

IMPROVING READING ABILITY AND IDENTIFYING DRAMA ELEMENTS USING THE DISCUSSION METHOD

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ABSTRACT

The learning of drama appreciation that has been carried out by the teacher needs to be reviewed. The use of traditional methods has an impact on blocking student activity and creativity. This study aims to improve students' reading skills and identify elements of drama through the discussion method. This research was conducted for approximately two months at SDN Kepohkidul I Kecamatan Kedungadem Kabupaten Bojonegoro. The research model used was CAR (class action research). The data obtained were processed quantitatively. The results obtained indicate that the students' ability to read and identify elements of drama increased. This increase can be seen from the results of the student's absorption rate in cycle I reached 42% and in cycle II increased to 94%. The mean score of student tests in the first cycle was 66.3 and in the second cycle increased to 75.6. Based on these results, it is concluded that learning through the discussion method can improve the ability to reading and identify elements of drama in grade VI SDN Kepohkidul I kecamatan Kedungadem kabupaten Bojonegoro.

KEYWORDS

Discussion method, reading, identifying, CAR, elements of drama

INTRODUCTION

The advancement of science and technology today necessitates the development of reading habits among people. People who enjoy reading will obtain new knowledge that will enhance their understanding, allowing them to better respond to the issues of our time. According to Burns et al. (Rahim, 2007:1), the capacity to read is essential in a well-educated community. Children, on the other hand, who do not comprehend the value of learning to read will be less inclined to do so.

Reading is vital in today's complex culture since it allows us to better understand our surroundings. Almost every element of one's life involves some level of reading. Oka (2003:70) asserts that the primary goal of learning to read is to prepare students to have the following abilities: a) good ability to read explicit, implied, and highlighted information from the various written speeches they read; b) valid knowledge of the function of reading and reading techniques to achieve specific goals; and c) a positive attitude toward reading and learning to read.

Learning to read, particularly reading and identifying aspects of drama at the elementary school level, is an important topic for research. So far, literature learning, particularly drama material, has not always met students' expectations. Teachers continue to have a strong influence on learning activities. According to the findings of interviews with a number of Indonesian instructors, it can be determined that many teachers who teach reading material and identify theatrical aspects simply employ conventional approaches. In reality, conventional approaches focus solely on lectures, and students are not given enough opportunities to discuss the information they are studying on their own. More than that, material regarding drama can not only be understood by reading, but it also necessitates in-depth thinking because plays tend to have more character dominance, and the plot can occasionally be able to anchor the reader or audience in lengthy delight or sadness (Warsiman, 2015:15).

Teachers must be creative and imaginative in order to meet the requirements of the 2013 curriculum. Teachers must be able to master learning approaches that are suited for the scenarios and conditions that their students are faced with. The ideas of PAIKEM (pembelajaran aktif, inovatif, kreatif, efektif dan menyenangkan/ active, inventive, creative, effective, and enjoyable learning) must be put into action (Sobandi, 2020:117).

On the basis of this explanation, the implementation of reading learning and the identification of drama elements requires a strategy that is relevant to the growth of students. The discussion approach was chosen as the learning strategy in this study by the researchers. Because students first research the topic to be discussed before participating in discussion activities, the discussion approach is considered relevant to the material to be addressed.

This way of learning is based on the ability to solve issues or solve instances by involving the ability to communicate and articulate ideas. It is one of the most common methods of learning. Student's ability to read and identify difficulties is essential for carrying out these activities. The advantages of the discussion method include: 1) providing opportunities for students to participate directly, either as participants, groups, or in the drafting of discussion questions; 2) being able to be used easily before, during, or after other methods; 3) improving critical thinking skills, democratic participation, developing attitudes, motivation, and speaking skills; 4) providing opportunities for students to test, change, provide views, values, and decisions; and 5) providing students with the opportunity to make decisions.

