

Development of Writing Anecdote Text Based on Meme Comic Using Interactive Multimedia on Students in Grade 10th of MAS Islamiyah YPI Batangkuis

Tetty Ariyani Nasution¹, Malan Lubis², Abdurahman Adisaputera²

¹Master Student in State University of Medan (Unimed), Indonesia

²Lecturer in Master Student in State University of Medan (Unimed), Indonesia

tetyaryaninasution@gmail.com

Abstract : This study aims to determine the results of development of writing anecdote text based on meme comic using interactive multimedia on students in grade 10th of MAS Islamiyah YPI Batangkuis. Teaching materials is developed in the form of digital modules. This type of research is development research based on the development model of Borg and Gall. With the subject of the trial consisting of material experts, design experts, Indonesian language teachers, and class grade 10th MAS Islamiyah YPI Batangkuis. The results of this study indicate that (1) the validation of the material experts includes the feasibility of the contents expressed very well with a total percentage of 95.5%, the feasibility of presentation was stated to be very good with a total percentage of 90.5%, and the feasibility of the language was stated to be very good with a total percentage of 96%. (2) validation from design experts with criteria is quite good with a total percentage of 78.12%.

Keywords : digital module; anecdote text; meme comic

I. Introduction

Teaching materials can be used to stimulate students to be able to produce text, it is in accordance with the 2013 curriculum which has the characteristics of producing text, all learning activities are text based so that each learning produces text at the end of each lesson. The creation of a text is very much related to writing skills. The importance of teaching materials in writing especially writing anecdote texts. However, in fact the teaching materials contained in the school still cannot render students in the writing process. So that students' writing skills are still relatively low.

Writing is a language skill that is used to communicate indirectly with other people. Writing is a productive and expressive activity. This is in accordance with the opinion of Nurgiyantoro (2001: 271), which states that in writing activities, writers must be skilled at utilizing the structure of language and vocabulary. Therefore writing is not an easy activity because it has to go through a lot of practice and practice regularly. Based on the statement above, Slamet (2008: 104) reveals that writing skills have significant benefits, which can improve intelligence, develop the power of initiative and creativity, foster courage in expressing ideas / ideas.

The government has renewed the KTSP curriculum to become a 2013 curriculum to develop science and technology. In the 2013 curriculum, learning Indonesian tends to be focused on text or referred to as text-based learning. Text-based learning has implications for the implementation of learning that is inseparable from the text of oral and written forms.

The text-based learning process is done in a centive manner that is integrated with four steps of activity, namely six M includes *Mengamati* (Observing), *Menanya* (asking), *Mencoba* (trying), *Menalar* (understanding), *Menyaji* (presenting), dan *Mencipta* (creating). Text-based learning is carried out by applying the principle that language should be seen as text, not merely as a collection of linguistic words or rules. Text-based learning is divided into several types of texts that must be mastered by students, namely exposition texts, description texts, recounts,

procedure texts, report texts, explanatory texts, discussions, letters, advertisements, diaries, negotiation texts, pantun, fairy tales, texts anecdote, and historical fiction. One of the things students must understand is an anecdote text. Anecdote text is an interesting short story because it is funny and impressive. Anecdotes are always associated with responses to social phenomena. An anecdote is a means of delivering messages and criticism of social phenomena through the packaging of funny stories but full of meaning. Sensitivity to the phenomena that occur in the community is very good as an Indonesian language learning material for students at school. Anecdotal text is one of the basic competencies of writing skills found in high school curriculum. In the 2013 curriculum, writing anecdotal texts is a basic competency 4.2, which is producing anecdotal texts both orally and in writing in grade 10th. Related to the learning of anecdote texts, students still experience difficulties, especially when given the task of writing anecdote texts.

Based on the results of observations made by researchers at the MAS Islamiyah YPI Batangkuis on January 7, 2019, it was shown that writing anecdotal texts on students was difficult to determine the topic and difficult to express ideas in the form of writing. The results of the interview with one of the Indonesian language teachers stated that writing in grade 10th anecdotal text was still below the value of the Minimum Completion Criteria (KKM) that applies in the school, namely 75 reinforced by Damayanti et al (in Gumelar 2017: 106) stated that in writing learning students are less motivated, it is difficult to determine the topic, it is difficult to put his ideas into writing and tend to be learning that is applied by less creative teachers. So researchers, make a solution that is by making teaching materials in the form of interactive multimedia memes for students of MAS Islamiyah YPI Batangkuis.

