

DIGITAL CARICATURES TO IMPROVE ANECDOTAL WRITING SKILLS

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Abstract

Caricature is a unique humor means of satire and criticism. This study aims to develop digital caricature media to learn anecdotal texts expressing social criticism through smiles. This study aims to describe the results of the needs analysis of students and classroom teachers. The research method uses the development steps of Alessi and Trollip. Learning media for writing anecdotal texts was developed based on the results of the analysis of the needs of students and teachers. The expert validation assessment consists of several aspects. These parts of material content, linguistic elements, and media aspects are carried out by two validations, namely material experts and media experts. The validity test of the material expert got a score of 33 with a percentage value of 92.5%, categorized as very feasible. The validity test of the media expert got a score of 45 with a percentage value of 93.75%, categorized as very feasible. The validity test of the linguist got a score of 13 with a percentage value of 81,25% classified as very feasible. Based on the results of expert validation, digital caricature media in revealing meaning through a developed smile can be very feasible for students in writing anecdotal texts.

Keywords— anecdotes, humor, Media development, digital caricature, social criticism

Introduction

Humor and satire cannot be separated from criticism or problems that occur in society. The problems in society include politics, economy, government, law, environment, defense and security, and development. The emergence of various social issues today that are observed and known by students has become a source of inspiration in expressing opinions and suggestions in a democratic society. The form of expressing this opinion can be written through criticism through humor, namely anecdotal text containing social values and social criticism. The emergence of social criticism is a protest of the deviations of norms that exist in society. Anecdotal texts are funny stories that involve factual characters or people. In addition to providing a lesson, anecdotes are taken from public figures or famous people. Anecdotes are understood as texts whose contents contain actual or fictitious events. Anecdotal text in the form of short story explanations that are interesting, funny, and impressive because the content is in the form of criticism or satire on policies, public services, the behavior of rulers, or a phenomenon or event. The element of humor, one of its characteristics, makes anecdotes very practical to be used as a medium to express opinions. Anecdotal text is one of the literary texts that have the aim of conveying aspirations in the form of criticism and humor so as to train critical thinking skills and improve creative writing skills by not violating existing rules (Resticka, 2017).

The preparation of anecdotes has a unique technique so that the text becomes a funny and exciting work. Anecdotal texts contain many criticisms, one of which is social criticism. In addition, a literary text certainly has values formed in every written work. Anecdotal text is one

of the literary texts taught in class X SMA/SMK. This anecdotal text can be used as a medium to convey messages or criticisms of social problems that exist in society.

At school, students must be skilled at writing anecdotal texts that contain events that irritate and are ridiculous. We know writing itself is defined as the process of pouring ideas or ideas into one's mind. Writing is actually an important aspect of learning (Ichlas and Yuningsih, 2020). However, there are still many students who need help in expressing their ideas in compiling anecdotal texts. Many teachers complain about the lack of students' writing skills during PJJ, especially on anecdotal material. This is focused on learning outcomes collected via electronic messages (e-mail), showing a low average score. Unfortunately, some students collect assignments from internet plagiarism. The complexity of writing creative anecdotal texts makes students think briefly, for example, taking plagiarism from the internet. This illustrates the low ability of students to write humor and the erosion of honesty values in students.

As a follow-up, appropriate media is needed to improve student learning outcomes in writing anecdotal texts such as digital caricatures. Technical communication and mass media changes have reshaped how society accepts and understands science as a natural progression. This is because digital caricatures are full of hidden meanings, dominated by satire or satire elements that are conveyed symbolically as a new medium of communication. Satire was chosen to be the central element because it has an aspect of humor that can be accepted by various groups of people (Heru Margianto, 2021).

Submission of messages through humor aims to discover the meaning of criticism because there is a cognitive process to provide the right target in it. The spirit contained in digital caricatures is made by disrupting logical thinking. The expression of the character's smile symbolizes the language patterned by the logic of reasoning that is in accordance with the daily phenomena of Indonesian people. The uniqueness of the style of delivering persuasive messages through caricatures that depict opinions by exaggeration becomes an attraction for research. The public's response is to see cartoons as objects of communication media, entertainment, or even satire. Of course, indications of partisanship can be seen when people respond to caricatures. The use of language is not only determined by linguistic factors but also by social factors. This also applies to caricatures. The caricatures are displayed with funny and interesting pictures followed by short sentences. This shows that the caricature is a complete discourse. Suppose a cartoon is depicted as a funny picture or made fun of so the reader is entertained, smiling, or laughing. In that case, a caricature is part of a cartoon loaded with messages with nuances of criticism or suggestions towards a person or group. Although the way of presentation is accompanied by humor, caricature as a form of humorous response in visual images is used as a vehicle for social criticism. Meanwhile, caricature characters are imitation figures through distortion to give a particular perception to the reader, so they are often called portrait caricatures. Digital caricatures are related to pragmatic aspects because the use of language in caricatures is a function of language as a means of communication between humans. (Suprayuni and Juwariyah, 2019) Pragmatics examines the speaker's intention to say specific linguistic units in a language. Context reveals the meaning (speaker meaning) hidden behind an utterance/speech (Heru Dwi Waluyanto, 2000).

