Monologue Development on *Ludrukan Garingan* Using *Gaya Markeso* Approach

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ABSTRACT

The final result of this study is a teaching product for drama lesson in a form of *Monolog Ludrukan Garingan monolog.* This study is a developmental study because it produces teaching book guidance about *Ludrukan Garingan* monolog using *Gaya Markeso* approach. The result of the material development will be tried in Drama class in the monologue subject. It was held during the odd semester and the finding was analysed using two ways. The result from the valuator team, students as the respondents, and the student's monolog will be analysed using descriptive quantitative. The data from the observation, questionnaire and interview was analysed using descriptive qualitative. The validation result is in the form of number/ score based on Likert scale. The last product, after finishing the previous stages, *Monolog Ludrukan Garingan Gaya Markeso* can be easily set and ready to be implemented. Second is the quality of the monolog method development for university students. The implementation of monologue method has been known based on the lecture's result in following the steps in the lesson plan, the monolog of *Ludrukan Garingan* in the book and fill the assessment on the questionnaire. The scoring result shows 76% included as a good category. Therefore, the product has been implemented well. Lectures add the respondents in the process of implementation and follow the steps in the book showed good enthusiasm and cooperative attitude. Therefore, it can be said that teachers' responses were good. Third is the effectiveness of monolog method for both lecture and students. It was found that all lectures can follow the steps and implemented the lesson based on the book successfully. It can be concluded that *Monolog Ludrukan Garingan* is easy and effective monolog.

Keywords: *Development, textbook, Monolog Ludrukan Garingan, Markeso style*

1. INTRODUCTION

Learning monologue at the Educational Personnel Education Institute (*LPTK*), especially in the drama concentration of Drama, Dance and Music study program, Faculty of Languages and Arts, *Universitas Negeri Surabaya* is a subject that must be taken by students, with a load of 4 credits after they take the monologue subject in the first semester. According to Waluyo [1], teaching drama can be interpreted in two ways, namely teaching drama theory, or teaching the theory of drama text (script), and teaching drama performance theory. Learning materials must also be adapted to the level of school education. The higher the education level, the deeper the material will be. This drama learning material includes drama theory material and drama appreciation material. Drama theory is a theoretical handbook about what, how and what of drama.

Appreciation material is in the form of drama scripts [1].

So far, drama lectures study program are still fixated on assessments and teaching objectives with less reference. In fact, this monologue course is a core practice before programming a realist acting course. Therefore, they need to have skills and abilities to do the work [2]. It is this teaching objective that must be addressed immediately. Especially if there is a demand that the practical aspect should emphasize more on teaching monologues in the drama concentration study program, including theoretical learning. Learning strategies must be improved. In this regard, this study will equip prospective teacher students who will later be able to teach appropriate drama according to the child's level of understanding, relationship with the child's world and adjusted to the child's psychological maturity level. This research is also expected that the final result is a product of drama learning tools

in the form of the *Ludrukan Garingan Monologue* textbook.

On the basis of the previous description, the *Ludrukan Garingan* monologue textbook in the second semester of monologue course is very interesting to be studied, developed, and used as research related to the development of monologue textbooks in *LPTK*. The objectives of this study are: (1) to describe the current teaching and learning of drama in LPTK, which include: (a) describing the application of the existing monologue books; (b) describe the needs of lecturers and students related to the improvement of the *Ludrukan Garingan* monologue textbook in *LPTK*. (2) to describe the development of the *Ludrukan Garingan* monologue textbook with orientation to modern acting, which includes; (a) describe the development of a prototype (draft) into a drama textbook based on local arts with appropriate expert judgments; (b) describe the development and improvement of the *Ludrukan Garingan* monologue textbook in the second semester monologue class of drama concentration study program, based on limited trials in the field. (3) describe the effectiveness of drama textbooks based on local arts compared to conventional textbooks in *LPTK*s. (4) describe the dissemination of the *Ludrukan Garingan* monologue textbook based on local arts.

