Caricature Media Development in Learning to Write Narrative Texts by Class VII Students of Pematangsiantar 10th Public Middle School

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Abstract : *The purpose of this study was to produce teaching material products in the form of modules to write narrative texts using caricature media and also to know (1) the feasibility of teaching materials for narrative text modules (2) the assessment of students on module material to write narrative texts using caricature media (3) results student learning using module teaching materials. This research method uses Research and Development (R & D) research and development methods proposed by Sugiono referring to Borg & Gall with a slight adjustment to the simplified research context to product trials. Data collection was carried out with the validation of material experts, design experts and Indonesian language study teachers and class VII students of SMP Negeri 10 Pematangsiantar with a total of 36 people as the subject of the study. The steps used in this research are collecting data, designing products, validating experts, revising products. Based on the product effectiveness test conducted on the learning module it is known that the caricature media learning module is used in the learning process. The result of the research is the ability of students to write narrative texts through caricature media. The conclusion is that students of SMP Negeri 10 Pematangsiantar Learning Year 2017/2018 are able to write narrative texts very well.*

Keywords : *Development, Media Caricature, Writing, Text Narrative*

I. Introduction

Language learning is one of the leading Indonesian language development and guidance efforts. As one of the tools of social interaction, the role of language is very large for human life. In the process of language learning, students are expected to have adequate skills in using good and true Indonesian. The process of language learning involves the teacher as a facilitator who directs students to develop language skills.

Language skills have four components, namely listening skills, speaking skills, reading skills and writing skills. The four components of language have a close relationship with each other and constitute a unity. These language skills can be mastered by practice and doing a lot of practice.

Writing activities are the most recent form of language competence mastered by students after competency in listening, speaking and reading. Compared to the three other language competencies, writing is a competence that is more difficult to master because writing competence requires mastery of linguistic elements and elements outside the language itself which will be the content of writing. In order to obtain good writing, the elements of language and content of the message must be intertwined in such a way that it can produce a coherent, comprehensive and easily understood writing.

Writing is one aspect of language skills that is very important in communicating. Writing is a language skill used to communicate indirectly. Writing skills will not come automatically, but must go through many and regular exercises and practices. In writing one can express ideas, feelings, ideas, knowledge and thoughts in a language that is coherent and can be understood by others.

Skill teaching that needs to be possessed by seventh grade junior high school students is writing narratives. Narrative text is a text that reveals a story. Inside there are actors, storyline, story themes, and story settings. Narrative aims to convey or tell a series of events or human experiences based on developments over time. Narrative writing skills are important for students because by writing narratives students can convey events or events in their daily lives chronologically and can communicate their ideas and feelings in writing.

In connection with students' writing skills, there are still many students who are less able to write narrative essays because they are considered more difficult. Students are considered less able to suggest readers to be influenced and justify their ideas, opinions, attitudes and beliefs, so that the results obtained are not as expected. Other causes are learning media, lack of time allocation and the way the teacher in teaching is not

relevant and less desirable, so students feel bored and not interested in following the subject matter, so that the results achieved by students are not satisfactory.

The problems faced in learning to write narratives for students in class VII of SMP Negeri 10 Pematangsiantar require new innovations, one of them is by using appropriate and efficient media to improve students' narrative writing skills. Learning media can take advantage of various things that exist around which are suitable for the learning objectives. One of the media that can be used in learning narrative writing is caricature. Caricature is an image or depiction of a concrete object by exaggerating the characteristic features of the object. Caricature is a medium of communication that is familiar and liked by various layers, including junior high school children. Through caricatures, one can see and understand the context of the story as a whole even though it only reads relatively few character dialogues. The picture in the caricature is a unified event that is easily understood by the reader without requiring a lot of time to read.

The caricature media has never been used in SMP Negeri 10 Pematangsiantar, so researchers use it in learning to write narratives. The use of caricature media in learning narrative writing is expected to create new innovations and motivate students in learning. In addition, the caricature media is also expected to facilitate students in compiling narrative events chronologically.

Based on the description above, researchers are motivated to conduct research on the development of instructional media with the aim of improving the quality of learning in writing narrative essays with the title "Caricature Media Development in Learning Narrative Writings by Class VII Students of Pematangsiantar 10 Public Middle School."

