Development of A Drama Text Writing Module Based on Character Education for Students Junior High School

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Abstract

This research aims to produce a drama text writing module based on character education for students at SMP Negeri 1 Batang Angkola. The research method used is the Research and Development research method which refers to the Borg and Gall model. The process of developing teaching materials for writing drama texts based on character education is carried out in three stages, namely the preliminary study stage, initial product development and product testing. The results of material expert validation on content suitability obtained an average of 88% in the very good category, the presentation feasibility aspect obtained an average of 84.33% in the very good category and the language assessment obtained an average of 82.5% in the very good category. for graphic assessment by design experts, an average of 80.08% was obtained in the good category. Individual trials obtained an average percentage of 79.77 in the "good" category. Small group trials obtained an average percentage of 85.96 in the "very good" category. Limited field trials obtained an average percentage of 91.87 in the "very good" category. Based on these data, teaching materials that are suitable for teachers and students to use in learning are obtained. Teaching materials for writing drama texts based on character education were declared effective in generating student activity and learning outcomes. This is proven by tests on student learning outcomes in writing drama texts. At the pretest the average was 69 and at the posttest the average was 80. The difference between the pretest and the posttest was 11%, which indicated that learning using teaching materials for writing drama texts based on character education was better than before.

Keywords: module, drama texts, character education

INTRODUCTION

Education plays a role active as formation character as well as civilization dignified nation in frame enlighten life nation. character building can developed through literature learning at school especially in drama material. Drama as something lots of containers describe story so that make participant educate can character.

Remember the more its erosion nation's moral values hence, necessary develop writing teaching materials text based drama education character. Material drama text contained in book student revised 2017 author browse more go ahead and analyze fill material drama text in book students entitled " Indonesian" are available drama text entitled "When Prince Look for Wife, Waiting, Interrogative Sentences, Got it the stone, Si Yamin". Themes and Characters figure in drama text contained in book student Not yet relevant If seen from age participant students who are still at school intermediate First. In the text" Prince Look for Wife" theme and content the text of this drama Not yet relevant seen from age participant educate those who haven't yet know wedding so that not enough interesting and yet embed education character for participant educate. Furthermore seen from character characters in the text "Prince Look for Wife", there is the introduction to the drama reads "An when, exists A ruled kingdom a wise king. His name is Henry." However, in dialogue it is not show characteristic a wise king. So that participant educate No know What do you mean with wise nature, and yet capable apply characteristic wise in his life daily. As well as text second that is entitled "Waiting" yet describe education character to student. There is two the characters are Amran and Gunadi. Gunadi have characteristic No brave and Amran has liking nature scare his sister. That matter No relevant If seen from indicator education character.

Neither does learning developed with formation character and attitude student. This matter because absence writing teaching materials text based drama education character at school. This is also supported by the data obtained said one reason not yet achieved objective learning is teaching materials that are not available yet based character so that become reason not yet can achieved a number of competence student[1].

Problems that have been outlined above make researcher initiative for develop writing teaching materials text based drama education character. Provision teaching materials will make student more easy Study in a way independent, when student No understand or not enough understand the explanation given by the teacher is the only one the way students do it is read teaching materials that have been prepared.

RESEARCH METHODS

Study This carried out at SMP Negeri 1 Batang Angkola which is in Sigalangan , District Stem Angkola, Regency South Tapanuli , North Sumatra Province. Study This will

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[1] Karim, Ahmad Abdul, et al. *Pengembangan Modul Pembelajaran Mata Diklat Teknik Pengukuran Pada Standar Kompetensi Menggunakan Alat Ukur Mekanik Presisi di Kelas X TPM 1 SMK Negeri 5 Surabaya*. 2023 Hal.47-58.

implemented in the month February until March 2024. Type study This is research and development. Study This referring to the Borg and Gall model. Developed teaching materials analyzed use validation team expert material and design teaching materials and assessments use rubric developed by researchers . Criteria teaching materials based on criteria suitability drama text-based teaching materials education character and guided by the syllabus revised 2013 curriculum 2017 Instruments used in study This namely : (1) Instrument validation team expert to learning teaching materials write text based drama education character is sheet questionnaire validation expert material lessons and sheets questionnaire validation expert design learning ; (2) instrument response students and teachers towards teaching materials ; and (3) tests results Study students , instruments the form test essay . Test the intended for measure level knowledge student in write drama text. This data collected through validation experts, questionnaires / questionnaires distributed to student. Instrument evaluation for validators and trials individual, group small and group field limited made in form Likert scale. Then the data is analyzed in a way descriptive quantitative.