1.1. Related Work

1.1.1. Definition of Textbook

A textbook is defined a subject books in a particular field of study as standard books written by experts in that field for instructional purposes and are equipped with teaching facilities that are compatible and easy to understand practitioners at schools and universities, so that they can support a teaching program [3].

In the Regulation of the Minister of National Education Number 2 of 2008 about Textbook in article 1, it is stated that textbooks are mandatory reference books to be uses in schools which contain learning material in order to improve science, religious belief, good character, and personality, science and technology. It is also to increase in sensitivity and aesthetic abilities, increasing in kinaesthetic abilities and healths which are compiled based on national education standards. The national education standards are set by the National Education Standards Agency (BSNP).

Article 35 paragraph 2 of Law No.20 of 2003 states that BSNP is tasked with making references for curriculum development, educational staff, facilities and infrastructure, management, and financing including standardization of book quality Teach lessons.

Textbook is also a learning tool that is usually used in schools and colleges to support a teaching program in a modern and commonly understood sense. Based on some of the definitions of textbooks, it is one of the text materials that function as a means of supporting learning activities. Textbooks can assist teachers in presenting learning materials, so that learning objectives can be achieved. Supporting a book is a meaningful picture. According to the Ministry of National Education (2000) has the following criterion:

(1) Images must contain something that is visible and full of information or data. So that images are not just pictures that have no meaning or nothing to learn.

(2) Images are meaningful and understandable, so that images readers really understand, do not misunderstand.

Complete, rational to use in the learning process, the discussion is taken from the correct, which results in users learning nothing.

1.1.2. Monolog and Dialog Teaching and Learning

Speaking is an activity which involved most parts of the body [4]. Talking or can be also said as an oral communication is an individual activity to deliver meaning orally to the hearer or audience.

Based on the existing statement, it can be concluded that speaking is a process of communication between one and another person or a group of people to express thoughts, feelings or ideas orally in order to provide information. According to the number of people speaking there is what is called a monologue and dialogue. A sequence in speaking for example is discussion, negotiation, question and answer, conversation and debate [5].

In speaking the needs to be considered are not only how to speak fluently, but also the way to delivery it shortly, densely but clearly conveys the information in impressive way. An impressive way means that it can attract listeners' attention such as

by showing the expression how to say it or add creative gestures.

According to Hendrikus [5], speaking based on the number of the people can be classified into two:

(1) Monolog

Monologue is a type of speaking where only someone speaks while the others are the audience or listener. The examples of monologues are speeches, remarks, lectures, and recitations.

(2) Dialog

Based on existing definitions, it can be concluded that speaking is a process of communication between a person and another or a group of people to express a thought, feeling or idea orally in order to share information. According to the number of people who speak, there is a monologue and a dialogue. A sequence in speaking for examples are discussion, negotiation, and questions and answer conversation and debate

2. METHODS

The developmental method is the basis for developing the product being produced. Developmental models can be in the form of procedural model, conceptual modes, and theoretical modes. The procedural model is a model that is descriptive in nature, showing the steps that must be followed to produce a product. The conceptual model is a model that is analytical in nature, which mentions the components of the product, analyzes the components in detail and shows the relationships between the components which draws a frame of mind based on relevant theories and that is supported by empirical data. In the development model, researchers pay attention to three things:

(1) Describe the structure of the model used it briefly as a basis for product development.

(2) If the model used is adapted from an existing model, it is necessary to explain the reasons for choosing the model, suitable components, the strengths and weaknesses of the model compare to the original model. The dialogue is a type of speaking where

there are two or more people who take part or participate in a conversation process. In a dialogue, the conversation that occurs indirectly has been arranged or strung.