Ideal learning will be carried out well if the components in the learning system play an optimal role. The components of the learning system in question are humans (man), media technology (devices), learning strategies (technique), learning environment (settings), learning resources (materials), and learning messages (messages). Learning media is a tool that can help present and distribute news. One of the positive impacts of using learning media is that it can improve the quality of learning outcomes and shorten learning time because it can present large amounts of subject matter. Students can absorb it (Ichlas and Yuningsih, 2020).

This study also tries to see how the media represent a contemporary phenomenon with digital caricatures. This research also wants to show that digital caricatures can be one way to observe people's attitudes toward a phenomenon. Previous research relevant to the current research concerns moral criticism in anecdotal texts by students (Jennah et al., 2015), which is motivated by social phenomena involving moral values, especially in the deviation of moral values.

Literature Review

Caricature is a form of cliché, satirical, criticism, and funny image. Caricature is an expression of someone's feelings that are expressed to be known by the public. Caricatures are often related to political and social issues. Caricature is a medium of communication that contains messages, criticisms, and satire without much comment but enough with funny drawings with deep (spicy) meanings. Caricature is satire in the form of images or sculptures. The satire in question is ironic, humorous, and a tragedy with an element of comedy. The satire in the caricature is packaged in a funny form or can be used as a laughing stock so that it does not create an impression that is too offensive. A caricature not only always contains funny or comedic things, but sometimes some caricatures depict a situation that is concerning or sad.

Research Method

Development procedures in research (Research and Development) R&D. The research method used is research and development using the development steps of Alessi and Trollip (2001). Analysis in this type of research and development (R & D) is quantitatively categorized into descriptive analysis and inferential analysis. Back to obtain effective results in the context of learning media development. Data collection techniques used in this study used questionnaires to get information that leads to the media and instructional aspects, observations, and tests. The analytical method used is adjusted to the instrument used. The data obtained through questionnaires and comments will be described in a narrative descriptive manner.

Results and Discussion

This research uses development research methods that are carried out through procedures adapted from the development model of Allesi and Trollip (2001). The stages of the development model include. 1) Planning Phase (Phase I-Planning), in this stage, a needs analysis is carried out, determining problems, and collecting materials to develop media; 2) Product Design (Design), this stage includes making storyboards and flowcharts, determining software; 3) Development in this stage is done by making graphic designs, doing alpha tests, making revisions.

The product developed is interactive multimedia using digital caricatures for learning to write anecdotal texts that meet validity standards; this research is limited to the expert validation stage (Expert Appraisal). The results of these stages are described as follows.

The planning stage, the first step in this research, needs analysis. This requires analysis to determine what information class XI students need for digital caricatures in writing anecdotal texts. Student analysis is done through questionnaires distributed to 36 students in one class. Meanwhile, teacher needs were analyzed through questionnaires and interviews with an Indonesian teacher who teaches class XI students of SMK Jambi.

Based on the results of the analysis of student needs, the following information was obtained. A total of 7 students (19.43%) strongly agree, and 22 students (61.10%) agree that they still have difficulty writing anecdotal texts. A total of 11 students (30.56%) strongly agree, and 20 students (55.56%) agree that they have a problem exploring ideas and writing topics to write anecdotal texts. The two data show that students struggle to write anecdotal texts and find it challenging to explore ideas and issues to write anecdotal texts, so media assistance is needed to overcome these difficulties.

Based on the results of interview data analysis and open questionnaires filled out by Indonesian language teachers, the condition of the existing media in schools needs to be improved for learning. However, more attention is required, especially in learning Indonesian anecdotal writing material. Teachers also need help developing learning media that attract students' interest in writing. Regarding the teaching materials used, teachers often use textbooks available in schools and the lecture teaching method. The teacher stated that the material in the book still needed to be completed. The textbook only briefly explains information about the material and steps for writing anecdotal texts, so other sources are required to help students

understand. The media available in schools at this time are not by the needs of students, so it is necessary to develop media for writing anecdotal texts. The teacher's expectation of the developed media is that the teacher wants learning media that can attract students' interest in writing, especially writing anecdotal texts.