II. Method

This research includes Research and Development (R & D) research. R & D is a research and development method. This study developed a Narrative Text Writing Learning Module Using Caricature Media of Class VII Students of SMP Negeri 10 Pematangsiantar. The resulting product is a Narrative Text Writing Learning Module Using Class VII Caricature Media for Students of SMP Negeri 10 Pematangsiantar

This research development model includes research and development (R & D). R & D is a research method used to produce certain products and test the effectiveness of these products. This development method is very suitable for developing a material and learning media. This development method will be tested for the effectiveness of the product and then will produce products as learning media. Generally this R & D research is longitudinal (through several stages) which will produce products as learning media. In Sugiyono (2015: 298), there are steps in research and development using the Research and Development / R & D method, as follows: 1). Identify potential and problems (literature review, observation, and preparation of reports on the subject matter), 2) Data collection (gathering information), 3). Product design (preparation of learning materials, preparation of handbooks, and evaluation equipment), 4). Product validation (testing to experts or experts), 5). Product revision (in accordance with suggestions from the test results of experts or experts), 6). Initial product trials (data on interviews, observations, and questionnaires were collected and analyzed), 7). Initial product revision (in accordance with suggestions from the initial field test results), 8). Final product trials (quantitative data, interview data, observation, and questionnaires were collected and analyzed), 9). Revision of the final product (product revision based on suggestions from the results of field trials), and 10). The final product (making a report in a journal, cooperating with publishers to conduct commercial distribution).

III. Result

Development research is research that aims to produce products. The types of products produced are in accordance with the research objectives to be achieved.

The development of the narrative text module using caricature media is carried out based on the stages as contained in the development procedure. The results of the development are in the form of products which are subsequently carried out due diligence or validation by the experts who have been determined. The experts of validation consisted of material experts, media experts, assessment of Indonesian subject teachers, and students' responses.

Based on the results of validation from media experts, the modules that have been developed are declared feasible to be used on a larger scale. This is based on the results of the media expert validation of 86.60% with very good criteria.

Furthermore, validation from material experts obtained percentage data, namely 1) Feasibility of content of 86.4%, 2) Presentation eligibility of 86.3%, and 3) Language feasibility of 86.1%. Based on the results of these calculations can be determined the average validation of material experts by 86.26% with very good criteria. Based on the responses from the material experts, the narrative text module using caricature media that has been developed is declared feasible to be used in learning. In addition to media experts and material experts, Indonesian language subject teachers also provide responses to the modules that have been developed. Of the 3 (three) respondents who gave responses, then the writer has tabulated the answers to 3 (three)

Indonesian language teachers and obtained the percentage in the form of 1) Feasibility of content of 92.4%, 2) Presentation feasibility of 95.0 %, and 3) Language eligibility is 94.4%. From the results of the assessment of Indonesian subject teachers can be determined on average by 94.60% with very good criteria. The results of the responses of Indonesian language subject teachers are of course increasingly reinforcing that the modules developed have been worthy of being used as one source of learning, especially for students of class VII of SMP Negeri 10 Pematangsiantar in narrative text material.

Following are the results of the average percentage summary of the results of the assessment of the narrative text module using caricature media by material experts, media experts, and Indonesian language subject teachers.

No.	Category	Average Percentage	Criteria
1.	Learning media experts	86.60%	Very Good
2.	Expert learning material	86.26%	Very Good
3.	Indonesian language teacher	93.93%	Very Good
	Average	88.93%	Very Good

Based on the results above, it can be concluded that the caricature media can be a supporting medium in writing narrative essays. This is in accordance with the theory of Kundharu and Slamet (citing Nunan in Hwang, 2005: 244), the media as intermediaries that provide stimuli to communicate. Attractive image media can stimulate students' thoughts, feelings, attention and willingness in writing (Kundharu and Slamet, 2014: 210).

One image media that can be used is caricature media. When the caricature image is displayed, the student's attention is focused on the caricature image to then interpret each element.

IV. Conclusion

a. The results of the validation of the material experts on the module writing narrative text using the caricature media developed showed that: (1) the feasibility of the content of the learning material was considered very good with a percentage of 86.4%, (2) the feasibility of presenting learning was rated very well with a percentage of 86 , 3%, (3) linguistic feasibility is considered very good with a percentage of 86.1%. Thus the module for writing narrative texts using the developed caricature media is said to be feasible by the expert learning material.

b. The results of the validation of the material expert, namely the Indonesian language teacher at SMP Negeri 10 Pematangsiantar on the module of writing narrative text using the caricature media developed showed that: (1) the feasibility of the content of the learning material was considered very good with a percentage of 92.4%, (2) eligibility the presentation of learning is considered very good with percentage of 95.0%, (3) the feasibility of linguistics is considered very good with a percentage of 94.4%. Thus the module for writing narrative text using the developed caricature media is said to be feasible by the learning material expert, namely the Indonesian language teacher of Pematangsiantar Middle School 10.

c. Based on the results of the assessment of the pretest, it was found the value of student learning outcomes from 36 students in the range of 7 to 46. The results showed that the lowest value was 7 and the highest score was 46, thus the ability of students was in a pretty good category. Furthermore, after doing the pretest, the researcher conducted a post test. The results of the post test assessment found a value of 80 to 100 with an average value of 92.44 and was in a very good category.

d. Based on the effectiveness of the product carried out on the caricature media effectively used in the learning process. This is evidenced by the results of the effectiveness test of caricature media products which have the effectiveness of 92.44% with good categories.

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