DISCUSSION AND RESULT

Teaching materials used must load three aspect evaluation. Teaching materials are knowledge, skills and attitudes must taught by teachers and learned by students[2]. Teaching materials are all material (good information , tools , or text) compiled in a way systematic, which displays figure intact from competence to be mastered participant learn and use in the learning process with objective planning and study implementation learning.[3] Textbook Materials and Their Successful Application in the Classroom: Implications for Language Development is revealing emphasize the same and claim that materials are the center of instruction and one of the most important influences on what goes on in the classroom.[4] Teaching materials are center teaching and one influence most important in classroom learning. So, you can concluded teaching materials are very supportive achieved competence student.

Teaching materials available form material written nor material No written.With teaching materials allow student can learn something competence or competence base in a way coherent and systematic so that in a way accumulative capable control all competence in a way complete and integrated . Teaching materials are information, tools and texts that teachers need for and study implementation learning

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[2] Syaodih, N. (2015). *Pengembangan Bahan Ajar Bahasa dan Sastra Indonesia*. Medan: Perdana Mulya sarana. Hal.17

[3] Prastowo, A. (2015). *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Jogjakarta: Diva Press. Hal.17

[4] Daryanto. 2015. *Media Pembelajaran*. Yogyakarta: Gava Media.

Module as Teaching materials

Basically modules is A compiled teaching materials in a way systematic with easy language understood by participants educate in accordance level knowledge age them, so that they can Study in a way independent with help or minimal guidance from participant educate.[5] Learning with module possible participant educate will more fast master and complete one or more competence base. Guidelines General Development Published teaching materials National Education Department, "module interpreted as shaped teaching materials written book with goal for students can Study in a way independent without or with teacher guidance".[6]

Understanding The module is also described by James D Russell system learning module is *A module is an instructional package dealing with a single conceptual unit of subject matter. It is an attempt to individual learning by enabling the student to master one unit of contents before moving to another. A multi -media learning experience is often presented in a self-instructional format. The student controls the rate and intensity of his study ..... The student can take it to the library, to a study carrel or to home. The length may vary from only a few minutes of student time to several hours. The modules can be used individually or combined in a variety of different sequences.*[7]

Quote above give meaning module is something package Study teach regarding with one unit of material learning. With module student can reach mastery level (complete) with Study individually. Student No can continue to a learning unit next before reach level finished. Usually module using multimedia, via module student can control ability and intensity learn it. Modules can studied anywhere. A long time module No certain, yes a number of minutes, it can also be several hours and buffer done in a way alone or given variation with method other.

Opinions about definition module that has been outlined above it can be concluded that a module is a unit of learning program planned teaching in a way systematic, which is learned by students in a way independent. The module consists of components that contain learning objectives, learning materials or material to be studied, methods learning, learning tools and resources, and evaluation systems used such as worksheets and formative tests. Evaluation is used for self-assessment *which* is carried out by students themselves to train students to

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[5] Op.cit hal.106
[6] Ibid. hal. 104
[7] Sumiati & Asra . 2016 . *Metode Pembelajaran . Bandung* : CV Wacana Prima. Hal.114

assess their level of ability and mastery of the material they have studied in the module. Through module the participant educate can Study independent for reach objective learning. Based on results explanation theory above, author use Amri's theory as reference about essence module as teaching materials for do study development teaching materials.

Module Characteristics as Teaching materials

Modules have five possible characteristics student Study independent. Department of National Education, characteristics that must be owned module so you can said good and productive capable module increase motivation including, among others following.