(3) If the model used is developed independently, it is necessary to describe the components and the link between the components involved in the development of interactive assumption generation.
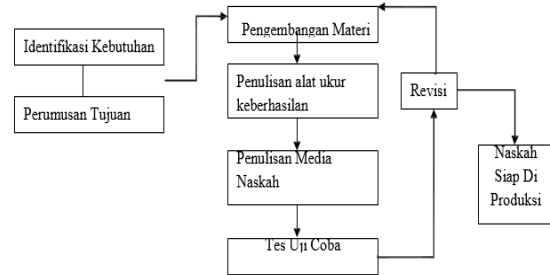

Figure 1 Borg and Gall's model of developmental planning [6]

The research development procedure will describe the procedures taken by researcher / developers in making the product. The development procedure is different from the development model in describing the components of the product design being developed. In the procedure, the researcher mentions the properties of the components at each stage in development.

3. RESULTS AND DISCUSSION

3.1 The Process of Developing Monolog *Ludrukan Garingan* Textbook by using *Gaya Markeso* Approach

The development process of developing *Ludrukan Garingan* monologue textbooks used Borg and Gall research approach as described above in the development design model. The steps in the development process are as follows:

3.1.1. Preliminary data collection/ preliminary research

The initial data collection was carried out on April 20, 2019 through interview techniques with Indar Sabri, S.Sn., M.Pd as a Lecturer in the monologue class. Based on the results of interviews with the lecturer, it can be seen that the need for a

monologue course from the results of observations in the second semester students of drama concentration in the Faculty of Languages and Arts, UNESA, *Sendratasik* study program, batch 2019, can be analyzed in the form of:

(1) Lecturers' need of monolog textbooks.

(2) Lecturers need teaching materials to support the lecture.

(3) Lecturers cannot show the implementation trough books because the monolog books are not common in Indonesia.

Based on the analysis of preliminary research on the need for *Ludrukan Garingan* monologue textbooks for teaching and learning activities in the participants, it is necessary to develop these modern acting-based textbooks.

3.1.2. The concept of the analysis

The conclusions in the preliminary research that have been described in the previous discussion is as the basis for the preparation of the initial product. Therefore, the products produced in this study are in accordance with the needs and right on target. The initial product in this study was a textbook entitled "*Monolog Ludrukan Garingan*". The purpose of developing this product is to provide solutions so that lecturers can convey the material well.

In this *Ludrukan Garingan* monologue textbook entitled "*Monolog Ludrukan Garingan Gaya Markeso*" has ten chapters. Chapter I (Introduction) is about the *Markeso* style in *Garingan* monologue. Chapter II is the variety of monologue forms. Chapter III is to build acting (vowels, expressions, body language, body language and inner language). Chapter IV is text and monologue context. Chapter V is monologue form I: I am as myself. Chapter VI monologue form II: I am a character. Chapter VII monologue formula III: I am as another person. Chapter VIII and Chapter IX discuss about artistic space of the monologue. Chapter X is to creating monologue illustration music.

After the initial product draft has been prepared, the next step is to validate the book Creating Children's Songs Easily. Validation is carried out by material experts, monologue experts and instructional media experts.

3.1.3. Validation 1

The experts who validated the textbook entitled "Monologue (Theory and Practice)" for the second semester students of the drama concentration in the Faculty of Languages and Arts, UNESA, *Sendratasik* study program consist of:

(1) The experts of materials and a monologue actor, Anwari, S.Pd.

(2) The experts of design, Rois Abidin, S.Pd., M.Pd.

The selection of song writing experts and media experts is based on their qualifications, reputation, abilities and experience. This validation is focused on the contents of the textbook, so the expected data is critics and suggestions from experts.

Here are the results of the validation:

A. Material expert testing and monolog

1) Data exposure

The product that has been produced is in the form of a draft textbook entitled "Monologue (Theory and Practice)" which is easy to submit for the monologue experts. In the first stage of expert testing, the assessment is in the form of comments, suggestions and criticism of the product.