After doing the analysis, the data that fits the needs of teachers and students is needed audio-visual media using digital caricatures in learning to write proper anecdotal texts to make it easier for students to write anecdotal texts so that they get good learning outcomes.

The validation stage, the interactive multimedia validation process of writing anecdotal text prototype 1 that has been developed, is given to three experts as validators: material expert validators, media expert validators, and linguistic expert validators. Material validation was carried out by Sri Mulyati, S.Pd., M.Pd., and media validation was carried out by Dr. Susi Deliyanti, S.Pd., M.Hum. The following is a description of the results of expert validation. Inputs and suggestions from the validator will be used as the basis for revising the media to make it even better.

Aspek yang dinilai	Deskripsi	Nilai	Kriteria
Kejelasan petunjuk kegiatan yang dikerjakan oleh siswa	Media menampilkan petunjuk pembelajaran yang jelas	4	Sangat layak
Kemudahan belajar	Media memudahkan siswabelajar	4	Sangat layak
Praktik dan umpan balik	Media memberikan latihan keterampilan menulis teks anekdot dan informasi kepada siswa yang membantu mereka dalam menyelesaikan tugas belajar	4	Sangat layak
Kesesuaian media dengantujuan pembelajaran	Media disajikan sedemikianrupa sehingga siswa dapat paham dan memproses informasi sesuai dengan tujuan pembelajaran	4	Sangat layak
Ketepatan materi unsur teks anekdot	Media berisi materi unsurteks anekdot yaitu tema cerita, tokoh, latar, sudut pandang, dan gaya bahasa	4	Sangat layak
Kejelasan langkah menulis teksanekdot	Media menampilkan arahan/langkah menulis teks anekdot dengan jelas	3	Layak
Memenuhi tahap pembelajaranmenulis teks anekdot	Media berisikan tahapanyang membantu siswa menulis teks anekdot dengan mudah	4	Sangat layak
Kesesuaian dengan KI, KD, indikator, dan tujuan pembelajaran	Media menampilkan KI, KD, indikator, dan tujuan pembelajaran dengan jelas	3	Layak
Kegunaan media	Media berfungsi terhadap pemahaman siswa	3	Layak
Nilai Total		33	Sangat Layak
Nilai Rata-rata		3,7	Sangat Valid

Based on the validation of media experts, writing anecdotal texts using digital caricatures for class XI students of SMK Jambi is categorized as very good and in the very valid category. Validation is done by filling out a questionnaire that has 12 aspects that are assessed.

Aspek yang dinilai	Deskripsi	Nilai	Kriteria
Selaras dengan standar, hasil, dan tujuan	Media mencapai standar/hasil/tujuan dan penggunaannya meningkatkan belajarsiswa	4	Sangat layak
Informasi yang akurat dan terbaru	Media berisikan informasi yang benar dan tidak berisi materi yang telah usang	4	Sangat layak
Tingkat ketertarikan dan keterlibatan	Topik disajikan membuat siswa tertarik dan aktif terlibat dalam belajar	4	Sangat layak
Kualitas teknik	Material mewakili media yang berkualitas baik	4	Sangat layak
Mudah digunakan	Material mengikuti pola yang mudah digunakan tanpa hal-hal yang membingungkan	4	Sangat layak
Panduan dan arahan pengguna	Arahan membantu siswa dan guru menggunakan media	4	Sangat layak
Memacu kolaborasi	Media dapat digunakan secara berkelompok selain dapat digunakan individu	4	Sangat layak
Pemilihan ukuran dan tipe font	Media yang disajikan menggunakan ukuran dan tipe font yang tepat	3	Layak
Ketepatan pemilihan background (audio)	Media berisikan audio yang menarik dan merangsang siswa untuk belajar	3	Layak
Ketepatan komposisi warna	Seluruh warna background dan tulisan yang digunakan tepat	3	Layak
Penempatan tombol navigasi	Tombol navigasi ditempatkan di tempat yang tepat	4	Sangat layak
Kebermanfaatan tombol navigasi	Seluruh tombol navigasi membantu pengguna dalam mempelajari media	4	Sangat layak
Nilai Total		45	Sangat Layak
Nilai Rata-rata		3,75	Sangat Valid

In the indicator of student interest and involvement level, it got a good category. Multimedia makes students visible in learning; then involvement will make students think. This aligns with (Resticka, 2017) in Rusli that media should stimulate students to think critically. Next is the assessment of media quality, ease of use, guidelines and directions for students, encourages collaboration, selection of font size and type, the accuracy of audio selection, the accuracy of color composition, the accuracy of placement of navigation buttons, and usefulness of navigation buttons.