Researchers have observed the success of this strategy in a variety of other areas, including Sociology (Suhandi, Ibrahim, and Budjang, 2013), Fiqh (Uluwiya, 2018), and Islamic Studies and Islamic Education (Sadiyah, 2010). The conclusion reached by the three researchers is that the usage of the discussion approach can help students learn more efficiently.

Further research is required to demonstrate the efficiency of the discussion approach as a method of learning to read and recognize the elements of drama. Based on the foregoing description, the researchers sought to: 1) determine the effectiveness of the discussion method in the implementation of reading learning and the identification of drama elements in the sixth grade students of SDN Kepohkidul I, Kedungadem sub-district, Bojonegoro district; 2) determine the



results of the implementation of reading learning and the identification of drama elements in the sixth grade students of SDN Kepohkidul I, Kedungadem sub-district, Bojonegoro It is the goal of this study to: 1) determine the benefits of using the discussion method in the implementation of reading learning and identifying the elements of discussion drama in class VI students of SDN Kepohkidul I Kedungadem Bojonegoro; and 2) determine the results of using the discussion method in the implementation of reading learning and identifying the elements of drama in class VI students of SDN Kepohkidul I Kedungadem Bojonegoro.

LITERATURE REVIEW

The Concept of Reading

Reading is a process that the reader goes through in order to understand the message (Tarigan, 2008: 7). According to Ak Gift and colleagues (1991/1992:22), reading is a multifaceted activity that entails detecting letters and words, associating them with sounds, and determining their meanings.

The terms recording, decoding, and meaning are all terms that are used in the reading process and that appear frequently. Recording is concerned with the transcription of words and sentences and the establishment of links between them and the sounds of the writing system, whereas decoding is concerned with the process of converting graphic sequences into words. The ability to comprehend meaning is related to the ability to comprehend meaning. The understanding of meaning occurs on a variety of levels, ranging from the literal level of comprehension to the interpretive, creative, and evaluative levels of understanding. As a result, reading can be defined as a combination of perceptual and cognitive processes. (Crawley and Mountain, in Rahim, 2007, pp. 2–3)

The Concept of Drama

Drama is defined as a story, particularly one that is filled with conflict or emotion and that has been expressly prepared for theatrical presentations (Depdikbud, 1990: 213). In general, drama is described as a form of literature whose contents are about life and which is presented or performed in motion (Suherli et al., 2017:65).

1) Plot, which is a series of stories that fill the story; 2) Mandatory, which is a message conveyed; 3) Characters, which are actors who play a character in the story; 4) Theme or the main idea; and 5) various facilities that support the appearance of actors in a drama, such as stage setting and make-up (Suherli et al., 2017:65).

Readers or drama viewers who want to be able to analyze and identify drama aspects must be knowledgeable and cautious when studying the tale. A reader or a theatrical audience must become immersed in the story's environment. To put it another way, a reader or a theatrical audience member must be able to immerse himself in the world of the (fictional) tale. A reader or drama audience may find it difficult to grasp the reality when the main character is in pain as a result. Warsiman (2015:13) claims that an audience or reader who follows the story will be transported into the world of the (fictional) story, and that when the character suffers, the audience

or reader will experience the same suffering. As a result, dramas that have not yet attained catharsis can cause the audience to suffer for an extended period of time in real life (Warsiman, 2015:15).

The Concept of Discussion

According to Prasetya (2007), discussion is a group activity that is used to solve a problem and then come to a conclusion, whereas Azhar (1993:102) defines the discussion method as the presentation of lesson material followed by an exchange of opinions on the topics discussed in order to reach an agreement or a conclusion. Sudjana (2005:79) defines conversation as the process of exchanging knowledge, ideas, and elements of experience in order to gain a clearer and more complete understanding of a topic.

Argumentation and discussion are not the same thing. Each participant is asked to contribute ideas to the debate so that the entire group can return with the understanding that has been developed through collective effort. Discussions are always geared toward finding solutions to problems and ultimately reaching a resolution or obtaining a decision or conclusion.