The result of the first monolog testing by Anwari on April 28th, 2019 can be reports as follow:

a) Strengthening practices in the book

b) The definition of terms in the practices

c) The textbook has represented the need of learning monolog

The result of the first monolog testing by Abidin on April 30th, 2019 can be reports as follow:

a) There were many typos

b) Pictures arrangement

c) Uninteresting layout

d) Incorrect numbering

2) Data analysis

Based on the data exposure of the first stage expert testing by Anwari, the focus of improvement is strengthening the practice in the books, defining terms in practices, and books that represent the needs of monologues.

Based on the data exposure from the first stage expert testing by Rois Abidin, the focus of improvement were typos, image arrangement, less attractive layout and incorrect numbering.

3) Conclusion

Based on the data analysis of the first stage expert testing results by Anwari, the draft Textbook entitled "*Monolog Ludrukan Garingan Gaya Markeso*" for second semester students drama concentration in the Faculty of Languages and Arts, UNESA, *Sendratasik* study program, batch 2019 easily needs to be improved by revising the strengthening of practice in the book, definition of terms on practices, and books already represent the needs of monologues.

Meanwhile, Rois Abidin commented the book needed to be improved by revising many typos, image arrangement, unattractiveness layout and the incorrect numbering.

3.1.4. Revision 1

Based on the results of the first stage validation by monologue and media experts, it is necessary to make improvements to the product based to the suggestions as follow:

Table 1. The product revision of expert testing materials and monolog

No.	Comments	Suggestion	Revision
1.	IV. Formula I: I am as me	More practices in the book	Revision in the sub-chapter and adding more pictures
2.	VIII. Formula III: I am as another person	Definition of terminology in the practices	Complete the book with the most update theory.

Table 2. The product revision of expert testing design

No.	Comments	Suggestions	Revision
1.	Correcting the chapter one typing.	Many typos	Correct the typos
2.	Images	Images arrangement	Add and arrange the images
3.	Chapter 1 – 10 layout	Less attractive layout	Make the layout look attractive and suitable for students
4.	Chapter 10 numbering	Incorrect numbering	Correct the numbering in chapter 10

3.1.5. Small group trial

The product that was tested was the draft textbook "*Monolog Ludrukan Garingan Gaya Markeso*" f second semester students drama concentration in the Faculty of Languages and Arts, UNESA, *Sendratasik* study program, batch 2019 which has been revised in the first stage of validation by the monologue experts. The trial in small groups was carried out on May 2, 2019. This trial focused on aspects of the usefulness of the book, aspects of clarity, aspects of easeness, aspects of the steps for applying monologue textbooks and aspects of language. Testing is done by asking respondents to look at the textbook.

The small group trial involved a lecturer in drama class. The selection was based on the experience and expertise.

The stages of the small group trial were:

(1) The researchers met the students in the class to tell about the study and to give the textbook draft as the trial. The questionnaires were also distributed.

(2) The researchers met them again to collect the questionnaires to be analyzed and revised.

The result of the small group trial was:

Table 3. The result of the small group trial in monolog class

No.	Aspect	Respondent		
		I	II	III
1	How is the affectivity of the book?	4	4	3
2	How is the overall clarity of the monologue book?	3	3	3
3	How is the steps clearness in the book?	3	3	3
4	How is the practicality level of the book?	4	4	3
5	How is the easiness of the steps done by lecturers?	3	4	3
6	How is the easiness of the language in the book?	4	3	4
7	To understand this book, do you need a facilitator?	3	3	3
8	How are the monolog terms (moving, blocking, composition, diction, intonation, drama stages) in this book are easy to understand?	3	3	3
9	How is this kind of book is functional for the lecturers?	4	4	4
10	Are the methods in the book can be implemented well by any other lecturers of monolog?	4	3	3
	Score	35	34	32

Table 4. The revision of the product design expert testing

Aspects of assessment	Scoring scale	
	Validator I	Validator II
The book's accuracy	92 %	83 %
Usefulness	86 %	86 %
Completeness	100 %	93 %
Language use	100 %	93 %
Average	94,5 %	88,75 %
Category	Very good/Valid	Very good/Valid

Based on the result of the analysis of "*Markeso Style Ludrukan Garingan Monologue*", the

percentage scale obtained is 70%, 68% and 64%. The percentage scale obtained is in the good category, so it can be concluded that the researcher does not need to make the second revisions.

