

The Influence of the MIKiR Learning Model on the Ability to Write Drama Scripts for Class VIII Students of AL-Hikmah Medan Middle School for the 2022/2023 Academic Year

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ABSTRACT

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The purpose of this study was to determine the ability to write drama scripts before and after using the scientific approach in class VIII students of SMP AL- Hikmah Medan in the 2022/2023 Learning Year. This research is experimental research where the object studied is the VIII grade students of SMP AL-Hikmah Medan for the 2022/2023 Learning Year. The results showed that before using the MIKiR learning model, the average pre-test score of class VIII-5 was 51.22 or in the poor category, and the standard deviation was 8.82. Based on the research results after using the MIKiR learning model in class VIII-5, the average score was 80.11 or in the good category, and the standard deviation was 13.59. In the pre-test learning there was 1 student who met the Minimum Completeness Criteria (KKM) or who reached a score of 75, while 34 students did not meet the KKM. In the post-test learning there were 28 students who met the KKM while 7 other students did not pass the KKM. Based on the calculation of the hypothesis test, the tcount is 96.3 and if you look at the ttable value at a significant level of 0.05 and $df = N - 1$, $35 - 1 = 34$, the ttable is 1.69. By comparing thitung with ttabel using the criteria $thitung > ttabel$ ($96.3 > 1.69$), then H_a is accepted. In other words, there is an effect of the MIKiR learning model on the learning outcomes of the ability to write drama scripts of class VIII students of SMP AL- Hikmah Medan in the 2022/2023 learning year.



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1. Introduction

Writing skills are a characteristic of an educated person or an educated nation. Writing reports / informs, and influences; and such goals and objectives can only be achieved well by people who can organize their thoughts and express them clearly, this clarity depends on thought, organization, use of words and sentence structure. (Morsey, 1976: 122). Writing skills consist of various writings, both literary writing skills and linguistic writing. One type of writing skill is in accordance with the basic competencies in Indonesian language subjects. Namely, students must be able to present drama in the form of a stage or script. Drama aims to realize drama appreciation. Drama script writing is included in the level of producing which is characterized by the attitude of

starting to participate in producing literary creations, both professionally and amateurly.

Drama is the story of human life in society projected onto the stage, presented in the form of dialog and movement based on a script; supported by stage management; lighting; music; makeup; and fashion. Hasanuddin (1996:7) reveals that drama is a work that has two dimensions of literature (as a literary genre) and a dimension of performance art rather than as a literary genre focusing more as a work that is more oriented to the performing arts than as a literary genre. Drama as a performance of a play is a meeting place for several other branches of art such as literature, acting, dance, declamation, and often sound. In the definition of writing and drama, the researcher wants to examine the ability to write drama scripts in students with a thinking learning model. Which can be interpreted that the thinking learning model is an element of active learning that has just been introduced by the Tanoto Foundation. Then this learning model is used in increasing student creativity in learning.

Writing skills are often neglected by students due to their lack of desire for writing lessons. The biggest problem of students in writing skills is the lack of mastery of language possessed by students, lack of vocabulary and students find it difficult to release their imagination in writing. The phenomenon that occurs in the field strengthens the assumption that writing is a difficult activity and is ignored by students, even though writing skills are very good for developing creative ideas owned by students.

The problem that the researcher took from the school during the observation was the low writing ability of class VIII students. This was seen when the researcher interviewed the Indonesian language teacher of Al-Hikmah Medan Junior High School class VIII, that students' interest in writing a drama script was still lacking. Students often object if they are assigned to write because students consider writing a very boring activity, one of which is writing a drama script. Students often have difficulty writing a drama script due to their lack of knowledge about the elements of drama, lack of mastery of drama material and lack of student imagination in pouring ideas into writing. With these factors, problems arise for students, namely being lazy to write a drama script. Therefore, the researcher will find a solution to attract students to love writing, especially writing a drama script.

Application of mindfulness learning in developing student creativity:

- a. Experiencing: in terms of the form of experiencing in this thinking approach, its application can be carried out with various variations during the learning process. It can be the teacher gives a lecture method to students about the subject matter to be studied.
- b. Interaction: what is meant by interaction is the exchange of opinions / ideas between two or more people about a lesson. The activities carried out in this interaction have the aim of encouraging students to have the courage to express their opinions that they know.
- c. Communication: in this case, the form of communication is demonstrating, which is asking students to voice their voices on the lesson being discussed. Then

there is the explaining part, then telling stories, the meaning of telling stories is asking students to tell according to their experiences. Then there is reporting here asking students to report the results (discussion) in oral or written form. And the last one is suggesting. The meaning is almost the same as demonstrating. However, it is more to give an opinion or answer something.

d. Reflection: what is said to be reflection is an activity that rethinks the results of its own work. In this activity, it can bring up an attitude to be able to sincerely accept criticism and improve oneself.