1) *Self-instruction*

Self-instruction is characteristics important in module, with character the possible somebody Study in a way independent or not depending on the party other.

2) *Self contained*

Self contained that is all over material learning from one unit of competency or sub - competencies studied there is in module the in a way intact.

3) Stand alone (*Stand Alone*)

Stand alone or stand Alone is characteristics developed module No depending on teaching materials /other media, or no must used together with teaching materials / learning media other.

4) Adaptive

Characteristics adaptive is module that can adapt development knowledge knowledge and technology, as well flexible / supple used in various device hard (hardware).

5) Friendly / familiar (*User Friendly*)

Modules should also comply character friendly / familiar with the user. Every instructions and exposure information that appears nature helpful and friendly with users, incl convenience user in respond and access in accordance with desire.[8]

Writer use theory Department of National Education (in Astutik as reference about characteristics module as material teach to do study development shaped teaching materials module.

Objective Module preparation as Teaching materials

Module as one form teaching materials have the aim is education Can achieved in a way effective and efficient. Aim preparation module include: (1) So that participants educate

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[8] Astutik , Sri. (2011). *Pengembangan Modul Pembelajaran Mata Diklat Teknik Pengukuran Pada Standar Kompetensi Menggunakan Alat Ukur Mekanik Presisi di Kelas X TPM 1 SMK Negeri 5 Surabaya.* Hal.10

can Study in a way independent without or with guidance educator; (2) Order role educator No too dominant and authoritarian in activity learning; (3) Train honesty participant educate; (4) Accommodate various level and speed Study participant educate. For participant teach speed learn it high, then they can Study more fast as well as finish module with more fast too. (5) So that participants educate capable measure Alone level mastery material that has been studied.[9]

The aim of the module preparation module is provide appropriate teaching materials with demands curriculum with consider need students, that is appropriate teaching materials with characteristics teaching materials and characteristics students, as well as the setting or background behind environment social.[10] Furthermore according to Ministry of National Education, namely (1) Clarify and simplify presentation message not to too verbal ; (2) Overcoming limitations time , space , and power senses , okay participant Study as well as teachers/ instructors ; (3) Got it used in a way precise and varied , like For increase motivation and passion learn , develop ability in interact direct with environment and sources Study others that are possible student or learner Study independent in accordance abilities and interests; (4)Possible student can measure or evaluate Alone results learn it.[11]

Opinions about objective module that has been outlined above, concluded that preparation module aim for provide opportunities for each student to achieve a goal desired according to each individual's speed. Besides that 's learning more learning.

Based on results explanation theory above, author use theory Prastowo as reference about objective preparation module as teaching materials for do study development shaped teaching materials module.

Excess Using Module as Teaching materials

Excess use module in learning can felt by various parties, esp for teachers and participants educate. There are a number of excess teaching use shaped teaching materials module for participant students and teachers, among others following.

Excess teaching module for participant educate.

1) There is bait back (*feedback*). The module provides bait return a lot and soon so that participant educate can know results learn it. Error can repaired For continue mastery material furthermore.

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[9] Op. cit hal.108

[10] Hamdani. (2017). *Strategi Belajar Mengajar*. Bandung: Pustaka Setia. Hal.220

[11] Depdiknas. 2008. *Penulisan Modul*. Jakarta: Depdiknas. Hal.5

2) Mastery complete (*mastery*). Every participant educate get chance For reach completeness learn and acquire number highest If control material lesson in a way finished. If material has mastered completely, participants educate obtain solid foundation for face lesson new.

3) Objective Study clear. Modules are compiled like that appearance so that the goal clear, specific and can achieved by participants educate. If the goal Enough clea, participants educate can directed for achieve it with quick.

4) Give rise to motivation Study. Learning independent with steps as regularly as possible participant educate for control knowledge or required skills can give rise to motivation strong for try as active as possible.

5) Flexibility Study. Learning system module can customized with characteristics participant diverse education, including related ones with speed learn, way learning, and materials lesson.

6) Possible Work The same. Learning system module reduce or remove competition among participant educate Because all participant educate can reach results highest without need compete.