Several factors must be taken into consideration during the discussion: First and foremost, there is the preparation and planning of the debate. What is meant by discussion preparation/planning are the following items: a) objectives, b) discussion participants, c) determination and formulation of problems to be discussed, d) time and location of discussion, and e) time and location of discussion. The second step is to put the discussion into action. In order for the discussion to be successful, the following steps should be taken: 1) establish a group structure (including a leader, secretary, and members); 2) assign tasks in the discussion; 3) encourage all participants to participate; 4) record important ideas/suggestions; 5) treat everyone's input with respect; and 6) make the environment comfortable for everyone. Third, there will be follow-up talks. Following the completion of the discussion, it should include the following steps: a) drawing conclusions from the results of the discussion; b) reading back the results to make any necessary corrections; and c) making an assessment of the implementation of the discussion for consideration and improvement in subsequent discussions.

RESEARCH METHODS

This is a classroom action research project (CAR). The research findings are given in a quantitative format. This study was carried out on sixth grade students from SDN Kepohkidul I, Kedungadem sub-district, Bojonegoro district, with a total of 33 participants. The research data was gathered by tests and non-tests. Tests are used to collect data on student learning outcomes, whereas non-test data is used to collect data from observations of instructor and student actions during the course of a learning experience. The following is the approach for doing this investigation: planning, implementation, observation, and reflection (Arikunto, 2006:16; Aqib, 2006:23, Akbar, 2009:39-42). The four activities are carried out in the shape of a cycle, as depicted in the following diagram.

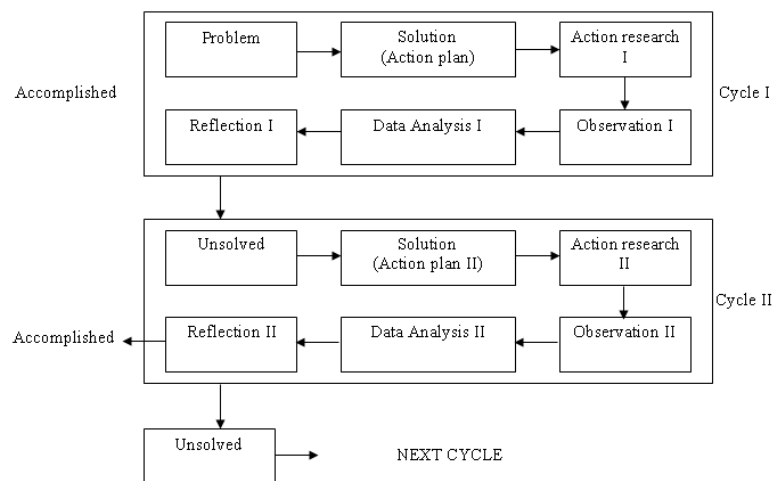


Figure 1. The flowchat of CAR (PPPGSM, 1999:27)

The stages of this research are go through planning, implementation, monitoring, and reflection. Planning: The planning stage includes the identification of issues that arise in the educational environment. The researcher then develops the RPP (learning implementation plan), as well as the methodologies, media, and learning materials that will be used in the classroom. In addition, the researchers created observation sheets to document the activities of teachers and students throughout the course of the study. Implementation: The implementation stage has begun. The discussion method was used by the researcher and partner teachers in an effort to improve students' reading skills while also identifying features of dramatic literature. Monitoring: At this level, the observer monitors the implementation of learning by using the observation sheet that has been made available. This learning process is carried out by a partner teacher who works as an executor, while the researcher observes and records the results. In order to capture actions during the learning process, the researchers employed the observation sheets that they had produced. It is at the reflection stage that the researcher and partner instructors look back on the activities that have been carried out and make adjustments that will be implemented in the future cycle of the research project.