After doing the first stage of validation and analysing the data, then improvements were made according to the feedbacks from experts. The next stage is to conduct a second validation to the experts.

### 3.2 The quality of the textbook development

3.2.1. Validity

Based on the results of the validation that has been done, it can be seen that the product has reached a score which indicates a good category. The table will show the average of the score by two evaluators. The average score shows that the category is very good. Therefore, the product can be claimed valid and can be used by students.

3.2.2. The textbook implementation

In order to know the implementation of the textbook that has been developed to the students, lecturers filled the assessment sheet to know how the implication after using the method was.

Table 5. The score of the implementation
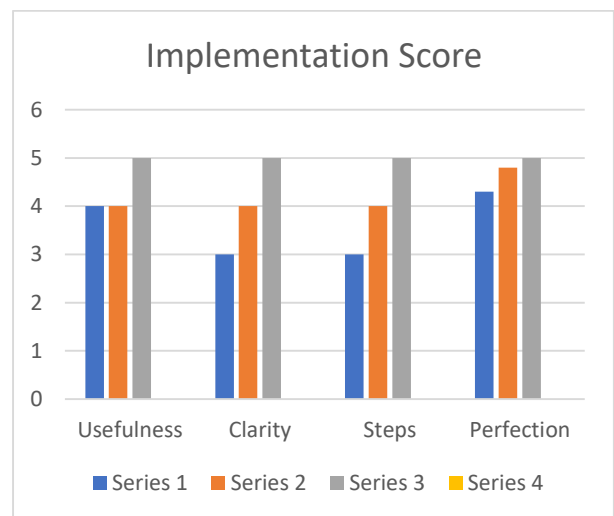
Based on the result gathers from the lecturers and students, the average shows 38. The percentage number is:

$$\text{skala persentase} = \frac{\text{Jumlah rata-rata skor}}{\text{Jumlah skor tertinggi}} \times 100\%$$

$$\text{skala persentase} = \frac{38}{50} \times 100\%$$

$$= 76\%$$

Figure 1. Borg and Gall's model of developmental planning

The scale of 76% includes in a good category, thus the product has been well implemented.

4. CONCLUSION

Based on the explanation and the finding above, it can be concluded that the textbook of *Ludrukan Garingan* monolog using *Markeso* style approach has been successfully developed by implementing ten steps as Borg and Gall's model.

The developmental process had been through experts testing, revisions and validation. The assessment criteria are the accuracy of the book, usefulness, completeness, language use, and the worthiness which show good category in the scores. The implementation of the method of creating monologues is known based on the results of the lecturers in following the steps of textbook implementation in the book and filling out the assessment through questionnaires. The results of the assessment show a scale of 76% which is in the good category, so the product has been carried out well. The responses of the lecturers in participating in the implementation activities and following the steps in the book show enthusiastic and cooperative attitude.

Therefore, it can be said that the teacher's response is in the good category both in he effectiveness of the monologue method for lecturers and students and the achievements of lecturers in applying monologue textbooks. Based on the results of the implementation of the products of 1 lecturer and 13 semesters of 2 drama concentrations of the 2019 FBS UNESA *Sendratasik* study program, it is known that all lecturers can follow the steps and

successfully apply the lectures based on the monologue textbooks. The rating scale shows a scale of 100%, it can be concluded that monologue textbooks are easily effective. Practices created by students in the analysis of the form of songs that were successfully created by students by following the steps in the book shows a value on a scale of 73%, it can be concluded that the book is effective.

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