7) teaching. Learning system module in a way on purpose give chance for remedial, ie repair weakness, mistake or lack participant educate can found by the participants themselves educate based on evaluation independent in a way sustainable,

A number of excess learning system module for teachers is as following.

1) Satisfaction. Modules are compiled like that appearance so that makes it easier participant educate Study For control material learning according to appropriate method with participant educate with different characteristics.

2) Help individual. Learning system module give chance more size and time more Lots to the teacher/ instructor for give individual assistance and attention to every participant Educate those who need it, without bother participant other.

3) Enrichment more open. Teacher get more time Lots For give lesson addition as enrichment.

4) Freedom from meeting routine. Learning system module free teachers from meeting routine in class that includes preparation, implementation learning, and assessment.

5) Principle usefulness. Same module can used by various school so that the party in need No need compile return.

6) Increase teacher professionalism learning system module give rise to a number of question regarding the learning process. Question the guide teachers/tutors to think about method efficient and effective learning so that push for behave more scientific and professional.[12]

Available evaluation planned formative. Module only covers material limited lessons with evaluation planned.

Drama text

Enforcement 2013 curriculum makes shift approach learning Indonesian, that is from approach communicative to approach text. Lots of text used in Indonesian language learning, one of them drama text. Manuscript is text written. Manuscript or drama text can classified become two, namely (1) *part text*, meaning what is written in text only part only, in the form of an outline story. Text of some kind This usually earmarked for existing players advanced, (2) *full text*, is drama text with cultivation complete, including dialogue, character monologues, accompaniment and so on.[13] A form of written literature that is created with presents dialogue and commands in demand in a way clear called drama.[14] Drama is a work fiction or fiction that emphasizes dialogue and character.[15] A complete drama written named script. Concluded that drama text is written literary works presented in form of dialogue between revealing character something story life.

Characteristics The Language of Drama Texts

General and dominant criteria used in evaluate beauty or aesthetics A many dramatic works depend to use the language. From use language, work the expressed and communicated with audience. Stated that style language (*style*) is grouped become four types, namely: (a) affirmation consists from : pleonalism , repetition , climax , rhetorical, (b) contradiction consists paradox, antithesis, (c) comparison, consist from: metaphor, personification, association, parallel, (d) allusion, consisting from: ironism, sarcasm and cynicism.[16]

Explanation about style Language that is :

1) Redundancy is references that use more words Lots than necessary for state One mind, one ideas, for example: "red blood That smear all over his body".

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[12] Sani, Ridwan Abdullah. 2014. *Inovasi Pembelajaran*. Jakarta: Bumi Aksara Hal. 185-186
[13] Endraswara. 2014. *Metode Pembelajaran Drama (Apresiasi, Ekspresi, dan Pengkajian*. Yogyakarta: CAPS. Hal.37
[14] Fauzi, Harry D. 2016. *Bagaimana Menulis Drama.* Bandung: ARMICO. Hal.9
[15] Sun, Suyadi. 2015. *Drama Konsep Teori dan Kajian*. Medan: Partama Mitra Sari. Hal.5
[16] Ibid hal.44-45

2) Repetition is repetition sound, syllable, word or part considered sentence important For give pressure in a appropriate context, for example: " no jealous-no envy heart, and not even envy, just warn you about as a result get along free"

3) Climax also called gradation is style containing language sequences thoughts that every time get more and more increase his importance was realized ideas previously, for example: "misery produce patience, patience experience, and experience hope ".

4) Anti climax is style language which is something reference his ideas sorted by the most important consecutive to lacking ideas important, for example: "He Mother city, in cities big, in the village even in remote corners everything celebrate day independence".

5) Rhetorical is style just language is deviation from construction normal for reach effect certain. Paradox is style containing language real contradiction with existing facts, for example: " He dead starving in the middle abundant wealth. "

6) Antithesis is style containing language conflicting ideas with use the words or opposing groups of words, for example: rich-poor, young-old, big-small, all have obligation to security nation and country.