Based on validation with media experts, there are suggestions and changes to the media. These suggestions and changes were made to improve the media for writing anecdotal texts. Revisions from media experts include exercises that make questions that encourage student collaboration, media displays must be more varied, and back sound songs are added to suit students. The product results, after being revised by media validation experts, obtained a significant improvement, namely, in the exercise, the initial question sentence was changed, namely "discuss it!" because to stimulate student collaboration, the KI & KD section of the media display was changed and given a different theme, for the font of each material the font and color were distinguished. The blank background section was filled with themes or images, also added at the beginning of the voice media instructions from the researcher. In the back sound section, songs were added according to the current generation of students to stimulate the spirit of learning.

As for the assessment of the material expert, it is very feasible assessing the clarity of the instructions that are categorized as very feasible. In the ease of learning indicator, the category is very feasible. Furthermore, the practice indicators and feedback were categorized as very feasible. The indicator goes according to getting a very decent category, then the indicator of the accuracy of the material elements of anecdotal text is very feasible. In the indicator of the clarity of steps in writing anecdotal texts, it gets a very decent category. Multimedia provides step-by-step writing of anecdotal texts to help students write step-by-step. This is in line with

Passerini (Resticka, 2017) which states that multimedia is said to be effective when it displays steps or procedures. The indicators that meet the learning stage of writing anecdotal texts are categorized as feasible. Conformity with KI & KD is categorized as very feasible. Finally, the media usability indicator is categorized as very feasible.

Based on validation with material experts, multimedia has suggestions and changes. Suggestions and changes are made to create multimedia. Suggestions and changes are made to make multimedia even better. The material expert's revision includes an explanation of the structure of the anecdotal text, which is further elaborated, and a description of the steps for writing anecdotal texts. The product results after revision by material validation experts obtained significant improvements, namely, in the basis of the structure of the anecdotal text, an example sentence was added or marked in each system, and in the description of the steps of writing anecdotal text, in each step, an example text or sentence was given.

As for the assessment of the linguist, it is very feasible assessing the readability that gets a decent category. The indicators of clarity and efficiency of information are feasible. Furthermore, the conformity indicators with the Indonesian language rules are good and proper. Indicators, then indicators of using language effectively and efficiently, are feasible.

Based on validation with linguistic experts, there are suggestions and changes to language in the media. These suggestions and changes were made to improve the media for writing anecdotal texts. Revisions from linguists include giving punctuation marks in the material slides, needing to be revised according to corrections, examples of text in the material and exercises vary in font size, needing to be enlarged, and the writing of texts that are cut off in the exercise section needs to be corrected according to corrections. The product results after revision by linguistic validation experts obtained significant improvements, namely, in the material section, there was a change in punctuation in each material; in the text of the material and exercise section, each letter was changed to the font and the font size was enlarged, and also changed the color of each subtitle font on the material. In the essay practice section number 5, parts of words are truncated to be corrected.

A previous study was conducted by (Heru Dwi Waluyanto, 2000) entitled The Use of Digital Caricature Media to Improve Student Accounting Learning Outcomes. The study's results revealed that students used attractive digital caricature media, obtained the results of the analysis of teacher and student needs, and developed accounting teaching materials by utilizing digital caricature media related to student accounting materials. Furthermore, the teaching materials developed in his research obtained validation results of 88 which were included in the excellent category. The results of the research conducted at this time were successfully applied during the learning process. The results of this study also obtained the results of analyzing the needs of teachers and students, developing teaching materials for writing anecdotal texts by utilizing computer-based multimedia learning. The material for writing anecdotal texts in interactive multimedia at SMK Jambi supports the learning process. The learning media developed by this researcher was also stated by expert validation to be very suitable for use.

Conclusion

The development process of writing anecdotal texts using digital caricatures for class XI students of SMK Jambi includes planning based on the results of needs analysis and information gathering. The aspects developed from this multimedia include (1) instructions, (2) competencies, (3) indicators, (4) materials, (5) exercises, (6) references. The results of this study are supported by the following: (1) developing interactive digital caricature media to help students write anecdotal texts, especially class XI at SMK Jambi, (2) this media has an impact on the learning process in the classroom to be more innovative, (3) helps students learn more independently, (4) the existence of interactive multimedia learning media helps the teaching process of teachers in the classroom so that students do not become bored in following the learning process, and (5) helps teachers improve the quality of interactive learning media in Indonesian language learning, especially writing anecdotal texts for class XI at SMK Jambi.

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