The definition of Drama is as follows:

a. Drama

Wijanto (2002:3) argues that, in a broad sense, drama is all forms of spectacle containing stories performed in front of a crowd, while in a narrow sense, drama is the story of human life in society projected onto the stage, presented in the form of dialog and motion based on a script; supported by stage management; lighting; music; makeup; and fashion.

b. Characteristics of drama texts

1. Drama text has a story in the form of dialog.
2. All dialog text in drama does not use quotation marks.
3. The drama text has some special instructions that must be carried out by the actress who plays the characters in the text.

c. Elements of drama

According to Kosasi (2017: 205) the elements of drama include plot, dialog characterization, setting and language.

1. Plot:

The plot is the series of events and conflicts that drive the storyline. The plot of the drama includes parts: the introduction of the story, the initial conflict, the development of the conflict, the easing and the resolution.

2. Characterization

Characterization is often referred to as character and characterization which refers to the placement of certain characters with certain characters in a story.

3. Dialogue

In a dialogue itself, there are three elements that must not be forgotten, the three elements are character, wawancang, and kramang.

4. Setting

Setting is a description of time and space. The description of the setting in the drama is stated in the staging instructions. That part is called the kramagung.

5. Language

Language is a medium of communication between characters. Language can also describe the character. The setting, as well as the events that are happening.

d. Intrinsic elements in drama

1. Theme and Mandate

Theme is the main idea, idea or thought in a literary work. The mandate in drama is the message that the author conveys to the reader. Theme and mandate are inseparable from the context.

2. Characterization (characteristics or characterization)
What is meant by characterization is the process of character appearance as a carrier of character character roles in a play performance.
3. Plot
Sudjima, (in Satoto, 2016: 45). The plot is the interweaving of events in a literary work (including drama or play to achieve a certain effect).
4. Setting
Setting in a complete sense includes aspects of space and time when events occur.
5. Action or conflict
The essence of the play as a read drama, which is better known through the dramatic structure, is the conflict.
- e. Extrinsic elements of drama
 1. Biography or curriculum vitae of the author of the drama text.
 2. Life philosophy of the author of the drama text.
 3. The socio-cultural elements of the community that inspired the creation of The script or drama text.
- f. Drama Structure
 1. Babak is part of a drama script that summarizes all the events that occur somewhere in a certain time sequence.
 2. Scene is part of the act whose boundaries are determined by changes in events related to the arrival and departure of a person or character on stage.
 3. Dialogue is part of a drama script in the form of a conversation between one character and another.
 4. Prologue is the part of the script that the author writes at the beginning.
 5. Epilogue is the closing of the drama, usually filled by the host.

2. Methods

This research is an experimental study consisting of independent variables and dependent variables. The design used in this research is One-Group Pretest Posttest Control Design. In this study there are 2 types of variables that will be discussed, namely:

- a. Variable X: The ability to write drama scripts of grade VIII students of SMP Al-Hikmah Medan before using the MIKiR learning model.
- b. Variable Y: The ability to write drama scripts of VIII grade students of Al-Hikmah Medan Junior High School after using the MIKiR learning model.

3. Results and Discussions Data Normality Test

a. Test the normality of pre test

To test normality pretest can be done with the liliefors and analysis tests the calculations follow :

- 1) Draw students grades from the lowest to the highest.

- 2) Converting value into raw numbers $Z_1, Z_2, Z_3, \dots \dots Z_n$ with formulas:
- $$Z_1 = \frac{x-x}{SD} = \frac{40 - 51,22}{8,82} = - \frac{11,22}{8,82} = - 1,27210$$
- 3) For raw numbers -1,27210, behold Z_{tabel} using a broad list of normal curva or normal or normal distribusion Z_{tabel} so that value Z_{tabel} is 0,1020.
- 4) To find $F(Z_i)$ raw value market negative, use a formula $F(Z_i) = 0,5 - Z_{tabel} = 0,5 - 0,1020 = 0,398$. On the positive, it uses the formula $F(Z_i) = 0,5 + Z_{tabel}$
- 5) to count $S(Z_i)$ using a formula $S(Z_i) = \frac{f_{kum}}{n} = \frac{7}{35} = 0,2$
- 6) Count $F(Z_i) - S(Z_i) = 0,398 - 0,2 = 0,19$. Specify L_{hitung} by taking the largest mutalk price called L_0 from columns $F(Z_i) - S(Z_i)$. then search L_{tabel} $N = 35$ at fare $\alpha = 5\%$ then $L_{tabel} \frac{0,886}{\sqrt{35}} = 0,14$

Table 4.6
Normalitas Data Pretest

No	X_i	F	F kum	Z_i	Z tabel	$F(Z_i)$	$S(Z_i)$	$F(Z_i) - S(Z_i)$
1	40	7	7	-1,27210	0,1020	0,398	0,2	0,19
2	46	13	20	-0,59183	0,2776	0,2224	0,5714	-0,349
3	53	5	25	0,20181	0,0793	0,5793	0,7142	-0,1349
4	60	4	29	0,99546	0,3389	0,8389	0,8285	0,0107
5	66	5	34	1,67573	0,4525	0,9525	0,9714	-0,0189
6	80	1	35	3,26303	0,4994	0,9994	1	-0,0006