Many students are interested in memecomix because of the peculiarities of the language game accompanied by pictures. This can be a driving force for growing interest in writing students who are currently still low. However, as previously explained, not all teaching materials sourced from the internet are appropriate for students, as well as meme comics, not all comic memes are suitable for students so they need strict supervision and selection by teachers or families.

The comic that is popular with students and popular in Indonesia is meme in the category of comic memes or commonly called Meme Comic Indonesia (MCI). The theme that exists today is very closely related to various events that exist in society, but packed with something visible. So, it can be said that memes are created because of social phenomena. This is because memes are an imitation of reality.

Multimedia is interpreted as a combined use of several media in delivering information in the form of text, graphics, movies, videos, and audio. Computer-based interactive multimedia includes hypermedia and hypertext. Hypermedia is a form of movie, video, audio. Whereas hypertext is a form of text, static diagrams, images, and tables that are aired and arranged inappropriately. Multimedia is interpreted as a word to preserve messages to create an interactive communication system and can provide textual, graphic, and auditory information. At another level interactive multimedia is widely used from various fields of work. Interactive multimedia becomes an important component in analyzing needs.

Interactive multimedia as learning aims and facilitates the presentation of messages so that they are not too verbally, overcoming the limitations of time, space, and pre-sensory power of students, can be used appropriately and varied, such as improving and passionate learning of students to master the subject matter in interacting directly with the environment and other learning resources, especially ICT teaching materials that enable students to learn

independently according to their abilities and interests, and enable students to be able to measure or evaluate their own learning outcomes.

Research on interactive multimedia is feasible in the learning process. This is evidenced by previous research by Amirulloh et al. (2013: 135) in his journal stating that multimedia feasibility is viewed from two aspects, namely the feasibility of the material which includes the suitability of media content with the concept of mutation, and the suitability of media content with learning objectives.

Referring to several expert opinions above, it can be concluded that multimedia learning can facilitate teachers and students in the teaching and learning process.

The purpose of this development is to: In relation to the research problems described in the problem statement, the objectives of this research are: (1) Describe the process of developing anecdotal text teaching materials based on interactive multimedia memes in grade 10th MAS Islamiyah YPI Batangkuis. (2) Describe the feasibility of anecdotal text teaching materials based on interactive multimedia memes in grade 10th MAS Islamiyah YPI Batangkuis. (3) Describe the effectiveness of anecdotal text teaching materials based on interactive multimedia memes in grade 10th MAS Islamiyah YPI Batangkuis.

II. Research Methods

This research was conducted at MAS Islamiyah YPI Batangkuis in grade 10th 2018/2019 learning year. This research used Research and development (R & D). The research model and development of research models were used to produce certain products and test the effectiveness of these products. The research model is development or research and development (R & D).

The data obtained was data about meme comic-based module validation using interactive multimedia in anecdotal text writing lessons. This data was collected through material expert validation, validation of learning design experts (media experts) and questionnaires given to Indonesian teacher in grade 10th MAS. Valuation questionnaires were given to the validator, individual trials, small group trials, and limited group trials which were presented in the form of Likers Scale which had been given a score of 4,3,2,1. Then the data was analyzed in quantitative descriptive, which is calculating the percentage indicator for each of the teaching materials developed.

III. Discussion

The application procedure for the development of interactive multimedia-based anecdote text learning modules is carried out in stages. The first procedure in implementing this development is to conduct a needs analysis of 2 teachers and 30 students with the method of describing the questionnaire so that the respondents have pictures of the statements in the questionnaire submitted. The results of the implementation of questionnaires obtained 100% of student teachers said that they need interactive multimedia-based modules so that their data is used as an individual learning tool. The results of the needs analysis data are shown as follows Table 1.