RESULTS AND DISCUSSION

Cycle I Learning Outcomes

Planning: The planning stage of the first cycle begins with joint analysis activities between researchers and partner instructors on students' abilities in reading and identifying aspects of drama, sorting, formulating, analyzing, and seeking for alternate problem-solving strategies. Activities carried out at this stage include compiling learning tools, which include: 1) setting the objectives of learning Indonesian as the subject of reading; 2) determining the technique of forming discussion groups, with each group consisting of 5-6 students; 3) finalizing the strategy of discussion methods; 4) developing research instruments, assessment guidelines, and reflection guidelines; and 5) formulating success criteria and corrective actions for subsequent

learning activities. As a result of this study, the students achieved the intended value at the end of the learning process, and the progress in learning was pronounced successful/achieved.

Implementation: During the first cycle's implementation, the researcher serves as the executor, and the observer serves as the partner instructor in charge of observing and recording the activities on the observation sheet.

The following is a description of the activities that take place throughout the learning process: Learning activities begin with an introduction, during which the teacher meets and takes attendance of the students. Following that, the teacher provides apperception through investigating students' everyday life experiences that are relevant to drama. The teacher splits the class into six groups, three of which are made up of five pupils and the remaining three which are made up of six. Once each group had received the drama script as well as the question sheets, they met to discuss the play and respond to the questions that had been presented in the form of question sheets. The teacher monitors the progress of the discussion and provides an explanation of the material being addressed. Following the conclusion of the conversation, each group delivers its findings through group representatives in turn.

The teacher examines students' understanding of drama and its elements through the use of a written test. After the students had completed their work on the questions presented by the teacher and collected their answers, the teacher and students reflected on their experiences by asking students questions based on the content that had been discussed.

The term "observation" refers to activities in which partner teachers observe or make observations about the ongoing learning process. The learning process witnessed includes exercises by both the teacher and the students in which they discussed and answered topics connected to drama. All activities that have been summarized in the observation sheet are observed during the observation activities. The success of the learning process can be determined by using the observation sheet. The observer writes his or her observations on the observation sheet that has been provided.

Reflection: At this step, the researcher and partner teachers review the existing learning process while planning for improvements in the following cycle if the predicted results are not met. The following are the test findings that were used as evaluation material.

Test Results in Cycle I

This test's results are based on students' individual work. Ten drama-related questions are assigned to each student. If the student's average score on this test exceeds 70, the evaluation is considered successful. The results are described in detail below.

With a total of 33 pupils, the test questions were provided to each of them individually. Question number one has 30 correct answers (or 90.8 percent) and 3 incorrect answers (or 9.1 percent). Question number two has 16 correct answers (48.6%) and 17 incorrect answers (51.6%). Question number three has 17 correct answers (51.5%) and 16 incorrect answers (48.5%).

Question number four has 14 students (42.4%) correctly answering and 19 students (57.7%) incorrectly answering. Question 5 includes 33 students who can answer properly, or 100% of the time. Question number 6 has 21 correct answers (63.6%) and 12 incorrect answers (36.4%). Question number 7 has 17 correct answers (51.6%) and 16 incorrect answers (48.5%). Question 8 has 33 students who can answer properly, or 100% of the time. Question 9 had 19 correct answers (57.6 percent) and 14 incorrect answers (42.4%). Question number ten had 21 students (or 63.7 percent) correctly answer and 12 students (or 36.4%) incorrectly respond.

As a result of these findings, it is possible to conclude that the students' ability to read and recognize the elements of drama is still judged to be inadequate. This may be seen in the pupils' ability to absorb information, which is only about 42 percent, compared to the average value of students, which is 66.4 percentage points. Because there are 19 students (or 58 percent) who have not achieved the stipulated standard value, this research cannot be deemed effective in its entirety.

Cycle II Learning Outcomes

Planning: Building on the findings of the first cycle of activities' analysis and reflection, the researcher and partner teachers met to discuss and analyze the shortcomings that appeared during the first cycle. All of these issues were reviewed and studied by the collaborative researchers and educators. Researchers and partner instructors have agreed that during the following cycle, the teacher will maximize the activities that have been carried out and improve student motivation by awarding prizes to the top students or groups.