7) Metaphor is style comparative language two matter in a way straight away , but in short form , for example : that person crocodile land ". Personification is style Language figurative description objects die, or stuff that doesn't animate as if own traits humanity, for example: "turtle in boat, pretend No know ".

8) Parallel is style trying language reach alignment in use of the words or occupying phrases the same function, for example: " not just deed That must condemned, but also must eradicated". Ironism is style desired language say something with meaning or Meaning different from what is contained in a series of words , for example : " I know you are a girl who is the most beautiful in this world needs to be get dear !".

9) Sarcasm is always style hurt heart and less nice heard, for example: "your behavior sickening just". Cynicism is style Language shaped satire pregnant doubts mockery to sincerity and sincerity heart.[17]

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[17] Keraf, Gorys. 2016. *Diksi dan Gaya Bahasa*. Jakarta: Sinar Harapan. Hal.116-145

Based on results explanation theory above, author use theory Muhardi and Hasanudin WS (in Sun) as reference about characteristics language drama text as base For do study development shaped teaching materials module about material learning write drama text .

The Nature of Character Education

character building involve three aspect that is knowledge, feelings and actions. Education character covers three element principal, that is know goodness (*knowing the good*), and loving goodness (*desiring the good*), and doing goodness (*doing the good*).[18] According to him success education character started with understanding good character, love him , and execution or exemplary on character Good That . Following illustration three element principal education character Lickona :

Thomas Lickona defines a person with character as a person's natural nature in responding to situations morally which is manifested in real actions through good behavior, honesty, responsibility, respect for other people and other noble characters. Activities that lead to improvement quality education and development Budi always behave teach, guide and develop every man intik own competence intellectual, character, and skills interesting.[19] Based on opinions about definition education the characters above, can concluded that education character is business aware in formation personal student through knowledge Budi character, cultivating a sense of love kindness, capable do action Good that is religious, honest, responsible answer, deep life everyday, and can give good contribution in the environment.

Development Process Teaching Materials for Writing Drama Texts Based on Character Education

Research and development process This done with a number of stage that is stage studies introduction, stage development product initial, and trial stages. Based on analysis need obtained information that during these are teachers and students only use book publication Ministry of Education and Culture on the learning process. So far This Not yet There is book companion especially module for support activity learning especially regarding material drama text. Analysis results needs are also indicated that teachers and students really need writing teaching materials drama texts and interested in teaching materials based education character. There is an educational base character in teaching materials will help student become more character Good in accordance demands 2013 curriculum.

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[18] Mansur. A. K. 2016. *Pendidikan Karakter Berbasis Wahyu*. Jakarta: GP Press. Hal.7
[19] Ibid hal.10

Stage development product beginning is shaped teaching materials module with material text based drama education character For class VIII in general load a number of matter including foreword, table of contents, map concept, introduction and activities learning, guidelines assessment, competency test, key answers and bibliography. On activities study 1 covers know drama text, identify drama text, interpreting element drama text and interpreting rule language drama text. On activities study 2 covers review element from drama text and reviewing rule language from drama text. Activity 3 includes write A drama script and staging A play script.

Validation teaching materials are carried out by experts material and experts design. Validation results by experts for each aspect evaluation determined by the average score of the criteria each. Rating result that is what determines worthy or or not writing teaching materials text based drama education character For used by teachers and students. Average percentage of results assessment by experts material and design assessed based on aspects and indicators evaluation.

Assessment carried out by experts material to writing teaching materials text based drama education character consists from three aspect evaluation that is aspect appropriateness content, suitability presentation and assessment Language. Assessment results on aspects appropriateness fill declared "very good " with a total average percentage of 86.10%. Assessment of aspects presentation declared "very good " with a total average percentage of 81.70%. Rating result Language according to expert material declared "very good " with a total average percentage of 82.15%.

Assessment carried out by experts design intended For increase quality appearance writing teaching materials text based drama education character. Validation results teaching materials by experts design declared " good " with a total average percentage of 78.90%.

Testing stages teaching materials are carried out with 3 processes, namely trials individual, trial group small and trial field limited. Trials product done for identify lack teaching materials as well response student to writing teaching materials text based drama education character.