Table 1. Data Needs Analysis

No	Question	Answer	Frequency			
			Teacher	%	Student	%
1	Having known teaching materials to write anecdotal texts based on meme comics using interactive multimedia	Yes	1	50%	5	16,66%
		No	1	50%	25	83,34%
2	Using teaching materials to write anecdote texts based on meme comics using interactive multimedia	Yes	0	0	0	0
		No	2	100%	30	100%
3	The need for teaching materials to write anecdotal texts based on meme comics using interactive multimedia	Yes	2	100%	26	86,66%
		No	0	0	4	13,33%

Based on the results of student and teacher responses about teaching materials. Then it is necessary to have teaching materials in the form of modules by using interactive multimedia to facilitate students in understanding memed comic based anedot texts, because using interactive multimedia modules will be interesting for students because it will stimulate students' audio visuals and for teachers to facilitate the learning process. Material feasibility analysis and design feasibility analysis are needed by material experts and design experts to assess the feasibility of the module using interactive multimedia.

Table 2. Validation Results on Aspects of Learning Design

No	Sub assessment component	Average (%)	Criteria
1	Initial design	82.14%	Good
2	Content design	71.42%	Good enough
3	Typography of Digital Module Cover	87.5%	Good
4	Illustration Contents	75%	Good enough
	Average	78.12%	Good enough

Table 3. Validation Analysis of Aspects of Learning Material

No.	Sub-component of Assessment	Average (%)	Criteria
1	Presentation technique	100%	Very good
2	Presentation of learning	83.33%	Baik
3	Complete presentation	90.62%	Very good
	Average	90.55%	Very good

From the results of expert analysis of material and learning design, the modul based on Meme Comic by using interactive multimedia is feasible to use in the learning process. The effectiveness of the module using interactive multimedia requires data on student learning outcomes in the learning process using digital modules.

Table 4. Distribution of Pretest Value Frequency Results of Learning to Write Anecdote Text Before Using Modules

Interval	Frekuensi	Persentase
55-59	3	10 %
60-64	2	6.67 %
65-69	4	13.33 %
70-74	16	53.33 %
80-84	5	16.67 %
Σ	30	100

Table 5. Frequency Distribution of Posttest Values of Learning Outcomes Writing Anecdote Texts Before Using Modules

Interval	Frekuensi	Persentase
65-69	2	6.67 %
70-74	5	16.67%
75-79	3	10 %
80-84	8	26.67 %
85-89	10	33.33 %
90-94	2	6.67 %
Σ	30	100

Discussion of the results about modul based on Meme Comic by using interactive multimedia. This development research is directed at producing a product in the form of an interactive module on anecdote text used to improve the anecdotal text learning process and student competence. Therefore, this research was carried out and begins with (1) defining stages at this stage seen from the results of needs analysis, needs analysis for modul based on Meme Comic by using interactive multimedia for the needs of 91% students and 100% teachers needing modules interactive multimedia based. (2) the design stage (design) that is seen from student learning outcomes before using a digital module. Where before using interactive multimedia-based modules students get scores under the KKM 75. Where the Indonesian language KKM is 75, then 65% of students get scores under KKM 75. So the need for additional teaching materials is called interactive multimedia-based modules to improve students' ability to write text anecdote. (3) development stage (depelopment) where at this stage of development is seen from the validation test of the team of material experts and design experts. Before learning is done using interactive multimedia-based modules required a validation team of material experts and design experts for the feasibility of interactive multimedia-based modules. for material feasibility the average score is 95.76% with excellent

material while the feasibility of design experts scores 78.12% with a fairly good category. then from the feasibility of the material and design it is worth testing. In this trial conducted in the experimental class, the X-IPS class with 30 students received a score of 84% above the KKM 75. From the results of the student's scores the results were the same as the experimental class, where the average student score was 75. Then the multimedia-based learning module interactive is worthy of being used in the learning process of writing anecdote text.