Implementation: All of the actions from Cycle II were repeated. In a manner similar to the previous cycle's implementation, the researcher acted as the executor of the learning process, with the partner instructor acting as an observer. The following activities provided an outline of the course of the Indonesian language learning process: at the preparatory stage, the teacher greeted the students with great hospitality and then began with attendance. Students' views of the topic discussed are investigated based on their everyday experiences that are connected to the material discussed. As in Cycle I, the teacher splits the students into six groups once more. After receiving the drama script and question sheet, each group meets to discuss the drama and respond to the questions that have been supplied on the question sheet. The researcher listened intently to the discussion and provided an explanation of the material being addressed. Following the conclusion of the conversation, each group is requested to present the conclusions of the debate through group representatives in turn. After that, the teacher examines the students. The last exercise involves the instructor reflecting on the content that has been covered with the pupils through question and answer activities.

Observation: This time, the focus was on student activities such as conversation and answering questions about the play that was being discussed. In addition, partner teachers are there to observe the progress of the learning process. The findings of these observations are entered into the observation sheet that has been provided.

Reflection: At this step, the researcher, in collaboration with partner instructors, evaluates the continuing learning process and draws a conclusion from the learning outcomes that have been incorporated as evaluation material in order to determine the long-term viability of the cycle.

Test Results in Cycle II

The results of this test are drawn from students' individual work. Students are each given ten drama-related questions. In cycle II, as in cycle I, the evaluation is considered successful if the student's average score hits 70. The following is a comprehensive explanation in relation to this explanation.

In question number one, 33 pupils, or 100 percent, can accurately respond. Question number two has 33 pupils who can answer it properly, or 100 percent of the time. Question number three has 23 students (69.8 percent) correctly answering and 10 students (30.4 percent) incorrectly answering. Question number four has 26 students (78.8 percent) correctly answering and 7 students (21.2 percent) incorrectly answering. Question number 5 has 23 students (69.6 percent) correctly answering and 10 students (30.3 percent) incorrectly answering. Question number 6 has 17 students (51.5 percent) correctly answering and 16 students (48.5 percent) incorrectly answering. Question number 7 has 23 students (69.6 percent) correctly answering and 10 students (30.3 percent) incorrectly answering. Question number 8 has 24 students (72.7 percent) correctly answering and 9 students (27.3 percent) incorrectly answering. Question number 9 has 24 students (72.7 percent) properly answering and 9 students (27.3 percent) incorrectly answering. Question number 10 contains 23 students (69.6 percent) who can answer correctly, and 10 students (30.2 percent) who cannot.

Based on these findings, it may be concluded that the students' ability to interpret and recognize the aspects of drama is judged to be satisfactory. In order to demonstrate this, the ability of the absorption level, which has reached 94 percent with an average value of 758, has been calculated. Because 31 students (or 94 percent) have achieved the stated standard value, and only 2 students (or 6 percent) have failed to achieve the specified standard value, this research can be considered successful in its conclusion. As a result, it is possible to conclude that the discussion method can help students enhance their capacity to read and identify parts of drama.

Discussion

There are still a number of limitations or weaknesses in the learning outcomes obtained by the discussion approach in the first cycle. Because of the teacher's vulnerability, mainly his or her position in front of the class all of the time, attention is only focused on kids in the front row, while pupils in the back row receive less attention. Teachers must understand learning methodologies, as well as the ability to discern the many types of student learning, in order to achieve this. Students who are visual learners are pleased with the teacher's presence in front of the class because it is believed to aid their learning; yet, there are instances when students prefer to simply listen or participate physically in learning activities (Musrofi, 2017:21). Furthermore, because teachers have not yet mastered the discussion technique of teaching, class management is still at a poor level. In addition, the teacher's voice, when delivering instructions to students, has not yet reached the entire class. Students' weaknesses, particularly their lack of passion and

willingness to learn, are still present. Students' confidence in presenting activities in front of the class has not been demonstrated, and their grasp of the content remains low. The presence of an excessive number of students has an impact on the inability to concentrate on learning. Students appeared uncomfortable in the presence of the researcher during the learning process, despite the fact that the researcher and the students had already met while performing the first survey. Researchers face a difficult problem in this situation. How he is able to establish positive and comfortable communication with pupils. According to DePorter (1999:14), enjoyable learning will have encouraging results as well. The average value of the learning outcomes in the first cycle has not yet achieved the specified level.

