Diva Press.
- [10]. Priyatni, Endah Tri. 2014. *Design of Indonesian Learning in Curriculum 2013*. Jakarta: Bumi Aksara.
- [11]. Priyatni, Tri Indah. 2010. *Reading Literature With Critical Literacy*. Jakarta: Bumi Aksara.

- [12]. Suryanto, Edy. 2016. *The Development of Materials Teaching Apresiasi Collections Drama Through The Educational Value of Education Character Number of Drama Panbahanan Reso by W.S. Rendra*. Surakarta: Sebelas Maret University.
- [13]. Riduwan dan Sunarto. 2009. *Introduction to Statistics*. Bandung: ALFABETA.
- [14]. Sugiyono. 2016. *Research and Development*. Bandung: Alfabeta.

Suriani GanumbaSuriani Ganumba. "The Effectiveness of the Implementation of Academic Supervision in Improving the Pedagogical Competence of Teacher at SMAN 3 Gunungsitoli." *IOSR Journal of Research & Method in Education (IOSR-JRME)* , vol. 8, no. 3, 2018, pp. 33-38.