IV. Conclusion

The results of development of writing anecdote text based on meme comic using interactive multimedia on students in grade 10th needs analysis stating that teachers and students in the learning process to improve the quality of learning and align learning objectives with the latest curriculum provisions by the government and increase students' interest in learning. The use of modul of anecdote text based on Meme Comic is more effective than textbooks used by students. This is evidenced by better student learning outcomes, namely the use of textbooks (pretest) 71.23% with a fairly good category and the use of meme comic (posttest) based digital modules of 80.83%. The effectiveness of teaching materials based on the pretest and posttest tests understanding the anecdotal text increased with the difference in the value of 9.6% and teaching material products in the form of meme comic-based digital modules used as teaching materials on anecdotal text material in MAS Islamiyah YPI Batangkuis.

References

- Arsyad, Azhar. 2014. *Media Pembelajaran*. Jakarta: PT. Rajagrafindo Persada.
- Anonim. 2015. *Tentang Meme Comic Indonesia*. (<http://www.memecomid.com>), accessed on 3 January 2016.
- Alwi, Hasan, dkk. 2003. *Tata Bahasa Baku Bahasa Indonesia (Edisi ketiga)*. Jakarta: Balai Pustaka.
- Arikunto, S. 2013. *Prosedur Penelitian : Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta
- Dawkins, Richard. 2006. *The Selfish Gene*. New York: Oxford University. (Original work published 1976).
- Dewi, Gusti Ayu Ratih Sintya, (dkk). 2016. *jenis, bentuk, dan fungsi tindak tutur meme comic pada facebook*. Hlm 1-11. Vol: 5 No: 3. Singaraja: e-Journal Prodi Pendidikan Bahasa dan Sastra Indonesia Undiksha.
- Gumelar, Fajar, (dkk) . 2018. "MEME: Dapatkah Meningkatkan Kemampuan Siswa dalam Menulis Teks Anekdote?". Fajar Gumelar. Hlm.105 – 117. Vol. 2 No. 1. Jakarta: Jurnal Sains Sosial dan Humaniora.
- Kemendikbud. 2014. *Konsep dan Implementasi Kurikulum 2013*. Jakarta: Kementrian Pendidikan dan Kebudayaan.
- Mulyana Deddy. 2005. *Ilmu Komunikasi Suatu Pengantar*. Bandung: PT Remaj Rosdakarya.
- Mahsun . 2014. *Teks dalam Pembelajaran Bahasa Indonesia Kurikulum 2013*. Jakarta: Rajagrafindo Persada.
- Nurgiyantoro, Nurgiyantoro. 2001. *Penelitian Pengajaran Bahasa dan Sastra*. Yogyakarta: BPFE.
- Nasution, S. 2003. *Metode Research*. Jakarta: Bumi Raksasa.
- Nasution, S. 2011. *Metode Research (Penelitian Ilmiah)*. Jakarta: Bumi Aksar.

- Nazir, M I Jawid. 2012. *Skill development in Multimedia Based Learning Environment in Higher Education: An Operational Model*. Hlm 820. Jakarta: Jurnal Multimedia.
- Nidia Oktarisa, 2014. *Pembelajaran Memahami Struktur dan Kaidah Teks Anekdot Siswa Kelas X SMA*.
- Putra, N. 2012. *Research Development*. Jakarta: PT Raja Grafindo Persada.
- Rahmayanti, Dewi, (dkk). 2015. *pembelajaran menulis teks anekdot pada mata pelajaran bahasa indonesia dalam kurikulum 2013 di kelas x.a akuntansi smk negeri 1 singaraja. Hlm 1-12*. Singaraja: e-Journal JPBSI Universitas Pendidikan Ganesha.
- Sadiman, Arief. 2010. *Media Pendidikan Pengertian Pengembangan dan Pemanfaatannya*. Jakarta: Rajawali Pers.
- Slamet dn Suwanto. 2007. *Pengaruh Penerapan Kecakapan Hidup*. Universitas Pendidikan Indonesia.
- Sudjana, Nana. 2001. *Penelitian dan Penelitian Pendidikan*. Bandung: Sinar Baru Algensindo.
- Sugiyanto. 2007. *Model-model Pembelajaran Inovatif*. Modul PLPG. Surakarta: Panitia Serifikasi Rayon 13 Surakarta.
- Sugiyono. 2010. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfa Beta.
- Suyono, 2011. *Pengembangan Media Pembelajaran Bahasa Indonesia Sekolah Menengah Atas Kelas X Berbasis Teknologi Informasi*.