The implementation of this second cycle represents an improvement over the first cycle in terms of all of the inadequacies and limitations that were present. When it comes to the second cycle, the agreed-upon remedy is to change the teacher's position while teaching from a static position in front of the class to rotation / around all students, while also issuing a warning to students who are failing to pay attention in class. Students are encouraged to take an active role in group activities. Students who participate actively in talks and earn high marks are recognized and awarded awards, which may include school supplies. Students who participate actively in discussions and earn high grades are recognized and awarded prizes.

The outcomes of the implementation of the second cycle of learning demonstrate that the shortcomings or weaknesses can be addressed and corrected. When comparing the second cycle to the first cycle, the improvement in the students' learning processes and outcomes in reading and identifying the elements of drama improved rapidly. The results obtained in the second cycle met or exceeded the minimum requirements set by the school's KKM policy, which was commendable. As a result, these findings are judged to have met the expectations of the researchers as well as the initial goals that were established. The following diagram depicts the results in greater detail, so that you can see what happened.

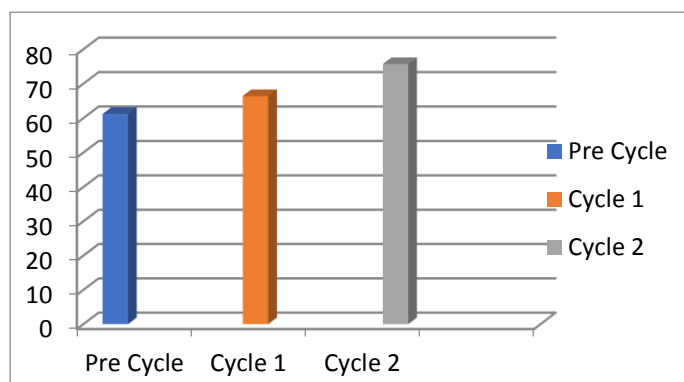


Figure 2. The average scores of each cycle

Those findings are consistent with the notion of education experts, who believe that the discussion technique is appropriate for demanding learning situations. Apart from being capable of solving problems and bringing them to a conclusion (Prastya, 2007: 57), the discussion method is also

believed to be a useful approach for sharing opinions in an effort to reach a shared understanding (Prastya, 2007: 57). (Azhar, 1993:102; Sujana, 2005:79). The findings of this study add to the body of knowledge gained from earlier research. In contrast, the discussion approach, in general, can aid in the improvement of the quality of learning and the achievement of students.

CONCLUSION

The researchers come to the following conclusions based on this description:

1. There is a considerable increase in the usage of the discussion method in class VI SDN Kadipaten III Bojonegoro for learning to read and recognize elements of drama.
2. The results have improved with each cycle based on test results and student achievement. The average student score increased from 66.4 in the first cycle to 75.7 in the second cycle, indicating this. The ability of students to absorb information grew from 42% in the first cycle to 94% in the second cycle. So it can be concluded that after learning utilizing the discussion technique, class VI semester II students of SDN Kepohkidul I, Kedungadem sub-district, Bojonegoro district have a considerable gain in their capacity to read and identify aspects of drama.

Suggestion

Finally, based on these findings, the researchers can make the following recommendations:

1. Teachers are encouraged to use the discussion approach in the process of learning to read and identify parts of drama since it improves student learning results.
2. Because the discussion method has a substantial impact on enhancing students' reading abilities and identifying aspects of drama, it is desired that teachers will use discussion methods in these learning materials more frequently.

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