Trial assessment results individual declared in the " good " category with a total average percentage of 79.77%. Trials individual held for know response beginning student to teaching materials before testing was carried out group small . Rating result to indicator material stated category " good " with average percentage 79.20%, indicator language 80% with " good " category and indicators 80.10% interest with " good " category. matter This

means writing teaching materials text based drama education character has in accordance with need student.

Trial assessment results group small done for know return response student to writing teaching materials text based drama education character as well as weaknesses after testing was carried out individual. Trial assessment results group small obtain average percentage of 85.96% with "very good" category. Results obtained more Good from testing per person because has done repair to module especially in matter use more languages easy understood student. Assessment results on indicators material 84.50% with category "very good", indicator language 86.80% with "very good" category and indicators interest 86.60% with "very good " category . With thereby stages furthermore is do a test run field limited .

Trials field limited done for know extent of usefulness writing teaching materials text based drama education character for student. Rating result acquiring teaching materials average percentage of 91.87% with "very good" category. Rating result teaching materials on indicators material obtain average percentage of 90.20% with category "very good", indicator Language obtain average percentage of 92.30% with "very goo" category and indicators 93.10% interest with "very good" category. This matter means material teach writing text based drama education character Already fulfil need in learning.

Appropriateness Teaching Materials for Writing Drama Texts Based on Character Education

Appropriateness teaching materials load four component evaluation that is appropriateness content, suitability presentation, suitability language and eligibility graphics. Component appropriateness content, suitability presentation as well as appropriateness Language obtained based on validation expert material. Whereas appropriateness graphics obtained based on results validation expert design.

Appropriateness fill covers four sub components namely 1) suitability material with SK and KD, 2) accuracy material, 3) up to date material and 4) encourage curiosity. In sub components First obtained a total percentage of 100% with "very good" category. In sub components second obtained a total percentage of 83% with "very good" category. In sub components third obtained a total percentage of 84% with "very good" category. Sub components fourth obtained a total percentage of 85% with "very good" category. results average percentage whole from sub components to aspects appropriateness fill is 88% with "very good" category

Appropriateness presentation covers three sub components namely 1) technique presentation, 2) presentation learning and 3) completeness presentation. Assessment results on sub components First obtain average percentage of 80% with " good " category. on sub components second obtained average percentage of 90% with "very good" category and sub-components third obtained average percentage of 83% with "very good" category. The average percentage yield of all sub components aspect appropriateness presentation is 84.33% with "very good" category.

Appropriateness Language covers six sub components namely 1) straightforward, 2) communicative, 3) dialogical and interactive, 4) appropriateness with level development participant education, 5) guidance and integration channel thoughts and 6) use terms, symbols and icons. In sub components First obtained the average percentage is 77% with " good " category. In sub components second obtained average percentage of 92% with "very good" category. In sub components third obtained average percentage of 85.25% with "very good" category. In sub components fourth obtained the average percentage is 78% with " good " category. In sub- component five is obtained average percentage of 84.75% with "very good" category. Finally, the sub components sixth obtained the average percentage is 78% with category Good. Average percentage yield of all sub components aspect Language is 82.5% with "very good" category.

Appropriateness graphics obtained based on results validation by experts design. Appropriateness graphics covers three sub components namely 1) size module, 2) design cover module and 3) design fill module. Assessment results on sub components First declared " good " with average percentage 77%. Sub component assessment results second categorized as "very good" with average percentage 81.25%. Finally, the sub components third obtained average percentage of 82% with " good " category. Average percentage yield of all sub components aspect graphics is 80.08% with "very good" category.

Writing teaching materials text based drama education character has revised and improved in accordance with suggestions and input from the validator. So that questionnaire appropriateness content, presentation, language and graphics obtain results as already displayed previously. With thereby can concluded that writing teaching materials text based drama education character Already worthy For tried out to students and use in learning Indonesian, especially in the material drama text.