From the above table gained $L_{hitung} = -0,13$ and the test of liliefors with a real degree $\alpha = 0,05$ with $N = 35$ produced $L_{tabel} 0,14$. then $L_{hitung} = -0,13 < L_{tabel} 0,14$. Normal distribution pre test data.

b. Post theat data normality test

To test normality pretest can be done with the liliefors and analysis tests the calculations follow :

- 1) Draw students grades from the lowest to the highest.
 - 2) Converting value into raw numbers $Z_1, Z_2, Z_3, \dots \dots Z_n$ with formulas:
- $$Z_1 = \frac{\bar{x}-x}{SD} = \frac{66 - 80,11}{13,59} = - \frac{14,11}{13,59} = - 1,03826$$

- 3) For raw numbers -1,03826 behold Z_{tabel} using a broad list of normal curva or normal distribusion Z_{tabel} so that value Z_{tabel} is 0,1515
- 4) To find $F(Z_i)$ raw value yangmarket negative, use a formula $F(Z_i) = 0,5 - Z_{\text{tabel}} = 0,5 - 0,1515 = 0,3485$. On the positive, it uses the formula $F(Z_i) = 0,5 + Z_{\text{tabel}}$
- 5) To count $S(Z_i)$ using a formula $S(Z_i) = \frac{f_{\text{kum}}}{n} = \frac{4}{35} = 0,1142$
- 6) Count $F(Z_i) - S(Z_i) = 0,3485 - 0,1142 = 0,2343$. Specify L_{hitung} by taking the largest mutalk price called L_0 from columns $F(Z_i) - S(Z_i)$. then search L_{tabel} $N = 35$ at fare $\alpha = 5\%$ maka $L_{\text{tabel}} = \frac{0,886}{\sqrt{35}} = 0,14$

Table 4.6
Normalitas Data Post Test

No	X_i	F	F kum	Z_i	Z tabel	F(Z_i)	S(Z_i)	F(Z_i)-S(Z_i)
1	66	4	4	-1,03826	0,1515	0,6515	0,1142	0,5373
2	73	3	7	-0,52317	0,3015	0,8015	0,2	1,0015
3	80	18	25	-0,00809	0,5000	1	0,7142	0,2858
4	86	7	32	0,43340	0,1664	0,6664	0,9142	-0,2478
5	93	3	35	0,94849	0,3264	0,8264	1	-0,1736

From the above table gained $L_{\text{hitung}} = 0,5$ and the test of liliefors with a real degree $\alpha = 0,05$ with $N = 35$ produced $L_{\text{tabel}} = 0,14$. Then $L_{\text{hitung}} = 0,5 < L_{\text{tabel}} = 0,14$. It can be concluded that the piost test data is normally distributed.

Determine Value t_{hitung}

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{s^2}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{80,11 - 51,22}{1,38 \sqrt{\frac{1}{35} + \frac{1}{35}}}$$

$$t = \frac{28,89}{1,38 \sqrt{0,05}}$$

$$t = \frac{28,89}{1,38 \times 0,22}$$

$$t = \frac{28,89}{0,3036}$$

$$t = \frac{28,89}{0,3036} = 95,1581$$

$$t = \frac{28,89}{0,30}$$

$$t = 96,3$$

So value t_{hitung} is 96,3

Hypothesis Test

Based on the results of the hypothesis test calculation, the t_{count} is 96.3, then when consulted with the t_{table} value, the significant level of 0.05 and $df = N-1 = 35-1 = 34$, the t_{table} value = 1.697. By comparing between t_{count} and t_{table} with the criteria $t_{count} > t_{table}$ ($96.3 > 1.69$) so that H_a or this research is accepted. In other words, there is an effect of the MIKiR learning model on the Ability to Write Drama Scripts by Class VIII Students of AL-Hikmah Medan Junior High School in the 2022/2023 Learning Year.

4. Conclusion

Based on the results of data analysis obtained in the study, the following conclusions can be drawn:

- a. Based on the research results, it is known that the ability to write drama scripts before using the MIKiR learning model is at a sufficient level and gets an average score of 51.22.
- b. Based on the research results, it is known that the ability to write drama scripts after using the MIKiR learning model is at a very good level and gets an average score of 80.11.
- c. There is a significant effect when using the MIKiR learning model on the ability to write drama scripts by class VIII students of SMP AL-Hikmah Medan in the 2022/2023 Learning Year. This is evidenced from the calculation of $t_{count} > t_{table}$, namely $96.3 > 1.69$ so that the hypothesis of this study is proven correct and H_a is accepted.

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