Effectiveness Teaching Materials for Writing Drama Texts Based on Character Education

Pretest carried out get that data mark student before use teaching materials yet reach completeness. That matter is known from average value ie with the average value obtained namely 69 are in the category Enough. If seen in a way individual of 30 students the only 4 students got it mark complete with category Good. the rest totaling 26 students obtain value below completeness with category Enough. From the results Study the obtained information that reason incompleteness student is lack of understanding about steps in write dramatic text and its lack idea in develop A story. Besides that students also have difficulties in write appropriate drama text with structure.

Description of each value of the 30 students who became subject study displayed as following. First there were 4 students who got it value 75-84. Details mark student the is fourth student the obtain value 78 with category Good. Second there were 13 students who obtained value 65-74. Details mark student the are 5 students obtain value 67 with category Enough good and 8 people gain value 72 with category Enough Good. third there are 13 students obtain grades 55-64. Details mark student the is 8 students obtain value 64 with category enough and 5 students obtain value 62 with category Enough.

Posttest carried out get that data mark student after use teaching materials already reach completeness. That matter is known from the average value is obtained namely 80 with category Good. If seen in a way individual of 30 students the there are 3 students who get mark complete with category Good. the rest totaling 27 students also obtained mark completeness with category Good . From the results Study the obtained information that after learning is supported by modules, students more trained compile drama text. Students are also increasing understand structure good and correct drama text. Besides that students also more easy develop story ideas with lift the characters must There is as a student.

Description of each value of the 30 students who became subject study displayed as following. First there were 3 students who got it value 85-100. Details mark student the is second student the obtain value 88 with very good category . Second there were 24 students who obtained value 75-84. Details mark student the are 9 students obtain value 83 with category OK, 10 people gain value 78 with category good and 5 students obtain value 80 with category Good. Third there are 3 students obtain value 65-74. Details mark student the is 1 student obtain value 73 with category enough, 2 students obtain value 71 with category Enough.

Learning outcomes student experience enhancement Enough significance after use writing teaching materials text based drama education character in activity learning. Is known

the average score of students before use teaching materials (pretest) namely 69 and at the time after use teaching materials (posttest) namely 80. Based on these data obtained difference quite an increase significant namely 11%.

Assess the result study above indicated that use writing teaching materials text based drama education character make mark learning student drama texts become more Good. enhancement results Study That become proof that based teaching materials education character will effective If used students and teachers in learning. So can concluded that writing teaching materials text based drama education character Already feasible and effective For used in learning Indonesian, especially in the material drama text.

CONCLUSION

Conclusion obtained based on discussion study development writing teaching materials text based drama education character in students class VIII SMP Negeri 1 Batang Angkola with details as following.

1. Development process writing teaching materials text based drama education character done with three stages that is stage studies introduction, development product initial and trial product. At stage studies introduction done analysis need for teachers and students. From analysis need data obtained that 100% of teachers and students of SMP Negeri 1 Batang Angkola need accompanying teaching materials in learning Indonesian. At stage development product beginning done planning product and validation product to 2 experts material and 2 experts design. After the validation process so product stated worthy for tried out. At stage third testing was carried out product with three method namely trial individual, trial group small and trial field limited. Trials individual obtain The average percentage is 79.77 with "good" category. Trials group small obtain the average percentage is 85.96 with "very good " category . Trials field limited obtain the average percentage is 91.87 with "very good" category. Based on these data so obtained appropriate teaching materials For used by teachers and students in learning.

2. Writing teaching materials text based drama education character For student class VIII SMP Negeri 1 Batang Angkola stated fulfil terms and conditions used as independent teaching materials student. This matter obtained based on results evaluation expert material and experts design to teaching materials. Validation results expert material to appropriateness fill obtained an average of 88% with very good category, aspect appropriateness presentation obtained an average of 84.33% with Very good category and

assessment Language obtained an average of 82.5% with category Very good. For evaluation graphics by experts design obtained an average of 80.08% with category Good.

3. Writing teaching materials text based drama education character stated effective For awaken activities and results Study student. This matter proven from test results Study student in write drama text. At the pretest the average was 69 and at the time posttest obtained an average of 80. Difference from pretest with posttest is 11% which indicates that learning with use writing teaching materials text based drama education character become more Good from previously.

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